

LANDER UNIVERSITY 2018-2019 UNDERGRADUATE CATALOG



Lander University reserves the right to make changes in curricula, degree requirements, course offerings, and all academic regulations at any time when, in the judgment of the faculty, the President, or the Board of Trustees, such changes are in the best interest of the students and the University. *For the most current edition of the Lander University 2018-2019 Undergraduate Catalog, please go to <http://www.lander.edu/academics/catalog/>*

Registration at Lander University assumes the student's acceptance of all published regulations as applicable, including both those which appear in this document and all others in any official announcement. This catalog is effective for the 2018-2019 academic year, commencing with the 2018 fall semester and extending through the 2019 summer sessions.

CONTACT INFORMATION:

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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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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 37 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 37)
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 37)
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 37)
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 37)
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 (Men's)
 - 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
Criminology	Teaching and Learning for Diverse Elementary Students (Reading/Media)
Early Childhood Education	Mass Communications and Media Studies
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
 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

GRADUATE PROGRAMS

A Master of Education (M.Ed.) degree is offered in Teaching and Learning and in Montessori Education. A Master of Science (MS) degree is offered in Emergency Management and a Master of Science in Nursing (MSN) degree is offered in Clinical Nurse Leader. (Please see the Graduate Catalog for details.)

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, Jocassee, 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 furnishing. 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 Willison 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 foot 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.

UNDERGRADUATE ADMISSION

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

Requests for undergraduate application forms should be sent to the Office of Admissions by mail or email at admissions@lander.edu. A completed application and all supporting documents should be submitted to the Office of Admissions according to the appropriate deadline for the semester. Applicants who have obtained, by means other than the normal procedure, the equivalent of the requirements for admission will be considered on an individual basis.

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

STEPS IN THE UNDERGRADUATE APPLICATION PROCESS

1. Application

Prospective students are encouraged to apply for admission online by going to <http://www.lander.edu/apply>.

Application Deadlines for Degree Seeking Students

- *Domestic Students:*

Fall 2018 semester – August 1, 2018

Spring 2019 semester – December 15, 2018

Summer 2019 – May 1, 2019

- *International Students:*

Fall 2018 semester – July 15, 2018

Spring 2019 semester – December 1, 2018

Summer 2019 – April 15, 2019

2. Transcripts

All freshman, transfer and returning applicants must submit transcripts of their high school records directly from the high school(s) attended. Transfer applicants must also submit a transcript directly from each college attended. *All transcripts become permanent records of Lander University and will not be forwarded or returned. All students requesting financial aid are required to submit a final official high school transcript.*

3. Entrance Examinations

Freshman applicants under 21 years of age and transfer candidates under 21 years of age having completed less than 24 semester hours of college credit must submit the results of the Scholastic Assessment Test (SAT) or the American College Testing Program (ACT).

Registration materials for these tests are readily available at high schools or can be obtained by contacting the College Board at www.collegeboard.com or the American College Testing Service at www.act.org. The College Board's institutional code for Lander is **5363**. The ACT code for Lander is **3860**.

4. Campus Visits

Campus visits are not required, but recommended. Students are encouraged to visit the campus and meet with representatives of the University. Campus tours are offered during the week and during Saturday Open House events. See the Lander Admissions' website for more information on visit dates. To ensure an informative and enjoyable visit, arrangements should be scheduled in advance by registering online at <http://www.lander.edu/visit>, or by calling the Office of Admissions at (864) 388-8307 or toll free, 1-888-4LANDER (1-888-452-6337).

Applicants for admission to Lander fall into "Degree-Seeking" or "Non-Degree Seeking" categories, with a number of specific categories under each. Requirements for the specific categories follow.

I. DEGREE-SEEKING ADMISSION

All students are encouraged to apply for admission to Lander. 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 appropriate GPA/standardized test scores (ACT/SAT), or through previous success at another postsecondary institution.

A. Freshman Admission

How to apply as a Freshman:

- Create an account and complete the [online application](#)
 - Submit your official high school transcript
 - Submit your official SAT or ACT scores (SAT code: 5363; ACT code: 3860)
 - Recommendations are encouraged, but not required
- Please note that Lander does accept
- [Advanced Placement \(AP\)](http://www.lander.edu/docs/default-source/admissions-documents/fall-2017-ap-chart.pdf?sfvrsn=0) <http://www.lander.edu/docs/default-source/admissions-documents/fall-2017-ap-chart.pdf?sfvrsn=0> and
 - [International Baccalaureate \(IB\)](http://www.lander.edu/docs/default-source/admissions-documents/international-baccalaureate-credit.pdf?sfvrsn=2) (<http://www.lander.edu/docs/default-source/admissions-documents/international-baccalaureate-credit.pdf?sfvrsn=2>) credit.
- Submit official GED scores from testing center and GED Certificate (if applicable)

Freshman applicants will be evaluated on:

- High school course prerequisites
- High school grade point average
- SAT and/or ACT test scores
- Extracurricular activities and community involvement
- GED scores (if applicable)

Freshman applicants will be evaluated on an individual basis on the above criteria. These factors are used to predict the applicant's probability of success during their freshmen year. Exceptions to admissions requirements will be considered for applicants who can present extenuating circumstances such as special talents or high school profile. Where appropriate, the Office of Admissions will refer such cases to the Admissions Committee.

Applicants who attend a post-secondary institution while in high school or during the summer after graduation are classified as freshmen; however, they must submit transcripts of their college work directly from the institution (college or university) awarding the college credit.

Exceptions to admissions requirements will be considered for applicants who can present extenuating circumstances such as special talents or high school profile. Where appropriate, the Office of Admissions will refer such cases to the Admissions Committee.

1) High School Graduates (under 21 years of age)

- High school diploma or equivalent (GED certificate), satisfactory high school record; and
- Scholastic Assessment Test (SAT) scores from the College Entrance Examination Board or the American College Testing Program (ACT) scores.
- High school course prerequisites

Prospective students are required to have completed, at a minimum, the following high school units:

English	4 units
Mathematics	4 units
Laboratory Science	3 units
Foreign Language	2 units
Fine Arts	1 unit
Social Sciences	3 units
Physical Education or ROTC	1 unit
Electives	1 unit

Prospective students should include among the four English units at least two with strong grammar and composition components, at least one in English literature, and at least one in American literature. Mathematics requirements include algebra I (applied mathematics I and II may substitute for algebra I if the student has successfully completed algebra II), algebra II, and geometry; a fourth higher level mathematics course should be selected from among algebra III/trigonometry, precalculus, calculus, statistics, discrete mathematics, or a capstone mathematics course and should be taken during the senior year. The laboratory science requirement includes two units taken in two different fields of the physical or life sciences and selected from biology, chemistry, or physics; the third unit of laboratory science may be from the same field as one of the first two units or from any laboratory science for which biology and/or chemistry is a prerequisite. The two units in foreign language must be of the same language. One unit of fine arts is required in appreciation of, history of, or performance in one of the fine arts. The social sciences requirements include one required unit of U.S. History; a half unit of economics and a half unit in government are strongly recommended. One elective unit must be selected from any English, fine arts, foreign language, humanities, advanced laboratory science courses for which biology and/or chemistry is a prerequisite, mathematics above the level of algebra II, or social science. One unit is recommended in computer science, which includes programming (i.e. not merely keyboarding). One unit of physical education or ROTC is also required.

2) Freshman, GED Certificates

Applicants submitting the General Education Development (GED) certificate in lieu of a high school diploma must request their official GED score results be sent *directly* from the General Educational Development Testing Service along with an official copy of the high school transcript and SAT or ACT scores. Where appropriate, applicants presenting the GED will be reviewed by the Admissions Committee. Successful GED scores are defined as at least a 145 on each module and a 580 on the entire test.

3) Freshman, Non-Traditional

Non-traditional students, those over 21 years of age, who are applying for admission as freshman and who have not been enrolled in school for three or more years, are not required to submit SAT or ACT scores for admission; however, they must submit other credentials which give evidence of reasonable academic potential. Students will be required to take a placement test administered by the University. Specific opportunities are outlined in the section of the catalog dealing with advanced standing (see page 47), which also includes information about the College-Level Examination Program (CLEP). Students are permitted to earn a maximum of 30 hours through any combination of advanced standing mechanisms, except as stipulated under Transfer Credit for Registered Nurses (see page 47).

B. Transfer Admission

An applicant is considered a transfer student when he/she has attended another postsecondary institution in any capacity after completion of high school regardless of whether or not the student earned credit at that institution. *All transfer students are required to submit a final official high school transcript.*

1) How to Apply as a Transfer student

- a. **Students who have earned 24 semester hours of college-level credit:**
 - Create an account and complete the [online application](#)
 - Submit final official transcripts from all colleges attended;
 - Be academically and otherwise eligible to return to all institutions previously attended; if applicant was suspended from a prior institution, the applicant must take action to restore eligibility to return to that institution; and
 - Submit final official high school transcript
- b. **Students who have earned fewer than 24 semester hours of college-level credit:**
 - Create an account and complete the [online application](#)
 - Submit final official transcripts from all colleges attended;
 - Be academically and otherwise eligible to return to all institutions previously attended; if applicant was suspended from a prior institution, the applicant must take action to restore eligibility to return to that institution;
 - Submit final official high school transcript; and
 - Submit official SAT or ACT scores

2) Transfer Admissions Requirements

- a. **Students who have earned 24 semester hours or more of college-level work**
 - 2.0 cumulative grade point average on a 4.0 scale at the last college attended
 - Earned at least 12 semester hours at the last college attended; if not, all transcripts from previous institutions will be reviewed
 - Official college transcripts sent directly from each institution attended
 - Eligible to return to all previous institutions
- b. **Students who have earned fewer than 24 semester hours of college-level work and are under 21 years of age**
 - 2.0 cumulative grade point average on a 4.0 scale at the last college attended
 - Earned at least 12 semester hours at the last college attended; if not, all transcripts from previous institutions will be reviewed
 - Official college transcripts sent directly from each institution attended
 - Eligible to return to all previous institutions
 - Must meet freshman admissions requirements

Students with unsatisfactory academic or conduct records at other colleges or universities are considered only if there are extenuating circumstances or time intervals (such as military or work experience) that would give clear evidence admission should be granted.

Note: Failure to submit prior records may constitute cause for dismissal from Lander University.

See pages 45-48 for policy on placement tests.

3) Transfer Credits

Academic transcripts of coursework successfully completed at an institution accredited by a regional accrediting agency will be considered for Lander University credit. Coursework completed at institutions accredited by other agencies recognized by the US Department of Education may also be considered.

Courses may be transferable, provided the student earned a grade of "C" or better in each course. *Credits transferred to Lander are not used in computing the student's Lander grade point average.*

Lander University reserves the right to determine whether any particular course meets the requirements and standards of the University for transfer. *Although a course may be transferable, it may not necessarily apply to a particular major, program, or degree.*

Generally, credits earned in courses that fall into one or more of the following categories are not transferable to Lander:

- a. Courses that are occupational or technical in nature;
- b. Courses that are essentially remedial in nature;
- c. Courses from a two-year institution which are considered upper division or upper level at Lander
- d. Courses from two-year institutions that are not listed as part of that institution's college parallel program; and
- e. Courses exempted through any form of testing or assessment at another institution.

4) Evaluation of Transfer Credits

Transfer applicants having completed all admission procedures and requirements at least 30 days prior to registration may view an evaluation of credits accepted by transfer to the University online at www.lander.edu/bearcatweb. Applicability of those credits toward a degree program is determined by the major department or college in which the student is enrolled. The number of credits acceptable to the University and the number creditable toward a particular major degree or program may differ.

The American Council on Education (ACE) Transfer Guide is used to evaluate special courses, seminars, etc. *The ACE Military Guide* is used to evaluate military experience and training for college credit. Please contact the Registrar's Office for specific information.

International students wishing to transfer college-level credit must have a "course by course" evaluation completed by a Credential Evaluation Service certified by the National Association of Credential Evaluation Services (NACES). Contact the Office of International Programs for a listing of potential translation services. Descriptions for each course should be provided by the students. Costs associated for these services are the student's responsibility.

NOTE: Students who withhold any part of their record at another institution may be permanently dismissed without credit for work completed at Lander University.

See pages 46-48 for information relating to credit by examination which allows students to begin academic study at a level appropriate to their experience and enables adults to obtain credit for learning accomplished outside the classroom.

State Transfer Policy for Public Two-Year and Four-Year Institutions in South Carolina

The South Carolina Course Articulation and Transfer System serves as the primary tool and source of information for transfer of academic credit between and among institutions of higher education in the state. The system provides institutions with the software tools needed to update and maintain course articulation and transfer information easily. The student interface of this system is the South Carolina Transfer and Articulation Center (SCTRAC) web portal: www.SCTRAC.org. This web portal is an integrated solution to meet the needs of South Carolina's public colleges and universities and their students and is designed to help students make better choices and avoid taking courses which will not count toward their degree. Each institution's student information system interfaces with www.SCTRAC.org to help students and institutions by saving time and effort while ensuring accuracy and timeliness of information.

The state transfer policy is found in its entirety on the South Carolina Commission on Higher Education's web site at http://www.che.sc.gov/CHE_Docs/AcademicAffairs/TRANSFER/RevisedTransferPolicyFINAL.pdf.

In order to comply with state guidelines, the following information is noted relative to Lander University:

Transfer Officer

Office of Registrar
Lander University
Greenwood, SC 29649-2099

Phone: 1-864-388-8503 (direct)
1-888-4LANDER (toll free)
Fax: 1-864-388-8028
Email: registrar@lander.edu

Prospective transfer students are also encouraged to refer to the University's homepage on the internet at <http://www.lander.edu> or the South Carolina Commission on Higher Education's website at <http://www.che.sc.gov>.

5) Bridge Program

The Lander University Bridge Program was developed in cooperation with the South Carolina State Technical College System to provide students with an alternate route for completing a degree at Lander University. The Bridge Program is a collaborative program between Lander University and the technical colleges in South Carolina, and its purpose is to create a seamless transition between the two campuses.

Participants of the Bridge Program complete their freshman studies at the technical college campus of their choice. After successfully completing 30 semester hours of college-level work at that technical college and earning an overall 2.0 GPA, participants are guaranteed admission to Lander University and allowed initial priority registration. There is no application fee required. Additionally, they will be eligible to receive a Lander ID. This will allow them the opportunity to attend cultural and athletic events of their choice at Lander University; some of which may qualify to count towards the Fine Arts and Lectureship Series requirement.

Like Lander, the technical college will provide the participants with small classes and an opportunity to be well prepared for success. Furthermore, this unique program allows the participant the opportunity to meet and work with a group of select students who are also preparing to transfer to Lander. Please direct questions or concerns to the Office of Admissions at 864-388-8307 or admissions@lander.edu.

C. Readmission (of former students)

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

1) How to apply as a returning student:

- Create an account and complete an online application;
- Submit final official transcripts from all colleges attended since last enrollment at Lander;
- Submit a final official high school transcript if not previously submitted

2) Requirements for a student wishing to return after completion of a suspension term:

- Create an account and complete an online application preferably by August 1 for fall consideration and December 1 for spring consideration;
- Complete an appeal for readmission form, signed by the advisor and dean of the appropriate college;
- Request a meeting with the academic advisor or department chair to discuss academic goals and a possible class schedule;
- Submit a letter from your advisor and/or college dean which provide evidence of advisement;
- Write a letter explaining the circumstances of the suspension and what measures have been taken to correct this in the future.
- Submit final official transcript(s) from any institution(s) attended during your absence from Lander; and
- Submit the entire appeal packet to the Office of Admissions.

The University Admissions Committee meets once a month to review the application and make the decision concerning readmission. Meeting dates are posted online.
<http://www.lander.edu/Admissions/Future-Students/Returning.aspx>.

Students completing their term of suspension must submit their application for admission prior to the following preferred deadlines:

Fall 2018 semester - August 1, 2018

Spring 2019 semester - December 1, 2018

D. Second Undergraduate Degree Admission

Requirements for a second undergraduate degree include:

- A completed application for admission; and
- An official transcript sent directly from each institution attended.

For degree completion, at least 31 semester hours not counted toward the first degree, including a minimum of 12 semester hours of 300- and 400-level credit in the major, must be earned through instruction by Lander University.

Students who have earned a bachelor's degree from a regionally accredited institution are not required to meet the general education requirements for the second undergraduate degree, except for those courses which are prerequisites to the second degree program requirements as outlined on page 57.

II. NON-DEGREE-SEEKING ADMISSION

Applicants who wish to attend Lander for one semester or for some limited time and who do NOT intend to pursue a degree at Lander may be approved to do so by submitting an Application for Admission. The Office of Admissions reserves the right to identify the proper category of admission and to determine what credentials may be required. Courses completed as a non-degree student carry full Lander University credit; however, none of the hours earned are applicable to a degree until the student applies and qualifies for degree-seeking admission. Non-degree seeking students are not eligible to receive financial aid.

See pages 45-48 for policy on placement tests.

A. Special Students

Special students are undergraduate students who wish to enroll in courses but do not intend to earn a degree at Lander. A maximum of 30 semester hours of credit may be attempted in this category. Special student status is not a "trial admission" status or one for candidates who apply too late to submit credentials for consideration for regular admission. Applicants who have been officially denied admission as degree-seeking students are not eligible to apply as special students. Special students must complete an application for admission and submit proof of high school/college graduation in order to be reviewed for admission.

B. Concurrent/Dual Enrollment Students

High school students may enroll in Lander University courses, subject to the following requirements:

- a. High school junior or senior status;
- b. College prep high school curriculum;
- c. Minimum 3.0 grade point average;
- d. Composite SAT score of 1100 or ACT score of 24; and
- e. High school guidance counselor approval.

High school students who enroll in a course through a cooperative arrangement with a local school district are subject to the following requirements:

- a. High school junior or senior status;
- b. College prep high school curriculum;
- c. Minimum 3.0 grade point average;

- d. Composite SAT score of 1000 (102 PSAT) or ACT score of 21 (19 PLAN); and
- e. High school guidance counselor approval.

C. Audit

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 and students may only audit the same course one time.

Students seeking admission solely for the purpose of auditing are required to meet normal non-degree seeking admissions criteria. There is no application fee required to audit a course.

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

A student who has registered for a course on an audit basis and who wishes to change the registration to take the course for credit or a student who has registered for a course on a credit basis and who wishes to change the registration to take the course by audit, may do so by notifying the Office of the Registrar by the last day to add a class or register.

D. Transient

Students who are eligible to return to the last college attended and who have a course of study approved by that institution will be considered for admission in this category. Students should seek written approval from their home institution. *Transient students normally attend only for one semester or for a summer session.* A coursework approval form/letter is required and permits the student to enroll in only those classes on the form/letter. Transient students are not eligible for financial aid.

E. Recertification (Elementary and Secondary School Teachers)

Students wanting to upgrade their certification may apply as special students (see above). In addition to the Application for Admission, students in this category should submit a copy of their state certification. No other documents or records are required unless the student intends to earn a second undergraduate degree.

Credit earned while attending as a non-degree candidate may be used toward a degree only after the student has applied for and been accepted into a degree program. An applicant denied admission to any degree category is not eligible for admission as a special non-degree student. The period of enrollment in these categories is limited either by time or by number of allowable credits.

III. 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

IV. 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.

V. SOUTH CAROLINA RESIDENTS at least 60 years of age

South Carolina residents at least sixty (60) years of age are permitted to attend classes at Lander on a space-available basis without payment of tuition with the proper documentation. These students must be South

Carolina residents and cannot receive compensation as a full-time employee. Qualified residents are eligible to register on a space available basis on the first day of classes for each semester or summer session.

Admissions Checklist

- Submit an application for admission <http://www.lander.edu/admissions/Future-Students/Apply-Now.aspx>
- Proof of South Carolina residency
- Senior Citizen Free Tuition Application http://www.lander.edu/docs/admissions-documents/Senior_Citizen_Free_Tuition_Application.pdf?sfvrsn=4

Please note that no application fee is required for Senior Citizen students.

South Carolina Law: Section 59-111-320 of *The Code of Laws of South Carolina, 1976*, as amended, authorizes state-supported colleges and universities, and institutions under the jurisdiction of the State Board for Technical and Comprehensive Education to permit legal residents of South Carolina who have attained the age of sixty to attend classes for credit or noncredit purposes on a space available basis without the required payment of tuition, if these persons meet admission and other standards deemed appropriate by the college, university, or institution, and if these persons do not receive compensation as full-time employees.

Special Notes: Lander University further stipulates that the “no payment of tuition” opportunity may only be applied for the first attempt of a course. An exception will be given if the qualified resident is a degree-seeking student and repetition of a course is necessary for graduation requirements. Qualified residents will be allowed to register for classes on the first day of classes for each semester or summer session.

VI. ACADEMIC RENEWAL

Academic renewal provides an opportunity for former students with poor academic records to resume their studies without the burden of the previous grade point average (GPA). Former students who have not attended Lander for at least three years and who have a cumulative grade point average (GPA) below a 2.0 may wish to consider applying for academic renewal.

Students seeking academic renewal must complete an Application for Admission the semester prior to enrollment, be admitted to the University, enroll, and then complete the Academic Renewal form after the first day of classes and before the last day of classes for the first term of study following the absence. Students approved for academic renewal will be placed on academic probation but have the benefit of resuming their studies at Lander with a GPA of zero. Academic renewal may be granted only once, is irreversible and disqualifies the student for graduation with honors. Refer to page 55 for details on how Academic Renewal is applied to the student’s record.

VII. 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.

VIII. 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

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 student enrolled for less than 12 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*

Applied music fees - (10-12 hours of private instruction) Students majoring or minoring in music and taking applied music will be charged an additional \$200.00 per semester for one hour applied lessons (MUSK, MUSN, MUSV: 150, 151, 250, 251, 350, 351, 450, 451).

Students majoring or minoring in music and taking applied music will be charged an additional \$100.00 per semester for 30-minute applied lessons (MUSK, MUSN, MUSV: 152, 153, 154, 155, 252, 253, 254, 255, 352, 353, 354, 355, 452, 453, 454, 455).

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

Course Overload Fee - Students enrolled in 19 hours or more will pay an additional \$150.00 per credit hour.

Freshman Orientation Fee - Students attending orientation (EXPO) will be required to pay a \$120.00 fee that will be included as part of the fall bill. This fee does not apply to the basic expenses.

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 - Candidates for bachelor's degrees are charged a non-refundable fee of \$75.00 to cover cost of diploma, cap and gown. 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. See page 29-30.

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 \$50.00 per semester or \$100.00 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/sites/financial-aid-office>. 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 while enrolled at least halftime 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 students maintain a minimum level of academic achievement. The current levels of academic achievement are provided below:

Cumulative Hours Passed	Minimum Cumulative Grade Point Average Required
0-29	1.700
30-59	1.900
60-	2.000
Graduate	2.000

3. Time Frame Evaluation

The time frame evaluation limits the length of time that undergraduate students can receive federal and state funding to complete degree requirements. An undergraduate student cannot be eligible for federal or state aid after **attempting** more than 187 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 150 credit hours but still needs 60 hours to complete their degree requirements at Lander; they are not eligible because they only have 37 credit hours remaining before reaching the 187 maximum.

This standard applies to all undergraduate degree candidates, including second-degree students and includes transfer hours from ALL prior institutions. See #1 above for a definition of hours counted as attempted hours. Undergraduate

students who are enrolled in a program of study requiring more than 125 hours for completion of the degree may appeal for an extension of the time frame.

Graduate students must complete all degree and graduation requirements within 54 credit hours.

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.

Students who are enrolled in a program that requires more than 125 hours to complete the degree may appeal to receive an extended time frame. The extended time frame may vary depending upon the program, but will not exceed 150% of the program length as published in the catalog or documented by the department chair.

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/sites/business-office>.

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/sites/financial-aid-office/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.

SCHOLARSHIP ELIGIBILITY POLICY

Incoming Freshmen: Lander Academic scholarships are awarded to high school seniors who have been accepted for admission and demonstrate academic merit. Students are encouraged to complete their application for admission by November 15 as awards are made on a first-come, first-served basis and funding is limited. No separate application is required, but generally students who are admitted and have at least a 3.5 high school GPA (S.C. Uniform Grading Scale) and at least a 22 ACT or an 1100 SAT score (not including the writing portion) will be offered a scholarship.

Transfer Students: A limited number of scholarships may also be awarded to transfer students entering in the fall who have a cumulative GPA of 3.30 or better with a minimum of 30 earned credit hours, but not more than 90 attempted hours and have a satisfactory completion rate. Students must be admitted and have all final transcripts submitted by June 15. These scholarships are contingent upon funding each year.

All scholarship awards require full-time enrollment at Lander University unless otherwise specifically stated in the terms of the awards contract. Students may not receive scholarships for semesters in which they are enrolled less than full-time, nor will semesters of ineligibility be extended to the end of the academic career. Scholarships apply to the academic year only, exclusive of summer school, except where otherwise stated. Students may never receive

financial aid (including, but not limited to: grants, scholarships, loans, and Federal Work-Study) that exceeds the total Cost of Attendance (COA) for the academic year. Students must remain in good standing with the Lander Honor Code, as outlined in the *Student Handbook*.

SCHOLARSHIP RENEWAL POLICY

There are certain standards for renewal of Lander scholarships. Recipients generally must complete 24 semester hours each academic year, excluding summer school, unless otherwise specifically stated in the terms of the awards contract. Recipients of all scholarships must maintain a cumulative GPA of 3.0, unless otherwise specifically stated in the terms of the awards contract. If a scholarship is renewable and the student maintains the required academic standards, the scholarship will be renewed automatically. Renewals are made in the summer of each year for the upcoming year. Students who fail to meet the renewal requirements will be granted the opportunity to appeal in writing. Scholarships are awarded for up to, but never exceeding, four years from the initial term of college enrollment. Academic departments may disclose separate renewal criteria for departmental scholarships in the written scholarship contract.

STUDENT LIFE

The Division of Student Affairs provides a well-balanced program of co-curricular activities and encourages student participation in these and other aspects of University life. As members of the University community, students have opportunities to gain valuable experience in leadership and human relations skills which can enrich their lives far beyond their college years. Registered student organizations, intramurals, and athletics are just a few of the many opportunities offered at Lander. There are currently 65 registered student organizations, which include academic organizations, and special interest groups, club sports, Greek organizations, honor societies, media groups, and religious organizations. Students are also encouraged to become involved in the Greenwood community through volunteer opportunities, which are coordinated through the Student Activities Office.

The Freshman Orientation program helps new students become acquainted with the Lander campus. Emphasis is placed on student services information, co-curricular opportunities, and meeting other students, and staff.

In an effort to offer opportunities for personal enrichment to the Lander community, Lander sponsors a variety of programs, formal and informal, through which students may broaden their educational experience.

Student-faculty interaction is encouraged through field trips, cultural offerings, annual Lander outdoor events, and other co-curricular activities. In addition, students are also encouraged to participate in a comprehensive, high quality intramural and recreational sports program.

The **Intercollegiate Athletics** program allows students an opportunity to support teams in thirteen varsity sports: women's basketball, cross country, golf, soccer, softball, tennis, and volleyball, and men's baseball, basketball, cross country, golf, soccer, and tennis. Wrestling and men's and women's lacrosse will be added for competition in 2019-2020. The philosophy of athletics at the university affirms that participants in the program are first of all students and secondarily, athletes.

Lander University Student Wellness Center is located in Genesis Hall. The Center houses Health Services, Disability Services and Counseling Services. The office hours are 8:00 a.m. until 5:00 p.m. Monday through Friday. Summer hours are 7:30 a.m. until 5:00 p.m. Monday through Thursday. Counseling services are by appointment only except in the event of an emergency.

Health Services provides the services of an on-campus registered nurse and access to physician care for all students at Lander University. Medical doctors at the Montgomery Center for Family Medicine serve as the university physicians. Services of medical personnel (other than those with the Montgomery Center for Family Medicine) as well as any prescription medications, special treatments such as splinting, casting, x-rays, stitches, etc., are the financial responsibility of the student. The cost of the doctor's consultation for most acute illnesses (ear infections, throat infections, etc.) and some limited diagnostic tests performed at the Montgomery Center are covered by the Lander University contract.

Disability Services 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.

Counseling Services provides crisis intervention, short-term counseling and/or referrals at no cost to students. Professionally trained counselors assist students in resolving personal concerns which may interfere with their academic success, social development and over-all psychological well-being.

In an after office hour counseling emergency, an on-campus student may call the Lander University Police Department at 864-388-8911 or 8222 to access a counselor. A student living off-campus may call 911 for assistance.

In a mental or physical health emergency during the day or after office hours, students may choose to be treated or be referred to the Express Care or Emergency Room at Self-Regional Health Care. (Such treatment will be at the student's expense).

Psycho-educational programs, addressing high frequency mental, physical, or sexual health issues in the college population, are presented throughout the year by Wellness Center staff members.

The Office of Career Services, located on the third floor of Grier Student Center, strives to empower Lander students to achieve professional success in a diverse and global economy. The primary focus of Career Services is on currently enrolled Lander students; however, the full range of available services is also offered at no charge to Lander alumni, and Lander employees.

The office provides students with personal one-on-one career advising on topics such as resume building, developing interview skills, choosing a major and successful job search strategies. Upcoming graduating seniors are highly encouraged to schedule an appointment with Career Services and participate in additional workshops and seminars focused on job search strategies, resume writing, and interview techniques.

Many online resources are available to students including information on career exploration, internships, graduate school, resumes, and interviewing. Students can access the free online information at <http://www.lander.edu/careerservices>. Students and alumni seeking part-time and full-time employment in the surrounding communities and across the globe are encouraged to view open opportunities on Lander's Career Services website <http://www.lander.edu/sites/career-services>.

Various employer and career-related events are held on campus throughout the year, offering students the opportunity to connect with employers who are hiring or can provide career advancement information. Upon the request of faculty members, the Director of Career Services presents classroom workshops geared toward specific career development topics. Additional seminars are held during the year at various campus locations to give students increased opportunity to attend outside the classroom.

Recognizing that Lander is just the beginning for many students, the Office of Career Services hosts a Grad School/Career Fair each fall. Employers and Universities from across the region visit Lander's campus to offer students insight into their graduate study programs and or job opportunities. In collaboration with Kaplan Testing, the office provides access to free practice graduate tests throughout the year.

ACADEMIC REGULATIONS AND PROCEDURES

All the students are responsible for knowing and observing the academic requirements and regulations of the University which are set forth in this section of the catalog. They are also advised to be familiar with related portions of the catalog, especially the *Courses of Study* section, and for knowing that academic policies in effect are always those stated in the current catalog.

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

EMAIL COMMUNICATIONS

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

ACADEMIC HONOR CODE

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

ENGLISH FLUENCY IN HIGHER EDUCATION

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

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

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

PLACEMENT CRITERIA

ENGLISH

All students will be placed into English 101.

Exceptions:

- Students have at least 680 Verbal SAT or at least 30 ACT English. These students may take the validation essay to attempt to earn credit for ENGL 101 and placement into ENGL 102.
- Transfer students who have credit for ENGL 101 will be placed into the next required English course. Students must seek advice from their advisor.

Please note that students with less than 400 Verbal SAT or less than 15 ACT English should consider enrolling in a developmental English course at a local community or technical college prior to enrolling at Lander.

FOREIGN LANGUAGE PLACEMENT POLICY

The Foreign Language Placement Test will be taken by all students new to Lander.

Exceptions:

- a) Readmitted students who have previously taken the foreign language placement test
- b) Transfer students who have passed (with at least a “C”) modern foreign language courses equivalent to the first year proficiency (or higher) at other regionally accredited colleges and universities
- c) Transfer students who have passed (with at least a “C”) a modern foreign language course equivalent to the second half year proficiency at other regionally accredited colleges and universities, for example, SPAN 102 or FR 102
- d) Students seeking a second bachelor’s degree
- e) Students for whom English is a second language are exempt from the university requirement. International students may take upper-level courses in their native tongue but must be interviewed by a Foreign Language faculty member first.
- f) Students who have never taken a specific language may take any language. Students must contact the Office of English and Foreign Languages for a registration waiver.
- g) Students bringing in AP, IB, and CLEP scores may place out of the general education foreign language requirement. Students must consult with the Admissions Office and/or their advisor to confirm their credit for foreign language.

ADVANCED STANDING

Through the following advanced standing mechanisms, baccalaureate degree students may earn Lander University credit at a level appropriate to their experience. Students may not earn Lander credit for a similar course in which they are enrolled, or have audited, failed or passed nor for sequential courses or two semester courses if they have already taken one of the courses. International students may not earn foreign language credit in their native tongue. Students who do not pass a particular test are not permitted to repeat that test.

When credit is awarded, the student’s record will reflect a grade of “P”.

No student will be permitted to acquire more than 30 semester hours of credit through advanced standing mechanisms except as stipulated under “Transfer Credit for Registered Nurses”

1. ADVANCED PLACEMENT

High school seniors who plan to enter Lander University should confer with their principal or guidance counselor regarding the Advanced Placement Program administered by the College Board. Applicants who have taken college-level courses in secondary schools and have scored three or better on Advanced Placement examinations may be granted advanced standing and college credit. A chart showing Lander credits that may be earned can be found at <http://www.lander.edu/docs/default-source/admissions-documents/fall-2017-ap-chart.pdf?sfvrsn=0>. Students must request that their official examination results be sent by the College Board to the Office of Admissions, Lander University, 320 Stanley Avenue, Greenwood, SC 29649-2099. If you have further questions, please contact Admissions at 888-4LANDER, or locally at 388-8307.

2. COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

CLEP is a national system of credit-by-examination. The program includes a variety of subject examinations which may substitute for specific Lander courses. Students earning passing scores may receive credit for certain courses upon the submission of an official score report to the Registrar’s Office. Lander students should consult with their academic advisor and submit a Coursework Approval Form prior to taking the examination. A chart showing Lander credits that may be earned can be found at <http://www.lander.edu/academics/Academic-Success-Center/Testing-Information.aspx>.

3. INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

Lander University recognizes the competitive nature of the International Baccalaureate Programme. A chart showing Lander credits that may be earned can be found <http://www.lander.edu/docs/default-source/admissions-documents/international-baccalaureate-credit.pdf?sfvrsn=4>. To receive credit, ask IBO North America to send official examination results to the Office of Admissions, Lander University, 320 Stanley Avenue, Greenwood, SC 29649-2099. If you have further questions, please contact Admissions at 888-4LANDER, or locally at 388-8307.

4. TRANSFER CREDIT FOR REGISTERED NURSES

Upon the successful completion (with a grade of B or above) of the bridging course, NURS 307: (Professional Transition for Registered Nurses), RN students may earn advanced standing credit that will satisfy up to 39 semester hours of nursing courses that are included in the Basic Nursing Core. (Refer to BSN requirements).

For questions and/or advising, see the director of the RN-BSN on-line option or the chair of the William Preston Turner School of Nursing.

5. WALT DISNEY WORLD COLLEGE PROGRAM

Lander University will grant two (2) semester hours of credit in COOP 284 for each course listed below (up to a total of 12 semester hours of credit); a maximum of 6 semester hours of COOP credit may be applied toward degree requirements. In order to be eligible to receive credit, a student must present a copy of an official student record from the Registry of Credit Recommendations, American Council on Education, One Dupont Circle, Washington, DC 20036-1193. In order to receive a grade of "Pass" (no letter grades will be awarded), a student must earn an overall score of 70% in each course for which the student desires credit.

Students who are engaged in a paid internship at Walt Disney World in one of a wide variety of roles at one of the Disney Theme Parks, Water Parks or Resort Hotels, open to all majors at all levels, can have the opportunity to earn college credit. The American Council on Education (ACE, the major coordinating body for all the nation's higher education institutions, seeks to provide leadership and a unifying voice on key higher education issues and to influence public policy through advocacy, research, and program initiatives) recommends that credit be granted for the following courses:

Disney College Curriculum

- A. Disney Corporate Communications Course (44 contact hours): explores how global companies communicate with key audiences, both internal and external to the corporation, to achieve their strategic goals.
- B. Disney Human Resource Management Course (44 contact hours): explores the human resource management function in a corporate setting and focuses on the development of knowledge and skills that all managers and leaders need.
- C. Disney Organizational Leadership Course (44 contact hours and 80 hours of teamwork): examines the universal principles of leadership, including specific application to the Disney culture. It is designed to build repeatable and transferable leadership knowledge and skills.
- D. Disney Corporate Analysis Course (37 contact hours and 24 hours of directed activities): provides an organizational exploration of The Walt Disney Company and covers a variety of topics including its history, structure, governance, performance, and culture.
- E. Disney Advanced Studies in Hospitality Management Course (44 contact hours): is an advanced-level course that covers complex issues facing Hospitality leaders today.
- F. Disney Creativity and Innovation Course (44 contact hours): combines theory and experiential assignments to introduce students to the main concepts of creativity and innovation.

6. OTHER ADVANCED STANDING MECHANISMS

- A. Through proficiency examinations administered by Lander University. The examinations are prepared and criteria for exemption established by the department or discipline concerned. In order to receive credit for the course a student wishes to exempt, the student must complete a Coursework Approval form prior to taking the proficiency examination. Should the score be sufficient, the student then enrolls in the course above the one exempted and must earn a grade of "B" or above. When credit is given, the student's record

will reflect a grade of “P.” If the student does not earn a grade of “A” or “B,” no credit shall be given for the exempted course. Instead, the student will be required to take another course in the same discipline.

- B. Advanced placement in composition courses is determined on the basis of a department administered and appraised writing sample which students produce during orientation.

Qualified students (see Placements Tests, English) may write this essay to validate exemption of ENGL 101. If they do so, they will receive three semester hours credit with a grade of “P.”

- C. Through a variety of standardized testing (including ACT, CLEP, SAT, GRE, PRAXIS, etc.). Students wanting to take such tests can obtain brochures, applications, practice tests, and coaching in test-taking skills by contacting Academic Success Center, Genesis Hall.

ACADEMIC SUCCESS CENTER

The Academic Success Center houses Tutoring Services as well as the Advising Center and administers several programs geared to student success and retention. In addition the Center provides new student placement testing, individualized help in study skills, testing for students with disabilities who have special accommodations, and preparation for: PRAXIS Core for education majors and the ATI Test for Nursing. The office is located in Genesis Hall, telephone (864) 388-8308. Visit our web site at: www.lander.edu/asc.

Tutoring Services

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

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

- those who feel under-prepared for college work
- those who wish to increase their GPAs or improve grades in specific courses
- students who have been away from formal education for some time
- students preparing for entrance into specific majors requiring standardized or in-house tests

Tutoring services contain no weekly limits; therefore, students are encouraged to obtain all the assistance needed to be successful in their courses. The peer tutors are recommended by the faculty and must enroll in the tutor training class (ASC 290) as well as participate in on-going tutor training throughout the year. For more information about free tutoring, please follow the link: <http://www.lander.edu/sites/academic-success-center/Tutoring-Services.aspx>.

The Academic Advising Center is housed in Genesis Hall. First Year Advisors are dedicated to assisting incoming students with academic advising, successfully transitioning to Lander, and preparation for the student’s major course of study. The Advising Coordinator assists faculty with academic advising issues and changes. Seminars are offered each semester to faculty through open forums, new faculty orientation, and departmental training. The Coordinator and the ASC staff also provide academic advising for the following student populations:

- Bridge students: Students transferring from South Carolina technical colleges;
- Students on Academic Probation;
- Returning students;
- Students changing majors;
- Students needing advising during summer months when their faculty advisors may not be present; and
- New transfer students

Retention Programs Offered by the Academic Success Center

The Student Academic Success Program (SASP) provides individualized assessment of students on academic probation. Students are given specific advice on courses to repeat, study skill workshops or courses to attend, and tutorial services. All students on academic probation should report to Academic Success Center, Genesis Hall.

Provisional Student Programs give students who are not fully qualified for regular acceptance into Lander the opportunity to prove that they can be successful with additional guidance and skill preparation. Successful completion of the program allows them to matriculate into spring term. Students are placed into this program by the Admissions Office.

Early Alert system helps identify students who are having difficulty in coursework early in the semester and/or high absenteeism. These students are referred by the faculty to the Academic Success Center through the online Early Alert form for tutorial assistance, study skills enhancement, and/or counseling.

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

Accommodations for Students with Disabilities

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

CREDITS, COURSE LOAD, AND CLASSIFICATION

An undergraduate enrolled for 12 or more semester hours is classified as a full-time student (9 or more hours for a graduate student).

Overload - Students in good standing are limited to a maximum of 18.5 semester hours for a fall or spring semester and to a maximum of 18.5 semester hours in all of the summer sessions combined. Students on academic probation should be limited to a maximum of 14 semester hours for a fall or spring semester and to a maximum of 14 semester hours in all of the summer sessions combined.

Students requesting an overload of 19-20 hours must have a Lander cumulative grade point average of 3.0 (overall) and have earned a Lander grade point average of 3.0 for the most recent semester attended (based on a minimum of 15 credit hours).

Students requesting an overload of 21-22 hours must have a Lander cumulative grade point average of 3.25 (overall) and have earned a Lander grade point average of 3.25 for the most recent semester attended (based on a minimum of 15 credit hours).

All requests for overload hours must be approved by the students' department chair and college dean. Exceptions to this policy may be granted and require approval by the students' department chair and college dean.

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

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

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

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

Requirements:

- All students who wish to audit must be admitted to the University in order to be eligible to audit a course.

- Students may only audit the same course once.
- No audited course may be repeated for credit at a later date.

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

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

Directed Independent Studies - Courses may be offered by Directed Independent Study (DIS) during fall and spring semesters only under special circumstances. Faculty members are not obligated to teach a course by DIS. A student may take a course by Directed Independent Study during a semester, provided:

1. The student has junior or higher standing at the University;
2. The course is listed in the catalog, but is not scheduled for that semester;
3. The course is listed as 300-level or higher;
4. The student is not repeating the course; and
5. Students may take no more than two courses by Directed Independent Study for degree purposes.

A request to take a Directed Independent Study must be submitted on the Directed Independent Study Course Request Form and received in the Office of the Registrar no later than the last day to add or register for classes for the semester or term of the Directed Independent Study.

Internships - Students interested in registering for an internship should consult with the academic advisor and department chair of their major. The Internship Application and Registration Form must be completed and returned to the Office of the Registrar no later than the last day to add or register for classes for the semester of the internship.

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

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

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

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

Procedures for students seeking exemptions to requirements

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

A student seeking relief from a general education requirement must petition the Undergraduate Programs Committee. Decisions will be made on a case-by-case basis.

Procedures for students seeking course substitutions

Substitutions involving General Education Courses (non-transfer)

- Non-General Education to General Education:
 - Lander University courses which are not specifically approved as General Education courses at Lander University cannot substitute for a General Education Curriculum course.
- Substitution within a competency:
 - If the student's Major program requires a specific General Education course to satisfy a General Education competency, the student may petition to substitute another approved General Education course that addresses the same competency.

Procedures involving courses transferring to Lander from another institution

In many cases, courses transferred from other institutions already have an accepted Lander course equivalency. If equivalency to an existing Lander course has not yet been established, the following procedure is followed. This procedure also applies when an established equivalency is no longer accurate (because of catalog changes at either institution) and the equivalency needs to be updated.

- A student wanting to establish an equivalency (or update an existing one) between a transfer course and a requirement for a Major program, a Minor program, or the General Education program at Lander must consult his or her academic advisor, fill out a Course Substitution Appeal form, and supply a course description. The advisor will then forward the form to the Department Chair/Assistant Dean for their review and they will then forward the form to the College/School Dean. When the review is completed and a decision is reached, the form will be forwarded to the Office of the Registrar, and the Registrar will notify the student of the decision. If the equivalency is approved, the Registrar's Office will add the course to the University's approved transfer course list.

Study at Other Institutions - Lander students who wish to receive credit for courses taken at another institution during any academic term must secure prior permission from their academic advisor, their major Department Chair/Assistant Dean, and the Registrar. The request must be made on a Coursework Approval form available in the Office of the Registrar.

A current course description from the institution the student wishes to attend must accompany the form if an articulation is not listed within the University's "Transfer Guides". Upon completion of the course(s) at another institution, the student must request that an official transcript be sent to Lander University's Office of the Registrar.

Approval granted on a Coursework Approval form does not waive any of Lander University's academic policies governing transfer of coursework. The following stipulations apply to students who wish to study at other institutions:

- Courses taken at another institution cannot be used to improve the Lander grade point average.
- A grade of "C" or better is required in a course in order for the course to be considered for transfer to Lander.
- A maximum of 64 semester hours from a regionally accredited technical or two-year college will be accepted as credit toward graduation. A maximum of 90 semester hours from regionally accredited four year institutions will be accepted as credit toward graduation.
- For degree completion, at least 25% of the total semester credit hours must be earned through instruction by Lander University. In addition, a minimum of 12 semester hours of 300- and 400-level credits in the major must be earned through instruction by Lander University.

Classification of Students - Undergraduate students are classified at the end of each semester after final grades have been recorded and end-of-term processes have been completed by the Office of the Registrar. Classification has no bearing on scholastic eligibility and serves as an indicator of normal progress toward a degree.

Undergraduates are classified as follows:

Freshman	0-29 overall earned hours
Sophomore	30-59 overall earned hours
Junior	60-89 overall earned hours
Senior	90 overall earned hours

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:** Excellent - Indicates achievement of distinction. Four quality points are given per semester hour.
- B:** Good - Indicates achievement above that is required for graduation. Three quality points are given per semester hour.
- C:** Average - Indicates average achievement. Two quality points are given per semester hour.
- D:** Poor - Indicates achievement at a level below that is required for graduation. One quality point is given per semester hour.
- P:** Passing - Indicates satisfactory achievement in no-credit or no-grade options. No quality points.
- F:** Failure - Indicates unsatisfactory achievement. No quality points are given and *are considered in computing the grade point average*.
- FA:** Failure because of excessive absences. No quality points are given and *are considered in computing the grade point average*. 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. No credit is earned by auditing a course and no credit may be earned in an audited course by examination or otherwise.
- W:** Withdrew - Indicates withdrawal from the course.
- I:** Incomplete - Incomplete is assigned at the discretion of the instructor when, in the instructor’s judgment, 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 a 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*.

- XR:** A grade applied by the Registrar’s Office at the end of the term when a grade has not been submitted by the instructor.

XS: Applied as a final grade for Study Abroad courses upon receipt of official transcripts. No quality points.

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

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

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

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

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

Transcripts - Requests for official transcripts of a student's academic record should be made online through Bearcat Web. Procedures for requesting an official transcript can be found at <http://www.lander.edu/Academics/Registrar-Office/Transcripts.aspx>. A student may request an official electronic transcript through the National Student Clearinghouse.

A transcript of a student's record carries the following information: current status; a detailed statement of the scholastic record showing courses pursued with 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.

UNIVERSITY ATTENDANCE POLICY

Students are expected to attend class as regularly scheduled and are responsible for consulting instructors' syllabi regarding attendance requirements. Instructors with specific attendance requirements can hold students accountable for absences from class. Consequences for violating attendance requirements will vary from instructor to instructor and may include failure of the course. Students who anticipate missing class must seek relief from attendance requirements at least one week prior to the date of absence. Students missing class are expected to consult with their instructor(s) to request permission to make up missed coursework.

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

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

OFFICIAL DROP/WITHDRAWAL

From a Course - Students may drop a course completely during the first week and withdraw from a course without academic penalty (earn a grade of W) during the subsequent seven weeks of the fall or spring semester. Any petition to drop or withdraw from individual classes after the seventh week will be considered only if the petition presents circumstances which are compelling, non-academic and beyond the control of the student (e.g., extended illness or related distress) and which would directly impact the student's ability to fulfill the course requirements. Individual course drops or withdrawals do not automatically guarantee a refund of tuition.

No laboratory section offered by the College of Science and Mathematics or clinical section offered by the School of Nursing may be added after that lab/clinical section has met for the first time.

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

TEMPORARY LEAVE

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

Students approved for a temporary leave are eligible for:

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

Students not eligible for temporary leave:

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

ACADEMIC RENEWAL

Academic renewal provides undergraduate students with poor academic records an opportunity to resume their studies at Lander without the burden of the previous grade point average (GPA). Undergraduate students who have not attended Lander for at least three calendar years and who have a cumulative GPA below 2.0 may wish to consider applying for academic renewal. Students must apply during the first semester of return to the university. Students who are approved for academic renewal have their previous Lander coursework adjusted on their transcript as follows:

1. All previous *hours carried* and ALL previous *quality points* are removed from GPA calculations (the effect is to provide the student with the benefit of resuming studies at Lander with a GPA of zero).
2. ALL previous *hours earned* with grades of "D" are removed (all hours earned for grades of "A", "B", "C" and "P" remain).
3. The student is placed on academic probation in the first semester of study following the absence of three or more years.

NOTE: Lander University coursework that has been applied toward a completed undergraduate degree at Lander University or at any other institution is not eligible for adjustment.

There is no loss of previous transfer credit. All grades remain on the student's transcript; the transcript notes that academic renewal was applied and the date that it was applied. The cumulative GPA is calculated for courses taken during and following the semester academic renewal is approved. Academic renewal may be granted only once, is irreversible and disqualifies the student for graduation with honors. See "Students Right to Petition" section for additional information and application procedures.

ACADEMIC HONORS

Standards regarding eligibility for academic honors are applicable to all undergraduate students. Administration of these regulations is the responsibility of the Vice President for Academic Affairs, who is not empowered to waive any of the provisions. Under extraordinary circumstances, a student may be granted relief from these regulations by the Faculty Senate through petition to the Grade and Judicial Appeals Committee. Petition to the Grade and Judicial Appeals Committee must be made no later than November 1st for December graduates and no later than April 1st for May graduates. August graduates must also appeal by April 1st of the semester prior to the summer in which they expect to graduate.

Semester Honors - Three honor rolls recognizing academic achievements are published each fall and spring semester. Only students whose term GPA is based on a minimum of 12 semester hours (**excluding developmental studies courses and other courses with grades of P**) and who receive no grades of F, FA or I, are eligible for recognition. Freshmen with a GPA of 3.00-3.49 are listed on the *Freshman Honor Roll*; the names of undergraduates who have earned a GPA of 3.5 to 3.9 appear on the *Dean's List*. Any student whose GPA is 4.0 is included on the *President's List*.

ACADEMIC STANDING

A student's academic standing is an indication of that student's eligibility to remain in school. Academic standing may also affect the student's eligibility for scholarships, special insurance rates, loans, and work-study programs as well as eligibility to participate in intercollegiate athletics and many other student activities.

ACADEMIC PROBATION

At the end of the fall semester, spring semester or all summer sessions, a student is placed on academic probation if the cumulative Institution GPA of Lander University work is below 2.00.

Probationary status at Lander University is a sign that the student is not making sufficient progress toward graduation.

Students on academic probation are limited to a course load of no more than 14 credit hours. Students should work closely with their Student Academic Success Program (SASP) advisor who is appointed by the Academic Success Center to help them develop an Academic Progress Plan. The Plan will specify the expectations for the student to overcome all academic deficiencies. The student is urged to limit employment and extracurricular activities.

ACADEMIC SUSPENSION

Students are placed on academic suspension when their level of achievement falls below that outlined in the following table:

Overall <u>Hours Earned*</u>	Cumulative Institution <u>Grade Point Ratio</u>
0-29	1.400
30-59	1.600
60-89	1.800
90-	2.000

* Includes transfer, advanced standing, etc.

An exception is made for first-semester students who will be placed on probation.

Any student found guilty of an infraction of the Academic Honor Code may be placed on suspension.

Academic suspension lasts for at least one spring or fall semester. Typically, a first suspension lasts for one semester and a second suspension lasts for two semesters. A student who has been suspended may apply for readmission to a spring or fall semester.

The University reserves the right to cancel a student's registration with a full refund should the student enroll prior to being officially notified of an academic suspension.

Students on academic suspension may attend summer school at Lander in an attempt to improve the cumulative Institution GPA. Students should work closely with their Student Academic Success Program (SASP) advisor who is appointed by the Academic Success Center to help them develop an Academic Progress Plan that may include attending Lander summer school.

A student on academic suspension may not continue in a spring or fall term at Lander for credit or for grade point purposes unless the student is granted readmission by the Admissions Committee through the appeal process. A student suspended from Lander University for academic deficiencies has the right to make an appeal to the Admissions Committee prior to completing the first or second suspension period. An Appeal for Readmission following suspension must be submitted in writing to the Admissions Office by the deadline indicated on the form (available on the Admissions webpage under "Returning Students"). The appeal must stipulate in detail the facts of the case which might warrant a review of the suspension decision and must include an Academic Progress Plan developed with and signed by the Student Academic Success Program (SASP) advisor. If the petition is approved and the student is allowed to remain in school without serving the suspension, the transcript will nevertheless reflect a first or second suspension.

A student suspended for a third time no longer has the right to appeal the suspension and must remain separated from Lander University for at least one calendar year. It is unlikely that a student receiving a third suspension will be readmitted to Lander University.

Transfer credits earned while a student is on academic suspension will not be accepted.

EXPULSION

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

GENERAL DEGREE REQUIREMENTS

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

Degrees - Lander University confers the degrees of Bachelor of Arts, Bachelor of Fine Art, Bachelor of Science, Master of Education in Teaching and Learning, Master of Education in Montessori Education, Master of Science in Emergency Management, and a Master of Science in Nursing in Clinical Nurse Leader on candidates recommended by the faculty.

A candidate for the first Bachelor of Arts, Bachelor of Fine Art, or Bachelor of Science degree must complete at least 120 credit hours, with an overall minimum grade point average of 2.00 on all work attempted through Lander University instruction. A candidate for any bachelor degree must earn at least 25% of the total credit hours required for the degree, including a minimum of 12 credit hours of 300/400 level credit in the major, through instruction by Lander University.

All bachelor degrees require a minimum of 30 hours numbered 300 and above. At least 12 of these upper-level hours must be in the student's major.

Credit in a major - Credit in a major consists of at least 30 semester hours with a minimum grade point ratio of 2.00. The major includes major program core requirements, major program emphasis requirements, major program additional requirements and teacher certification requirements.

Credit in a minor - Credit in a minor typically consists of 6-7 courses. See the department pages for specific requirements.

Correspondence and/or extension courses - A maximum of 15 semester hours of credit is allowed for work done through correspondence and/or extension (non-resident credit) courses.

Declaring or Changing Majors and Minors – A perspective student who has not yet attended classes and wants to change their major should contact the Office of Admissions. A current student who wants to change or declare a major should make the request through their intended major department. After the major change request has been

submitted by the intended major department, an email notification will be sent to the current student's Lander email address as verification.

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

“Graduating under a catalog” pertains to degree requirements only, including major and minor. Students must meet all University requirements regarding registration, payment of fees, residency, and personal conduct as stated in the most current catalog.

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

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

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

SECOND UNDERGRADUATE DEGREE

Requirements for a second undergraduate degree are as follows:

1. Completion and award of an undergraduate four-year degree program;
2. Completion of at least 25% of the total credit hours required for the degree must be taken at Lander University and must be in addition to the requirements for the first degree. These hours must include a minimum of 12 semester hours of 300- or 400-level credit in the major.
3. Completion of two semesters at Lander University after the first degree has been completed;
4. Students must earn an overall minimum grade point average of 2.00 on all work attempted through Lander University instruction.
5. Students who have earned a bachelor's degree from a regionally accredited institution are not required to meet the General Education Requirements.

GRADUATION

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

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

- the student has filed a Request for Graduation form with the Office of the Registrar and has completed the online graduation application in Bearcat Web for the specific commencement ceremony, and
- the student has completed the Fine Arts and Lectureship (FALS) requirement by the deadline set by the Registrar's Office, and
- the student has completed all degree requirements during the semester of graduation (August graduates may participate in the December commencement ceremony).

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

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

Transfer credits during the semester of graduation - Students may not take coursework at another institution during their term of graduation. All coursework from other institutions must be received and posted prior to the semester of their graduation from Lander University. Students bear the responsibility of requesting their transcripts to be sent to the Office of the Registrar.

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

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

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

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

Awarding Major Program Honors - Students can earn undergraduate Honors in any major as long as the following conditions are met:

- the student is pursuing an undergraduate degree;
- the student meets all of the major honors conditions set forth in the Catalog which is current at the time the student graduates;
- the dean of the college of the student's major provides initial notification in writing to the Office of the Registrar that the student is eligible for major honors within the first month of the graduation semester;
- the dean of the college of the student's major provides final notification in writing to the Office of the Registrar that the student has earned major honors no later than the semester day and time deadline for final grades for the anticipated term of graduation.

Given the above, the Honors student's transcript will be notated as follows: "Graduated with Honors in "(student's major)".

Graduation Honors

Honors recognized at commencement are based on the **cumulative Lander University GPA** that the student has earned at the end of the graduation term. **Students must have earned at least 60 credit hours at Lander University to be eligible for any academic honor.** Graduation honors are not awarded to graduate-level students. Students who are granted academic renewal are disqualified for graduation with honors. Summer graduates will be recognized for honors in the December ceremony.

Golden L Award - Awarded to students who have earned a cumulative GPA of at least 3.500 in the last 60 hours of undergraduate work through Lander University. Coursework graded on a "Pass/Fail" scale may not be used to meet the required hours or to meet the GPA requirement. Should hours be drawn from part of a semester's work, the GPA hours from the course(s) with the highest grades from that semester, regardless of the hours earned in the course(s), will be used for the calculation.

Latin Designations – All coursework taken at Lander University will be included in the calculation of the GPA for graduation with honors and students must have earned at least 60 credit hours at Lander University to be eligible for Latin Honors.

The required average for the respective honor is as follows:

Summa Cum Laude - A cumulative GPA of 3.90-4.00; will receive a silver and gold honor cord.

Magna Cum Laude - A cumulative GPA of 3.75-3.89; will receive a gold honor cord

Cum Laude - A cumulative GPA of 3.50-3.74; will receive a silver honor cord

4.0 Medalists – Awarded to students who graduate with a 4.0 cumulative Lander University GPA given that the student has earned at least 60 credit hours at Lander University. Students will receive a gold medallion on a white ribbon to wear at the ceremony.

The Thayer Award – Given to the student graduating with the highest cumulative Lander University GPA, given that the GPA is at least 3.75 and that the student has earned at least 60 credit hours at Lander University. If more than one student is qualified, the student with the most earned semester hours at Lander University will be the recipient.

The Office of the Registrar will have the above mentioned cords and medallions available for graduates at the ceremony during line-up.

STUDENTS' RIGHT TO PETITION

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

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

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

AWARDS

ACADEMIC AWARDS

Thayer Award - The family of Dr. Henry K. Thayer gives an award at each commencement to the student graduating with the highest Lander GPA provided that the student has earned at least 60 credit hours in residence at Lander University and the student's Lander GPA is at least 3.75.

COLLEGE OF ARTS AND HUMANITIES

Alliance Française Medal (French)

Established by the Greenwood Chapter of the Alliance Française, this award is presented annually to a distinguished student of French.

Art Discipline Award

Given annually by the visual arts faculty to the most outstanding major in art. The recipient must exhibit high academic achievement, leadership, and promise in the field of art education, graphic design, art history, or any of the studio disciplines.

Creative Writing Award

This award is given annually by the humanities faculty to the student who writes the best work of creative writing published in *New Voices: Lander University's Student Journal*.

English Discipline Award

Given annually by the English faculty to an outstanding student of English based on scholarship and on dedication to the discipline.

French Discipline Award

Given annually by the French faculty to an outstanding student of French based on scholarship and on dedication to the discipline.

Humanities Award

Named in honor of Lander alumna Dessie Dean Pitts, this award is given annually by the humanities faculty to the student who writes the best work of nonfiction published in *New Voices: Lander University's Student Journal*.

Margaret M. Bryant Award (humanities)

Named in honor of its donor, this award is given annually by the humanities faculty to a senior majoring in a humanities discipline who plans to enroll in graduate school and who will represent Lander University well. The award includes a monetary gift.

Mass Communications and Media Studies Discipline Award

Given annually by the mass communications and media studies faculty to the most outstanding senior majoring in mass communications and media studies as evidenced by high academic achievement, leadership, and promise in the field of mass communications and media studies. The recipient must be expected to graduate within one calendar year of the award ceremony.

Music Discipline Award

Given annually by the music faculty to the most outstanding junior or senior music major in recognition of high academic achievement, quality contributions to the music program, artistry, and commitment to the disciplines. The recipient must be a full time student.

Spanish Discipline Award

Given annually by the Spanish faculty to an outstanding student of Spanish based on scholarship and on dedication to the discipline.

Turner Music Award

Established in 1973 by Gladys Winchester Turner, a 1954 alumna. This award is given annually by the music faculty to a senior majoring in music who has maintained a high scholastic standing and has demonstrated the potential for making an outstanding contribution to the field of music education, performance, or music-related work.

COLLEGE OF BUSINESS

Accounting Discipline Award

Given annually by the accounting faculty to the most outstanding student in accounting who exhibits high academic achievement and promise of a successful career in business. The recipient must have an accounting emphasis, and must have a 3.0 GPA or above; he/she must be a graduating senior or must have graduated the previous fall or summer.

Finance/Economics Discipline Award

Given annually by the finance/economics faculty to the most outstanding student majoring in finance/economics who exhibits high academic achievement and promise of a successful career in business. The recipient must have a finance/economics emphasis, and must have a 3.0 GPA or above; he or she must be a graduating senior or must have graduated the previous fall or summer.

Health Care Management Discipline Award

Given annually by the health care management faculty to the most outstanding student in health care management who exhibits high academic achievement and promise of a successful career in business. The recipient must have a health care management emphasis, and must have a 3.0 GPA or above; he/she must be a graduating senior or must have graduated the previous fall or summer.

Management/Marketing Discipline Award

Given annually by the management/marketing faculty to the most outstanding student majoring in management/marketing who exhibits high academic achievement and promise of a successful career in business. The recipient must have a management/marketing emphasis, must be expected to graduate within the academic year of the award ceremony, and must have a 3.0 GPA or above.

COLLEGE OF EDUCATION

Early Childhood Education Discipline Award

Given annually by the education faculty to the graduating senior majoring in early childhood education who best exemplifies academic achievement, moral character, professionalism and exemplary teaching ability.

Elementary Education Discipline Award

Given annually by the education faculty to the graduating senior majoring in elementary education who best exemplifies academic achievement, moral character, professionalism and exemplary teaching ability.

Excellence in Exercise Science Award

Given annually by the physical education and exercise science faculty to the graduating senior majoring in exercise science who best exemplifies academic achievement, moral character, leadership, and service activities for the department.

Exercise Science Discipline Award

Given annually by the physical education and exercise science faculty to an outstanding graduating senior majoring in exercise science based on excellent academic accomplishments as indicated by the cumulative grade point average and an involvement in the major.

Graduate Education Award

Given annually by the graduate education faculty to an outstanding 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*.

Physical Education Discipline Award

Given annually by the physical education and exercise science faculty to an outstanding graduating senior majoring in physical education based on excellent academic accomplishments as indicated by the cumulative grade point average and an involvement in the major.

Secondary Education Discipline Award

Given annually by the education faculty to the graduating senior majoring in secondary education who best exemplifies academic achievement, moral character, professionalism and exemplary teaching ability.

Special Education Discipline Award

Given annually by the education faculty to the graduating senior majoring in special education who best exemplifies academic achievement, moral character, professionalism, and exemplary teaching ability.

COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES

Alan Jones Award (political science)

Named in honor of a former international visiting professor, this award is given annually by the political science faculty to the junior or senior majoring in political science who has demonstrated the most outstanding promise entering the program.

Barbara A. Jackson Award (history)

Named in honor of a former Lander first lady, this award is given annually by the history faculty to the senior history major who wrote the best senior thesis.

Colonel James A. Lander Award (military science)

Given by the faculty in the Department of Military Science, this award is given to the outstanding senior cadet who has demonstrated moral character, high military and general academic standing, extracurricular involvement, and leadership qualities.

Criminology Discipline Award

Given annually by the faculty of the Department of Government, Criminology, and Sociology to an outstanding student of criminology based on scholarship and on dedication to the discipline.

Display of Outstanding Sociological Imagination Award (sociology)

Given annually by the sociology faculty to one or more sociology majors who amply demonstrated potential for success in graduate school.

History Discipline Award

Given annually by the history faculty to the graduating senior majoring in history with the highest cumulative grade point average.

Human Services Award

Given annually by the faculty of the Department of Government, Criminology, and Sociology to the student who exhibits high academic achievement and a promise of a successful career in human services.

International Studies Award

Given annually by the faculty of the Department of Government, Criminology, and Sociology or the Department of History and Philosophy to the student who exhibits high academic achievement and a promise of a successful career in international studies.

Lieutenant Colonel Walter Roark Award (military science)

Given by the faculty in the Department of Military Science, this award is given to the junior cadet who has demonstrated a high degree of proficiency in military science and in overall academic studies who also exemplifies high qualities of leadership, devotion to duty, and patriotism.

Non-Profit Management Award

Given annually by the faculty of the Department of Government, Criminology, and Sociology to an outstanding student who exhibits high academic achievement and promise for a successful career in non-profit management.

Outstanding Departmental Service Award for Psychology

Given annually by the psychology faculty to one or more psychology major who demonstrated outstanding leadership in service activities for the department.

Philosophy Discipline Award

Given annually by the philosophy faculty to an outstanding student of philosophy based on scholarship and on dedication to the discipline.

Political Science Discipline Award

Given annually by the political science faculty to the graduating senior majoring in political science with the highest cumulative grade point average.

Psi Chi Undergraduate Research Award (psychology)

Given annually by the psychology faculty to one or more psychology majors who demonstrated outstanding ability in conducting an independent research project.

Psychology Discipline Award

Given annually by the psychology faculty to the graduating senior majoring in psychology with the highest cumulative grade point average.

Public Administration Award

Given annually by the faculty of the Department of Government, Criminology, and Sociology to an outstanding student of public administration based on scholarship and on dedication to the discipline.

Sociology Discipline Award

Given annually by the sociology faculty to the graduating senior majoring in sociology with the highest cumulative grade point average.

COLLEGE OF SCIENCE AND MATHEMATICS**Biology Discipline Award**

Given annually by the biology faculty to the most outstanding senior in biology as evidenced by high academic achievement as well as promise of an exemplary career in biology, medicine, or a related field. The recipient must be a biology major expected to graduate within the calendar year of the award ceremony. At the time of graduation, the recipient must have completed at least 60 hours, including 20 hours in biology, at Lander.

Chemistry and Engineering Dual Degree Award

Given annually by the chemistry faculty to the junior majoring in chemistry and engineering with the highest cumulative grade point average above 2.8. Sophomores are considered if there are no qualifying juniors.

Chemistry Discipline Award

Given annually by the chemistry faculty to the senior majoring in chemistry with the highest cumulative grade point average above 2.8. Juniors are considered if there are no qualifying seniors.

Chemistry Education, Secondary Certification Discipline Award

Given annually by the chemistry faculty to the senior majoring in chemistry education, secondary education, with the highest cumulative grade point average above 2.8. Juniors are considered if there are no qualifying seniors.

Chemistry, Forensic Science Discipline Award

Given annually by the chemistry faculty to the senior majoring in chemistry, with an emphasis in forensic science, with the highest cumulative grade point average above 2.8. Juniors are considered if there are no qualifying seniors.

Computer Information Systems Discipline Award

Given annually by the discipline faculty to an upperclassman majoring in computer information systems who has completed at least 60 hours overall, including upper level computer information systems courses. The selection is based on grade point average and promise in the major.

Environmental Science Discipline Award

Given annually by the environmental science faculty to an outstanding graduating senior majoring in environmental science. Criteria for selection are excellent academic accomplishments as indicated by the cumulative grade point average and promise of an exemplary future career reflected by service to the discipline or community.

Lander Science Scholar Awards

Given annually by the faculty of the Department of Biology and the Department of Physical Sciences to up to four lower and upper classmen among the most promising science majors, who have a grade point average of at least 3.5 in science and a cumulative grade point average of at least 3.5.

Mathematics Discipline Award

Given annually to an upperclassman majoring in mathematics who has completed at least 60 hours overall, including upper level mathematics courses. The selection is based on grade point average and promise in the major.

The Mathematical Association of America Award

Given by the mathematics faculty to a junior or senior mathematics major based on promise in the field of mathematics. The award includes a one year membership in the Mathematical Association of America.

Mathematics or Computing and Engineering Dual-Degree Award

Given annually by the mathematics and computing faculty to an outstanding student majoring in computer information systems or mathematics and intending to earn a degree from Lander University and an engineering degree from Clemson University. The recipient should be in the final year of study at Lander University prior to matriculating to Clemson University. The selection is based on grade point average and potential for success in the field of engineering.

Nell Henry Award (biology)

Established by Gwendolyn Burton Caldwell to honor a student possessing the qualities of character and achievement exemplified by Professor Nell Henry. This award is given annually to a rising senior woman (or a man if no woman fits the criteria during that year) majoring in biology who has a grade point average of at least 3.5 in science, a cumulative grade point average of at least 3.5, and high potential for future scholastic achievement and contributions to the field of biology. The recipient receives a monetary award as well as the Nell Henry Award gold pin.

Physics Discipline Award

Given annually by the physics faculty to the introductory physics students with the most outstanding achievements.

WILLIAM PRESTON TURNER SCHOOL OF NURSING

Prelicensure Nursing Discipline Award

Given annually by the nursing faculty to the graduating senior majoring in nursing with the highest cumulative grade point average. The recipient must not have repeated any Lander University nursing major program requirement course for a higher grade, must be currently enrolled in senior nursing courses, and must be expected to graduate within one calendar year of the award ceremony.

RN-BSN Discipline Award

Given annually by the nursing faculty to the registered nurse with the highest cumulative grade point average on coursework completed at Lander University. The recipient must have earned credit for at least four Lander BSN completion courses after admission to the RN-BSN completion option and must not have repeated any RN-BSN completion courses or BIOL 304 for a higher grade.

Barbara T. Freese Scholarly Development Award (nursing)

Established by nursing professor emeritus Dr. Barbara Freese in memory of her parents, this award is given annually by the nursing faculty to a senior majoring in nursing with a cumulative grade point average of at least 3.3 who has not repeated any Lander University nursing major program requirement course for a higher grade and who is currently enrolled in honors study in either the Lander University Honors Program or the School of Nursing Honors Program. The award includes a monetary gift.

ATHLETICS AWARDS

Boyce M. Grier Award

Established in memory of Dr. Boyce M. Grier, eighth president of Lander University. Awarded annually to a student, selected from among the members of the men's and women's intercollegiate teams, the cheerleaders, and the band, who represents those ideals held dear by Dr. Grier. These ideals include sportsmanship, integrity, pride in the university, and a positive attitude. The selection is made by the coaches and the advisors of the various groups. The name of the winner each year will be inscribed on a permanent plaque which is displayed in the trophy case of the university (awarded at the athletics banquet).

Hodges Award

The Dr. Samuel C. Hodges **Award** is given by the Hodges family to the female student-athlete of the year. The recipient will be chosen from among participants in women's intercollegiate sports and will be a person of recognized athletic ability, outstanding character, acceptable scholarship, and leadership ability which extends beyond sports (awarded at the athletics banquet).

M. V. Wells Award

The M. V. Wells Award was established by M. V. Wells in 1979 for the male student-athlete of the year. The recipient will be chosen from among participants in men's intercollegiate sports and will be a person of recognized athletic ability, outstanding character, acceptable scholarship, and leadership ability which extends beyond sports (awarded at the athletics banquet).

Bell/Williams Award

The Bell/Williams Award was established in 2007 to honor two long-serving university employees, Cheryl Bell, former Women's Tennis Coach and current Associate Athletics Director and Senior Woman Administrator, and Betty Williams, former Faculty Athletics Representative and current docent. The award will recognize the team that has the overall highest rank based on a combination of campus and community involvement, team winning percentage, and team grade point average (awarded at the athletics banquet).

SERVICE AWARD

President's Award

Given annually by the President of Lander University in recognition of unique exemplification of the *ethic of service* to the Lander community.

FACULTY AWARDS

Distinguished Professor Award

This award is given annually in recognition of a faculty member's exemplary performance as a classroom teacher, as a scholar in his or her chosen field of study, and in service to Lander University and beyond.

The Mary Frances Poole Alston Award

This award is presented to a faculty or staff member for providing visibility for Lander throughout the state of South Carolina, the United States, and the world. Rowland P. Alston, former host of the Emmy-winning SCETV horticulture and gardening show "Making it Grow," created the prize to honor his grandmother, Mary Frances Poole Alston, a member of the Lander class of 1914.

The Moore Award for Excellence in General Education Teaching

Named in honor of John Moore, the Moore Award recognizes one faculty member annually for outstanding commitment and contribution to general education. The Moore Award is sponsored by the Lander University Honors College.

Young Faculty Scholar Award

This award is given annually to the young faculty member with the best record of scholarship. This award is restricted to full-time faculty members who have completed the terminal degree within four years of being nominated for the award.

Young Faculty Teaching Award

This award is given annually to a young faculty member who demonstrates the qualities associated with effective teaching. The award is restricted to full-time faculty members who are at least in their second year of employment at Lander but do not have more than four years of teaching experience overall at the college level.

SPECIAL PROGRAMS

COOPERATIVE EDUCATION (Co-op)

One of the most important things a college graduate can take into a job interview is related work experience. Cooperative Education provides students with that valuable training, combining academic instruction on campus with work experience in the community. The Cooperative Education program, known as Co-op, allows students to earn elective course credit while working in a job related to their major. An application process is required, as well as course tuition. Plans for Co-op should be made well in advance with the company and the Director of the EYE Program at Lander University.

Eligibility

Co-op students must have completed at least 30 hours of coursework with a minimum GPA of 2.25. Transfer students who have completed 15 semester hours at Lander may also apply. Co-op participation is open to students in all majors, depending on job availability.

INTERNSHIPS

Internships are academic experiences designed to give students practical work exposure in fields closely related to their majors. Interns work either in businesses or agencies and are supervised by external personnel and designated faculty. Internships carry academic credit and are developed and administered by academic departments under the following *institutional policy* (academic departments may establish additional requirements for internships).

1. Normally students may earn no more than a total of nine semester hours of credit for internships while enrolled at Lander. With the majority consent of the academic department, a student may earn a total of twelve semester hours from internships while enrolled at Lander. Credit for individual internships may vary but may not exceed a total of twelve semester hours for any single student.
2. A student must have a cumulative grade point average of at least 2.000 (academic departments may require higher cumulative grade point averages).
3. Academic departments may require course prerequisites for an internship.
4. A student must have earned a minimum of 45 semester hours of credit in order to register for and undertake an internship (academic departments may require a higher minimum of semester hours of credit).
5. Interns will normally work 96-120 hours (per three credit hour course) at their placement, the exact number of hours to be determined by the respective academic department.

COOPERATIVE PROGRAMS WITH OTHER INSTITUTIONS

In order to expand educational opportunities, the university maintains a variety of cooperative programs with colleges, universities, and other educational organizations. Detailed information on each of these programs is available from the offices specified below.

Clemson University - Lander University Engineering Dual-Degree Program enables students to combine three years of study in one of Lander University's liberal arts and sciences programs with two years of study in an engineering discipline at Clemson and, upon completion, earn degrees from both Lander and Clemson. For further information, consult the descriptions of the different engineering dual-degree majors on pages 226, 231-232, 242, 247-248, 255-256 and contact the Department of Mathematics and Computing or the Department of Physical Sciences.

The Western Piedmont Education Consortium is composed of school districts within Abbeville, Edgefield, Greenwood, Laurens, McCormick, Newberry and Saluda Counties and Lander University. Through the Staff Development Network, the Consortium makes possible increased school/college cooperation that focuses upon academic training of pre-service and in-service teachers and applied research activities.

Technical Colleges Transfer and Articulation Agreements provide for the transfer of course credits from all 16 South Carolina technical colleges for students registered in a program leading to the Associate in Arts or Associate in Science degree. In addition, the University has developed course-by-course transfer guides for programs and courses other than those included in the AA and AS degree programs offered by the technical colleges. Guidelines for the transfer of credits and courses are available online at <http://www.lander.edu/admissions> or through the South Carolina Commission on Higher Education.

THE EYE PROGRAM

The Experience Your Education (EYE) Program is an experiential learning program at Lander University designed to provide students with the opportunity to use academic knowledge to address real world challenges in an authentic context. The program includes internships, co-ops, service learning, study abroad experiences, and course-embedded projects. Earning EYE Program credit is a great way for graduates to show a potential employer that they have real world skills and experience that may make them more competitive in the job market.

Please Note: EYE credit is not a graduation requirement and does not affect a student's degree requirements for graduation. Students earning 120 EYE credits will receive the Golden EYE Award at graduation.

There are two ways to participate in the program.

1. The approved EYE Program activities listed under Approved Activities on the EYE Program website, www.lander.edu/eye, may provide opportunities to earn EYE credit. Students interested in earning EYE credit should contact the faculty mentor for information about the EYE activity associated with the course. The Faculty Mentor will work with the student throughout the activity to see that the expectations of the EYE Program are met and the credit is earned. Students should check the EYE Program website periodically for additional activities that will be added as they are approved. *Note: Enrollment in these courses does not guarantee EYE credit. The student must work with the faculty mentor to earn the credit. Also, some of the activities are upper-level courses and may have prerequisites.*

2. Look at the courses you plan to take or other activities you plan to be involved in and discuss possibilities for EYE Program credit with your instructors or the Director of the EYE Program. Other activities might include internships, co-ops, service learning, and study abroad. The process of approving and adding activities to the approved activities list will continue as new activities are identified or created.

Questions about the EYE Program should be addressed to the Director of the EYE Program at Lander University.

THE LANDER UNIVERSITY HONORS COLLEGE

The Lander University Honors College is a community of academically gifted students who seek challenges beyond the typical classroom experience.

Lander University Honors College members

- Take specially designed Honors classes that explore topics in depth and encourage student interaction;
- Participate in faculty-led and independent research opportunities and present scholarly work at conferences and showcases;
- Enjoy a wealth of opportunities to participate in national and international study;
- Create a culture of academic excellence by taking part in cultural and social activities locally; and
- Upon completion of all Honors College requirements will receive special recognition upon graduation.

Admission and Enrollment

Admission to the Lander University Honors College is competitive.

Incoming first-year Lander freshman who wish to apply for admission to the Honors College should:

- Have a combined Math/Critical Reading SAT score of at least 1170 or a composite ACT score of at least 24; and
- Complete an application form; and
- Provide sufficient evidence of promise of academic excellence based on:
 - An academic writing sample or creative portfolio;
 - Two letters of recommendations from mentors, including one from a person who can address the quality of the student's academic promise; or

- o An interview with the Honors Committee.

Currently enrolled Lander students and transfer students who wish to apply for admission to the Honors College should:

- Have an overall university GPA of 3.5 or above;
- Complete an application form; and
- Provide sufficient evidence of promise of academic excellence based on any one of the following:
 - o An academic writing sample or creative portfolio;
 - o Two letters of recommendation from university faculty; or
 - o An interview with the Honors Committee.

To continue enrollment in the Honors College, a student must maintain an overall GPA of 3.25 and submit an annual report of their campus engagement to the director of the Honors Program.

If space is available, students who are not members of the Honors College may register for individual honors courses with permission of the instructor and Honors Director.

Honors College Curriculum

To complete all Honors College requirements, students take at least 15 hours of honors-level coursework and complete some additional challenges, as outlined below. The honors curriculum is designed to promote active learning and global awareness. Honors courses emphasize student-driven discussion, depth of inquiry, and independent and small-group learning. Other honors experiences encourage academic travel and professionalization.

Gateway Courses (4 semester hours of required coursework)

HONS 210.HONORS TRAVEL LABORATORY 1 semester hour

HONS 211.HONORS TOPICS IN THE HUMANITIES

(*General Education – Humanities and Fine Arts) 3 semester hours

Core Courses (at least 9 hours of coursework, selected from offerings below)

HONS 291.HONORS TOPICS IN PUBLIC AFFAIRS

(*General Education - Behavioral and Social Perspectives) 3 semester hours

HONS 292.INTERNATIONAL ISSUES IN LOGIC AND ANALYTICAL THOUGHT

(*General Education – Humanities and Fine Arts) 3 semester hours

HONS 293.HONORS TOPICS IN LABORATORY SCIENCE

(*General Education – Scientific and Mathematical Reasoning) 4 semester hours

HONS 294.HONORS TOPICS IN BEHAVIORAL SCIENCE

(*General Education – Behavioral and Social Perspectives) 3 semester hours

HONS 295.HONORS TOPICS IN FINE ARTS

(*General Education - Humanities and Fine Arts) 3 semester hours

HONS 296.HONORS TOPICS IN HISTORY

(*General Education - Behavioral and Social Perspectives) 3 semester hours

HONS 297.HONORS TOPICS IN LITERATURE

(*General Education - Humanities and Fine Arts) 3 semester hours

HONS 298.HONORS TOPICS IN SCIENCE

(*General Education – Scientific and Mathematical Reasoning) 3 semester hours

HONS 299.TOPICS IN MATHEMATICS

(*General Education – Scientific and Mathematical Reasoning) 3 semester hours

HONS 389.DIRECTED INDEPENDENT STUDY 1-3 semester hours

HONS 390.SPECIAL TOPICS 1-4 semester hours

HONS 393.HONORS TOPICS IN GLOBAL STUDIES

(*General Education – General Education Electives – Global Issues and Cultures)..... 3 semester hours

*Some majors require students to take specific courses for certain General Education categories. Consult major advisor and major program requirements.

Students may pursue unique projects through individual or small group tutorials with the approval of the Honors Committee.

Break Away

Students will spend a semester or summer going beyond the traditional classroom experience. Options include study abroad, study away, internships, and directed independent research. Break Away plans are proposed by the student; the proposal form and instructions are available on the Honors College webpage. Break Away Proposals must be approved by the Honors Advisors.

Capstone Experiences (2 hours of required coursework)

HONS 489.HONORS REFLECTION SEMINAR 1 semester hour

HONS 499.HONORS CAPSTONE SEMINAR 1 semester hour

STUDY ABROAD OPPORTUNITIES

Lander encourages its students to experience another culture first hand by living and studying abroad. Students who study abroad can maintain steady progress toward graduation by taking courses abroad that count toward their Lander curriculum requirements. Lander has spent years developing and building relationships with numerous universities and organizations to allow qualified Lander students to spend a fall and/or spring and/or summer abroad for about the cost of attending Lander. Many Lander students study abroad in Europe, South America and Asia; however, Lander has the ability to provide such experiences throughout the world.

In England, Lander University has an agreement with the University of Winchester that allows qualified Lander students to spend a fall or spring semester there for about the cost of attending Lander. This small university is located about 60 miles south of London in a small and very historic city. Students who have a GPA of 3.0 or above and who have completed at least two semesters of college-level study are eligible to apply to study at Winchester.

Lander students who choose to major in Spanish are required to include travel and/or study in a Spanish-speaking culture in their curriculum. Spanish majors should consult their faculty advisors regarding this requirement. Students who minor in Spanish are also encouraged to study in Spain or South America.

In China, Korea, and Thailand, Lander has cooperative agreements with several universities. These agreements encourage Lander students to consider studying in Asia and also encourage Asian students to study at Lander. Lander provides opportunities for graduates and current students to teach conversational English language in Korea and Thailand, regardless of major. Only the command of English language is required in any Asian study abroad programs.

Lander's "one-to-one exchange" program allows students to pay Lander tuition but study and live at one of Lander's sister universities in China or Korea. From time to time, Lander has the ability to facilitate *Global Korean Scholarships* which allow for a Lander student to study at one of the sister universities while the Korean government pays for their tuition, room, board, round-trip air fare, and a monthly stipend. Both of these programs provide instruction in English so there is no need to have prior knowledge of the language.

Members of the Lander faculty lead spring break and summer study tours focusing upon particular academic topics such as The Culture of Spain, World Wars I and II, European Art and Architecture, British Literature, and World Educational Issues. Students who have a GPA of 2.5 or above and who have completed at least 15 credit hours of college-level study are eligible to participate in these Lander-sponsored study abroad programs.

Additionally Lander also offers a month long "Asia Summer Study Program to Korea and China" which usually falls in the month of May. This allows students the opportunity to experience the history, culture, customs, values, viewpoints and economy of both nations. Students have the option of earning up to six credit hours for additional tuition.

Honors College students are encouraged to consider study abroad. Each Honors College student spends a semester or summer going beyond the traditional classroom experience; options include study abroad, study away,

internships, and directed independent research. Honors students are eligible to apply to the Global Scholars Program, a competitive study abroad scholarship for Lander's high-achieving students.

Students who plan to spend a semester abroad should confer with their advisors in order to plan their academic program two or three semesters in advance. The Global Issues/Nonwestern Studies requirement will be waived for students who spend a regular semester at an approved study abroad site, but each student must still earn the minimum number of hours required for a degree in their major. In addition, each student who participates in a one-semester study abroad program will receive four FALS credits for the first semester.

Students who wish to participate in a study abroad program should contact the Director of Study Abroad Programs through the Office of Academic Affairs or by email to studyabroad@lander.edu. For further information see <http://www.lander.edu/studyabroad>. Students interested in opportunities in Asia should contact the Office of International Programs, 2nd Floor, Jackson Library or by emailing to international@lander.edu or visiting <http://www.lander.edu/sites/international-programs>.

NOTE TO STUDENTS AND PARENTS: Lander University assumes that students who wish to study abroad are responsible individuals who can conduct themselves appropriately and manage their own affairs while studying at an institution in another country. Lander will not recommend student travel to countries that are listed by the US Department of State as unsafe for American travelers. Study at institutions that do not provide special services and support for visiting international students will also not be recommended.

Study abroad may involve expenses in addition to the regular expenses associated with attending Lander University. Students will need to provide their own airfare and ground transportation in their host countries. Additional personal travel or touring will incur additional expense. Some special scholarship support for study abroad is available.

GENERAL EDUCATION

At Lander University, a liberal arts education that gives students a broad base of knowledge, an in depth understanding in their major, and the ability to think deeply and critically is valued. Every course at Lander should help students think deeply and critically, and the General Education program focuses on that goal. It is important to emphasize that what is done at Lander University, a liberal arts institution since its founding, is not limited to, nor restricted by, the following general education competencies. The general education curriculum provides a means of acquiring life skills, a common core of intellectual experiences, and a liberal arts foundation appropriate for all students. These experiences should allow students to successfully complete any undergraduate program of study and to be intellectually prepared for the challenges of modern life.

Competencies

The General Education program is designed to enable students to develop:

1. University-level knowledge and comprehension
2. The ability to apply information
3. The ability to analyze information
4. The ability to communicate effectively and appropriately

General Education Curriculum

The categories below address all four of the competencies and the particular courses offered within each category. Students should check the major program requirements on the following pages for the specific general education courses that may be required in a particular category for each academic program.

Students who have earned a bachelor's degree from a regionally accredited institution are not required to meet the General Education Requirements.

Category/Courses (credit hours)

A. Humanities and Fine Arts (6 credit hours selected from 2 different disciplines)

These courses add to the students' understanding of the intention, context, audience and modes of artistic expression.

ART 101

DANC 101

ENGL 201, ENGL 202, ENGL 204, ENGL 205, ENGL 214, ENGL 221, ENGL 241

FA 103

HIST 330

HONS 211, HONS 292, HONS 295, HONS 297

HUMA 230, HUMA 285, HUMA 330, Δ HUMA 390

MEDA 370, Δ MEDA 371, MEDA 372, Δ MEDA 380

MUSI 101, MUSI 201, Δ MUSI 333

PHIL 102, PHIL 103, PHIL 302, Δ PHIL 305, PHIL 309, Δ PHIL 312, PHIL 315, PHIL 341

THTR 201

- B. Behavioral and Social Perspectives (6 credit hours selected from 2 different disciplines)
These courses focus on human behavior and the institutions and social systems, past and present, that shape and are shaped by that behavior.

ANTH 104

CRIM 101

ECON 101

HIST 101, HIST 102, HIST 111, HIST 112, HIST 121, HIST 122

HONS 291, HONS 294, HONS 296

PHIL 205

Δ PEES 325

POLS 101, POLS 103, POLS 250

PSYC 101

SOCI 101

- C. Scientific and Mathematical Reasoning (7 credit hours selected from 2 different disciplines; 1 laboratory science required)

1. Laboratory Science (If 2 laboratory sciences are selected, they must be from 2 different disciplines)
BIOL 101, BIOL 102, BIOL 103, BIOL 111, BIOL 112

CHEM 103, CHEM 105, CHEM 106, CHEM 111, CHEM 112

GEOL 111

HONS 293

PSCI 111, PSCI 112

PHYS 201, PHYS 202, PHYS 203, PHYS 211, PHYS 212

Not all laboratory science courses taken elsewhere will fulfill Lander University's laboratory science general education requirements. Courses must have a traditional laboratory component (cannot be online, for example) and must be of a broad, general focus rather than specific in nature.

2. Mathematical Reasoning and/or non-laboratory science courses

CHEM 101

HONS 298, HONS 299

MATH 101, MATH 121, MATH 123, MATH 141, MATH 142, MATH 211, MATH 212

- D. Core Academic Skills (13 credit hours)

These courses and experience lay the foundation for a coherent liberal arts education.

ENGL 101 (3 hours required)

ENGL 102 (3 hours required)

MATH (3-4 hours required):

MATH 101, MATH 121, MATH 123, MATH 141, MATH 142, MATH 211, MATH 212

Foreign Language (3 hours required, see page 46 for information about foreign language placement)

CHIN 101, CHIN 102

FR 101, FR 102, FR 203

PORT 101, PORT 102

SPAN 101, SPAN 102, SPAN 203

LINK 101 (1 hour required)

FALS: Fine Arts and Lectureship Series: 15 FALS-approved events are required for graduation; no credit hours (see further information about FALS at the end of this section on General Education, pages 75-76)

- E. General Education Electives (10 credit hours selected from categories A, B, C or E or Foreign Language)
With these courses, students can explore their personal interests or gain necessary background information in order to be successful in their major or minor.

Δ ART 312, Δ ART 314

CHEM 101, Δ CHEM 381

CHIN 101, CHIN 102

CIS 130

Δ EDUC 309

Δ ES 390

FR 101, FR 102

Δ HIST 306, Δ HIST 307, Δ HIST 322, Δ HIST 349, Δ HIST 370, Δ HIST 371, Δ HIST 375, Δ HIST 376,
Δ HIST 383, HIST 390, HIST 391

Δ HONS 393

Δ NURN 310

Δ NURS 310

Δ PHIL 325

PEES 175

PEES 176 (Only one PEES 176 or PEES activity may be counted towards the 10 General Education Electives hours)

Δ PEES 325

Δ POLS 303, Δ POLS 305, Δ POLS 325, Δ POLS 361, Δ POLS 366, Δ POLS 390, Δ POLS 391, Δ POLS 445

PORT 101, PORT 102

Δ PSYC 405

Δ RELI 301, Δ RELI 330, Δ RELI 371

Δ SOCI 301, Δ SOCI 351, Δ SOCI 363, Δ SOCI 377, Δ SOCI 389, Δ SOCI 397

SPAN 101, SPAN 102

- (Δ) Global Issues and Cultures (Δ)

Classes with the Global Issues and Cultures marker (Δ) are courses of at least three credit hours at the 300- or 400-level in the General Education categories with content that enhances a student's cultural literacy by focusing substantively on issues of global significance and/or cultures centered outside of the United States. Students are required to take at least one of these courses prior to graduation.

Δ ART 312, Δ ART 314

Δ CHEM 381

Δ EDUC 309

Δ ES 390

Δ HIST 306, Δ HIST 307, Δ HIST 322, Δ HIST 349, Δ HIST 370, Δ HIST 371, Δ HIST 375, Δ HIST 376,
Δ HIST 383, Δ HIST 390, Δ HIST 391

Δ HONS 393
Δ HUMA 390
Δ MEDA 371, Δ MEDA 380
Δ MUSI 333
Δ NURN 310
Δ NURS 310
Δ PEES 325
Δ PHIL 305, Δ PHIL 312, Δ PHIL 325
Δ POLS 303, Δ POLS 305, Δ POLS 325, Δ POLS 361, Δ POLS 366, Δ POLS 390, Δ POLS 391, Δ POLS 445
Δ PSYC 405
Δ RELI 301, Δ RELI 330, Δ RELI 371
Δ SOCI 301, Δ SOCI 351, Δ SOCI 363, Δ SOCI 377, Δ SOCI 389, Δ SOCI 397

Δ Note: this symbol (Δ) means that the course meets the Global Issues and Cultures requirement

Fine Arts and Lectureship Series (FALS)

Lander University recognizes that a college education should provide opportunities to expand and deepen a student's cultural development. The FALS (Fine Arts and Lectureship Series) requirement is intended to ensure that students are exposed to out-of class performances and activities which broaden their perspectives and understanding.

All undergraduate, degree-seeking students are required to attend 15 events for which they receive no credit hours toward graduation as FALS 101. Students are not required to attend more than 15 FALS events. Students may attend approved events scheduled on campus and in the city of Greenwood. Additionally, students may petition to have other off-campus events and exhibits approved as FALS events.

Students who participate in the Lander University study abroad program, for either a long-term stay (one semester to two semesters) or a short-term stay (a few days to a few weeks), may receive FALS credits.

Students participating in a one-semester study abroad program will automatically receive credit for four FALS events for their first semester abroad. They may also petition to receive up to three additional FALS credits for the semester by completing FALS petition forms (download at <http://www.lander.edu/fals>).

If a student spends an additional semester in the same country, automatic credit for FALS events will not be given; however, the student may complete FALS petition forms to apply for up to six additional FALS credits for activities and events attended during this additional semester abroad.

Students participating in short-term study abroad trips may also receive FALS credits for activities completed either with their Lander tour group or independent of this group's itinerary. In the case of the former, the faculty leader must have submitted in advance of the trip a short-term study abroad FALS form for approval by the FALS committee. This form will include a list of activities, short descriptions of these activities, the proposed number of credits, and the list of students expected to participate. Following the trip, the faculty leader should also submit to the FALS committee a list of students who attended each of the activities listed on the FALS. FALS credits will not be awarded for those activities that are required as part of a course. Students may complete FALS petition forms for additional activities not covered in their faculty leader's form, so long as they are beyond the scope of the course. It is the student's responsibility to submit such petitions to the FALS committee upon returning from the trip. Petition Forms for Off-Campus Events are available for download at <http://www.lander.edu/fals>.

Students may not receive credit for approved events in which they participate or for any event for which Lander University academic credit is given and may receive credit for only one performance of each event.

For events on the Lander campus, students are responsible for having their Lander ID scanned at the entrance to the event before the event begins and scanned again at the conclusion of the event. If scanners are not available,

attendance cards must be obtained at the entrance to the event before the event begins and they must be turned in at the conclusion of the event.

Candidates for graduation must have attended the required number of events by the deadline set by the Office of the Registrar in the semester in which graduation is expected to occur.

FALS events during the summer are limited in number.

UNDERGRADUATE ACADEMIC PROGRAMS

2018-2019

COLLEGE OF ARTS AND HUMANITIES

C. Renee Love, Ph.D.
Dean of the College of Arts and Humanities
Associate Professor of English

Karen A. Hammond, Administrative Assistant
Laura R. Dennin, Administrative Specialist
Melody L. Johnson, Administrative Specialist

Department of Art
Sandra Singletary, MFA
Chair of the Department of Art
Associate Professor of Art

Jonathan O. Holloway, MFA
Associate Professor of Art
Douglas L. McAbee, MFA
Associate Professor of Art
Asma Nazim-Starnes, MFA
Associate Professor of Art

James Romaine, Ph.D.
Associate Professor of Art History
James D. Slagle, MFA
Associate Professor of Art
Elizabeth Snipes-Rochester, MFA
Associate Professor of Art

Department of English and Foreign Languages
Jeffrey S. Baggett, Ph.D.
Chair of the Department of English and Foreign Languages
Professor of English

James A. Anderson, Ph.D.
Assistant Professor of English
Education
Sean M. Barnette, Ph.D.
Associate Professor of English
Lauren J. Corbitt, MA
Lecturer of Spanish
Lillian E. Craton, Ph.D.
Professor of English
Brittany Cuenin, MA
Lecturer of English
Andrew L. Jameson, Ph.D.
Associate Professor of English
Misty L. Jameson, Ph.D.
Associate Professor of English
Pedro Lopes, Ph.D.
Associate Professor of Spanish

C. Renee Love, Ph.D.
Associate Professor of English
Laura Martin, MFA
Lecturer of English
Starlyn McGee-Anderson, MFA
Lecturer of English
Kathryn McLaughlin-Rojas, MA
Lecturer of English
Carl R. Mentley, Ph.D.
Professor of Spanish
Osvaldo Parrilla, Ph.D.
Professor of Spanish
Virginia R. Scoggins, MAT
Assistant Professor of English
Lloyd E. Willis, Ph.D.
Associate Professor of English
Director of Online and Innovative Learning

**Department of Mass Communications
and Media Studies**

Laura E. Hester, MMC

**Chair of the Department of Mass Communications and Media Studies
Associate Professor of Mass Communications**

Cory Carpenter, MFA
Assistant Professor of Mass
Communications

Tom Neal, BS Ed.
Lecturer of Mass Communications

Monique E. Sacay-Bagwell, MFA
Professor of Theatre

Robert F. Stevenson, Ph.D.
Professor of Mass Communications

Department of Music

Lila D. Noonkester, DMA

**Chair of the Department of Music
Associate Professor of Music**

Amy Blackwood, MM
Lecturer of Music

Reed P. Gallo, DMA
Associate Professor of Music

Robert A. Gardiner, DMA
Professor of Music

Robert T. Kelley, Ph.D.
Professor of Music

Anthony A. Lenti, DMA
Emeritus Professor of Music

Chuck Neufeld, DMA
Associate Professor of Music

PROGRAMS OF STUDY IN THE COLLEGE OF ARTS AND HUMANITIES

Department of Art Degree Programs

- BFA in Fine Art, 2D Studio
- BFA in Fine Art, 3D Studio
- BS in Visual Arts
- BS in Visual Arts, Business Emphasis
- BS in Visual Arts, Graphic Design Emphasis
- BS in Visual Arts, K-12 Teacher Certification

Department of English and Foreign Languages Degree Programs

- BA in English
- BA in English, Professional Writing
- BA in English, Secondary Certification
- BA in Spanish

Department of Mass Communications and Media Studies Degree Program

- BS in Mass Communications and Media Studies

Department of Music Degree Programs

- BS in Music, Instrumental Emphasis
- BS in Music, Keyboard Emphasis
- BS in Music, Vocal Emphasis
- BS in Music, K-12 Teacher Certification, Choral Emphasis
- BS in Music, K-12 Teacher Certification, Keyboard Emphasis
- BS in Music, K-12 Teacher Certification, Instrumental Emphasis

DEPARTMENT OF ART

MISSION

As an accredited member of the National Association of Schools of Art and Design, the Lander University Department of Art is committed to offering a thought-provoking and challenging environment in which students strive to understand the role of the arts in preserving cultural tradition, delineating social change, and articulating relationships within a community. The Department of Art offers two types of degrees: Bachelor of Science (a liberal arts degree) and Bachelor of Fine Art (a professional art degree).

FINE ART MAJOR

The Fine Art program prepares students for a professional career or an advanced degree in art and design. Two programs of study emphasize conceptual development, technical facility, and perceptual acuity –Fine Art with 2D Studio Emphasis and Fine Art with 3D Emphasis. These programs of study are planned to provide:

- acquisition of knowledge about art and design
- demonstration of the skills and sensitivities needed by art and design professionals and scholars
- conceptual development in art and design
- insight into the role of art and design in intellectual and cultural life
- communication in and about the arts

Fine Art Program Objectives

Students graduating from Lander University with a degree in Fine Art will demonstrate a competency in an area of specialization and demonstrate the potential for continued growth as an art/design professional. Specific standards, outlined by the National Association of School of Art and Design, include:

1. Functional competence with principles of visual organization, including the ability to work with visual elements in two and three dimensions; color theory and its applications; and drawing.
2. Presentation of original artwork that demonstrates advanced conceptual understanding, and technical facility.
3. Familiarity with the historical achievements, current major issues, processes, and directions in an emphasis area.
4. Experience to prepare and exhibit a cohesive body of original artwork and to participate in critiques of one's own artwork and the work of others.

Admission Procedure

After admission to the University, fine art majors begin foundation studies in art. Following successful completion of art courses required in the freshman year, students making satisfactory progress will be advised to continue to 200-level studio art courses. At the conclusion of the sophomore year, students will undergo a BFA Candidacy Review, at which time they may be admitted to the BFA program. Students must meet minimum progress requirements at each level. Upon completion of all program requirements, students will undergo a final BFA Review.

Program Specialization

At the beginning of the junior year, students following their prescribed program of studies concentrate on 2D Studio or 3D Studio. Students are also expected to participate in arts activities, internships or community activities, which enhance the ability to meet their professional goals. The fine art program is designed to allow students to specialize in an emphasis area to prepare them for a professional career or advanced degree program in art and design.

FINE ART MAJOR WITH 2D STUDIO EMPHASIS

Fine art majors may pursue an emphasis in 2D Studio. This emphasis is designed to meet the needs of students who are interested in pursuing an advanced degree or professional studio practice in 2 dimensional media such as Drawing, Painting, Photography, Printmaking, and/or Mixed Media. In their upper level courses, students will focus on gaining experience in a variety of 2 dimensional media. This will prepare them to develop a cohesive body of advanced level artwork during the senior year, which will be exhibited in a Senior Show.

FINE ART MAJOR WITH 3D STUDIO EMPHASIS

Fine arts majors may pursue an emphasis in 3D studio. This emphasis is designed to meet the needs of students who are interested in pursuing an advanced degree or professional studio practice in 3 dimensional media such as Ceramics, Sculpture, and/or Mixed Media. In their upper level courses, students will focus on gaining experience in a variety of 3 dimensional media. This will prepare them to develop a cohesive body of advanced level artwork during the senior year, which will be exhibited in a Senior Show.

VISUAL ARTS MAJOR

Visual Arts program goals are consistent with the liberal arts tradition of Lander University. Four programs of study emphasize the skill and processes necessary for students to cultivate their professional, aesthetic, intellectual, and personal development. These programs aim to provide students with a broad range of experience and understanding in art and design – Visual Arts, Visual Arts with Graphic Design Emphasis, Visual Arts with Business Emphasis, and Visual Arts with Teacher Certification.

Each program of study is planned to provide

- Acquisition of knowledge about art and design
- Development of thinking in and through the arts
- Demonstration of skill in art and design
- Communication in and about the arts

PROGRAM OBJECTIVES

Students graduating from Lander University with a degree in visual arts demonstrate a general knowledge of art concepts and the ability to apply art techniques in a range of media as outlined by the National Association of Schools of Art and Design standards, including:

1. familiarity with the works and intentions of major artists/designers and movements of the past and the present, both in the Western and non-Western worlds;
2. knowledge about the nature of contemporary thinking on art and design and the nature of quality in design projects and works of art;
3. the ability to make workable connections between concept and media through a variety of art making methods;
4. the technical skills, perceptual development, and understanding of principles of visual organization sufficient to achieve basic visual communication and expression in an art medium; and
5. the experience to compile a portfolio showing the development of visual sensitivity.

Admission Procedure

After admission to the University, visual art majors begin foundation studies in art. Following successful completion of art courses required in the freshman year, students making satisfactory progress will be advised to continue to more advanced coursework in the major. Students must meet minimum progress requirements at each level.

Program Specialization

At the beginning of the junior year, students following their prescribed program of studies concentrate in arts activities, courses, internships or community activities which enhance their career goals. The visual art program is designed to meet the needs of a variety of interests – with advanced course opportunities in graphic design, photography, art education, and traditional art media. Students who successfully specialize in any of these prepare to work at entry level positions requiring these skills and experiences.

VISUAL ARTS MAJOR WITH BUSINESS EMPHASIS

Visual arts majors may pursue an emphasis in Business. It is designed to provide art majors the opportunity to acquire knowledge and experience in both art and business topics to better prepare them for the contemporary art market. This emphasis aligns a studio art degree with strategic business classes to provide a versatile skill set which prepares students for a broad range of career options within the art field. It will allow students to graduate with both a strong visual arts studio experience and a comprehensive business understanding while staying on a four-year track.

VISUAL ARTS MAJOR WITH GRAPHIC DESIGN EMPHASIS

Visual arts majors may pursue an emphasis in graphic design. This emphasis is designed to meet the needs of students with a variety of interests by studying and practicing design techniques and theories that will improve artistic communication and enhance their professional goals. A student may explore many areas of graphic design including typography, illustration, photography, corporate identity/logo design, package design, environmental/sign design, web design, self-promotion, production/printing techniques and procedures and design internships. Students successfully completing this emphasis will acquire knowledge and develop skills that will be essential in many entry-level design positions.

Requirements for the graphic design emphasis are:

ART 113	3
ART 304	3
ART 308	3
ART 404	3
One of the following:	
ART 351, 408, or 490	<u>3</u>
TOTAL	15

VISUAL ARTS MAJOR WITH TEACHER CERTIFICATION

Teacher Certification Program Goals:

The program of studies in visual arts with teacher certification is accredited by both the National Association of Schools of Art and Design (NASAD) and the National Council for Accreditation of Teacher Education (NCATE). Students graduating from Lander University with recommendation for teacher certification complete student teaching, coursework and testing requirements for recommendation for certification in South Carolina consistent with the College of Education's conceptual framework. This framework provides direction for programs, courses, teaching and teacher candidate assessment. The framework is built on the conceptual model of the "Professional Educator" as one who demonstrates these Learner Outcomes:

The Professional Educator

1. integrates content knowledge and skills of scholarly inquiry to teach all students;
2. plans, provides and assesses learning experiences that are supported by research, knowledge of best practice and professional standards;
3. communicates and collaborates with diverse populations (students, educators, families and community members) exhibiting professional behaviors and dispositions; and
4. engages in reflection and professional development to foster student learning and inform instructional decisions.

Student Eligibility

The Lander art program is one that emphasizes the philosophy that “those who teach must also do.” Therefore, our teacher training program provides the student with a solid background in the fine arts, with a variety of experiences from which to draw upon in the classroom, as well as being a source for developing personal interests.

Students enrolled in Secondary or PK-12:

Initial Level (First Year)

1. Participate in initial Advising and Induction.
2. Take PRAXIS Core or exempt with 22 ACT or 1100 SAT score.
3. Maintain a 3.0 GPA in all professional courses; achieve a grade of “B” or higher in each field experience; achieve a grade of “C” or higher in all EDUC, ECED, and SPED courses (see catalog for further details, including each department's GPA requirements within the specific content area).

Provisional Level (Second Year)

1. Complete Initial Level requirements.
2. Complete a SLED check.
3. Display professional dispositions and behavior at target levels.
4. Obtain a minimum 2.75 GPA on Lander coursework; maintain a 3.0 GPA in all professional courses; achieve a grade of “B” or higher in each field experience; achieve a grade of “C” or higher in all EDUC, ECED, and SPED courses (see catalog for further details, including each department's GPA requirements within the specific content area).
5. Pass PRAXIS Core or exempt with 22 ACT or 1100 SAT score.
6. Submit Sophomore Portfolio.
7. Gather and submit references.
8. Successfully complete an (April) oral interview with Teacher Education faculty.
9. Successfully complete other reviews as required by departments in specific content areas.

Formal Level (Third Year)

1. Complete Provisional Level requirements.
2. Display professional dispositions and behavior at target levels.
3. Obtain a minimum 2.75 GPA on Lander coursework; maintain a 3.0 GPA in all professional courses; achieve a grade of “B” or higher in each field experience; achieve a grade of “C” or higher in all EDUC, ECED, and SPED courses (see catalog for further details, including each department's GPA requirements within the specific content area).
4. Participate in Induction and Pinning Ceremony.
5. Successfully complete departmental requirements for PRAXIS II.
6. Successfully complete other departmental requirements, reviews, projects, or milestones.

Candidate Level (Fourth Year)

1. Complete Formal Level requirements.
2. Complete FALS requirements before student teaching semester.
3. Enter candidacy with formal admission to the teacher education program.
4. Display professional dispositions and behavior at target levels.
5. Obtain a minimum 2.75 GPA on Lander coursework; maintain a 3.0 GPA in all professional courses; achieve a grade of “B” or higher in each field experience; achieve a grade of “C” or higher in all EDUC, ECED, and SPED courses (see catalog for further details, including each department's GPA requirements within the specific content area).
6. Successfully complete departmental requirements for PRAXIS II.
7. Successfully complete departmental requirements for PLT.
8. Successfully complete other departmental requirements, reviews, projects, or milestones.

ART HISTORY MINOR

Students who are pursuing a major in an area other than art may pursue a minor in art history.

Requirements for the minor in art history are:

ART 111	3
ART 112	3
Two 300-level art history courses	6
Two elective courses in art history or studio art	<u>6</u>
TOTAL	18

ELECTRONIC ART MINOR

Students who are pursuing a major in an area other than art may pursue a minor in electronic art.

Requirements for the minor in electronic art are:

ART 103	3
ART 104	3
ART 105	3
ART 224	3
Three of the following: ART 304, 308, 404, 408, 490	<u>9</u>
TOTAL	21

VISUAL ARTS MINOR

Students who are pursuing a major in an area other than art may pursue a minor in visual arts. Requirements for the minor in visual arts are:

ART 101	3
ART 103	3
ART 104	3
ART 105 or 106	3
ART 200-, 300-, or 400-level art studio courses	<u>9</u>
TOTAL	21

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF FINE ARTS
MAJOR: FINE ART
EMPHASIS: 2D STUDIO

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A.	Humanities and Fine Arts	
	(6 hours selected from 2 different disciplines)	6
B.	Behavioral and Social Perspectives	
	(6 hours selected from 2 different disciplines)	6
C.	Scientific and Mathematical Reasoning	
	(7 hours selected from 2 different disciplines, 1 lab science required)	7
D.	Core Academic Skills	
	ENGL 101	3
	ENGL 102	3
	Mathematics	3
	Foreign Language	3
	LINK 101	1
	FALS 101 (15 FALS-approved events)	0
E.	General Education Electives	
	Δ ART 314	3

A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; or Foreign Language; or courses approved for category E)

Δ **Global Issues and Cultures:** Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS	42
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MAJOR PROGRAM CORE REQUIREMENTS

ART 103	3
ART 104	3
ART 105	3
ART 106	3
ART 111	3
ART 112	3
ART 202	3
ART 203	3
ART 204	3
ART 205	3
ART 207	3
ART 499	1

MAJOR PROGRAM ADDITIONAL REQUIREMENTS

ART 320	3
ART History (ART 309-316, 371)	3
ART History (ART 309-316, 371, 372)	3

MAJOR PROGRAM EMPHASIS REQUIREMENTS

ART 303	3
ART 305	3

ART 403	3
ART 405	3
Art Studio 2D (ART 303, 305, 320, 350, 403, 405; may <u>not</u> include summer travel courses)	3
Art Studio 2D (ART 303, 305, 320, 350, 403, 405; may <u>not</u> include summer travel courses)	3
Art Studio 3D (ART 302, 307, 320, 350, 402, 407 may <u>not</u> include summer travel courses)	3
Art Studio Elective (ART 302-308, ART 320, 350, 402-408; may <u>not</u> include summer travel courses)	3
Art Studio Elective (ART 302-308, ART 320, 350, 352, 402-408)	3
ART 410	3
ART 410	3
TOTAL MAJOR PROGRAM REQUIREMENTS	76
ADDITIONAL ELECTIVES	2
TOTAL FOR BFA DEGREE	120

Students must earn a “C” or better in 100-level art courses before proceeding to the sophomore studio courses and also maintain at least a 2.3 GPA in art courses in order to graduate with a major in Fine Art.

Students will complete a BFA Candidacy Review at the end of the sophomore year and a BFA Review at the end of their final semester.

Students must earn a “C” or better in all program requirement courses.

Students may not take more than 3 studio courses per semester without permission from department chair.

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses
<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF FINE ARTS
MAJOR: FINE ART
EMPHASIS: 3D STUDIO

	Credit Hours
GENERAL EDUCATION REQUIREMENTS	
(For approved courses see the General Education section.)	
A. Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B. Behavioral and Social Perspectives (6 hours selected from 2 different disciplines)	6
C. Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required)	7
D. Core Academic Skills	
ENGL 101	3
ENGL 102	3
Mathematics	3
Foreign Language	3
LINK 101	1
FALS 101 (15 FALS-approved events)	0
E. General Education Electives	
Δ ART 314	3
A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; or Foreign Language; or courses approved for category E)	
Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.	
TOTAL GENERAL EDUCATION REQUIREMENTS	42
MAJOR PROGRAM CORE REQUIREMENTS	
ART 103	3
ART 104	3
ART 105	3
ART 106	3
ART 111	3
ART 112	3
ART 202	3
ART 203	3
ART 204	3
ART 205	3
ART 207	3
ART 499	1
MAJOR PROGRAM ADDITIONAL REQUIREMENTS	
ART 320	3
ART History (ART 309-316, 371)	3
ART History (ART 309-316, 371, 372)	3

MAJOR PROGRAM EMPHASIS REQUIREMENTS

ART 302	3
ART 307	3
ART 402	3
ART 407	3
Art Studio 3D (ART 302, 307, 320, 350, 402, 407; may <u>not</u> include summer travel courses)	3
Art Studio 3D (ART 302, 307, 320, 350, 402, 407; may <u>not</u> include summer travel courses)	3
Art Studio 2D (ART 303, 305, 320, 350, 403, 405; may <u>not</u> include summer travel courses)	3
Art Studio Elective (ART 302-308, ART 320, 350, 402-408; may <u>not</u> include summer travel courses)	3
Art Studio Elective (ART 302-308, ART 320, 350, 352, 402-408)	3
ART 410	3
ART 410	3
TOTAL MAJOR PROGRAM REQUIREMENTS	76
ADDITIONAL ELECTIVES	2
TOTAL FOR BFA DEGREE	120

Students must earn a “C” or better in 100-level art courses before proceeding to the sophomore studio courses and also maintain at least a 2.3 GPA in art courses in order to graduate with a major in Fine Art.

Students will complete a BFA Candidacy Review at the end of the sophomore year and a BFA Review at the end of their final semester.

Students must earn a “C” or better in all program requirement courses.

Students may not take more than 3 studio courses per semester without permission from department chair.

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses
<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE

MAJOR: VISUAL ARTS

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

- | | | |
|-----------|--|---|
| A. | Humanities and Fine Arts
(6 hours selected from 2 different disciplines) | 6 |
| B. | Behavioral and Social Perspectives
(6 hours selected from 2 different disciplines) | 6 |
| C. | Scientific and Mathematical Reasoning
(7 hours selected from 2 different disciplines, 1 lab science required) | 7 |
| D. | Core Academic Skills (13 hours) | |
| | ENGL 101 | 3 |
| | ENGL 102 | 3 |
| | Mathematics | 3 |
| | Foreign Language | 3 |
| | LINK 101 | 1 |
| | FALS 101 (15 FALS-approved events) | 0 |
| E. | General Education Electives
A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements.
(Select from categories A, B, or C; Global Issues and Cultures; or Foreign Language; or courses approved for category E) | |
| Δ | Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation. | |

TOTAL GENERAL EDUCATION REQUIREMENTS		42
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MAJOR PROGRAM CORE REQUIREMENTS

ART 103	3
ART 104	3
ART 105	3
ART 106	3
ART 111	3
ART 112	3
ART 202	3
ART 203	3
ART 204	3
ART 205	3
ART 207	3
ART 499	1

MAJOR PROGRAM ADDITIONAL REQUIREMENTS

ART 320	3
ART 300-level or above (ART 302-307, 350, 402-408)	3
ART 300-level or above (ART 302-307, 350, 402-408)	3
ART 300-level or above (ART 302-307, 350, 352, 402-408)	3
ART 400-level studio (ART 402-408)	3
ART History (ART 309-316, 371)	3
ART History (ART 309-316, 371, 372)	3

TOTAL MAJOR PROGRAM REQUIREMENTS	55
ADDITIONAL ELECTIVES (6 hours of these electives must be at the 300-400-level)	23
TOTAL FOR BS DEGREE	120

Students must earn a “C” or better in 100-level art courses before proceeding to the sophomore studio courses and also maintain at least a 2.3 GPA in art courses in order to graduate with a major in visual arts.

Students must earn a “C” or better in all program requirement courses.

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses

<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: VISUAL ARTS
EMPHASIS: BUSINESS

	Credit Hours
GENERAL EDUCATION REQUIREMENTS	
(For approved courses see the General Education section.)	
A. Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B. Behavioral and Social Perspectives (6 hours selected from 2 different disciplines)	
ECON 101	3
Behavioral and Social Perspectives General Education Course	3
C. Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required)	
MATH 211	3
1 lab science	4
D. Core Academic Skills	
ENGL 101	3
ENGL 102	3
MATH 121	3
Foreign Language	3
LINK 101	1
FALS 101 (15 FALS-approved events)	0
E. General Education Electives	
A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; or Foreign Language; or courses approved for category E)	
Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.	
TOTAL GENERAL EDUCATION REQUIREMENTS	42
MAJOR PROGRAM CORE REQUIREMENTS	
ART 103	3
ART 104	3
ART 105	3
ART 106	3
ART 111	3
ART 112	3
ART 202	3
ART 203	3
ART 204	3
ART 205	3
ART 207	3
ART 499	1
MAJOR ADDITIONAL REQUIREMENTS	
ART 320	3
ART Studio (ART 302-307, 350, 402-408)	3
ART Studio (ART 302-307, 350, 352, 402-408)	3
ART Studio (ART 402-408)	3
ART History (ART 309-316, 371, 372)	3

MAJOR PROGRAM EMPHASIS REQUIREMENTS

BA 101	3
ACCT 201	3
MGMT 301	3
MKT 301	3
FINA 301	3
Business elective 300-level or above (ACCT, BA, ECON, HCMT, MGMT or MKT)	3
Business elective 300-level or above (ACCT, BA, ECON, HCMT, MGMT or MKT)	3
ENGL 275	3
TOTAL MAJOR PROGRAM REQUIREMENTS	73
ADDITIONAL ELECTIVES	5
TOTAL FOR BS DEGREE	120

Students must earn a “C” or better in 100-level art courses before proceeding to the sophomore studio courses and also maintain at least a 2.3 GPA in art courses in order to graduate with a major in visual arts.

Students must earn a “C” or better in all program requirement courses.

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses
<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: VISUAL ARTS
EMPHASIS: GRAPHIC DESIGN

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

- | | | |
|-----------|--|---|
| A. | Humanities and Fine Arts
(6 hours selected from 2 different disciplines) | 6 |
| B. | Behavioral and Social Perspectives
(6 hours selected from 2 different disciplines) | 6 |
| C. | Scientific and Mathematical Reasoning
(7 hours selected from 2 different disciplines, 1 lab science required) | 7 |
| D. | Core Academic Skills (13 hours) | |
| | ENGL 101 | 3 |
| | ENGL 102 | 3 |
| | Mathematics | 3 |
| | Foreign Language | 3 |
| | LINK 101 | 1 |
| | FALS 101 (15 FALS-approved events) | 0 |
| E. | General Education Electives
A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements.
(Select from categories A, B, or C; Global Issues and Cultures; or Foreign Language; or courses approved for category E) | |
| Δ | Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation. | |

TOTAL GENERAL EDUCATION REQUIREMENTS		42
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MAJOR PROGRAM CORE REQUIREMENTS

ART 103	3
ART 104	3
ART 105	3
ART 106	3
ART 111	3
ART 112	3
ART 202	3
ART 203	3
ART 204	3
ART 205	3
ART 207	3
ART 499	1

MAJOR ADDITIONAL REQUIREMENTS

ART 320	3
ART History (ART 309-316, 371)	3
ART History (ART 309-316, 371, 372)	3

MAJOR PROGRAM EMPHASIS REQUIREMENTS

ART 113	3
ART 224	3
ART 260	3
ART 304	3
ART 308	3
ART 404	3
ART 408	3
TOTAL MAJOR PROGRAM REQUIREMENTS	64
ADDITIONAL ELECTIVES	14
TOTAL FOR BS DEGREE	120

Students must earn a “C” or better in 100-level art courses before proceeding to the sophomore studio courses and also maintain at least a 2.3 GPA in art courses in order to graduate with a major in visual arts.

Students must earn a “C” or better in all program requirement courses.

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses

<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: VISUAL ARTS
CERTIFICATION: K-12 TEACHER CERTIFICATION

Credit Hours

GENERAL EDUCATION REQUIREMENTS (For approved courses see the [General Education section.](#))

A.	Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B.	Behavioral and Social Perspectives (6 hours selected from 2 different disciplines)	
	PSYC 101	3
	Behavioral and Social Perspectives elective	3
C.	Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required)	7
D.	Core Academic Skills	
	ENGL 101	3
	ENGL 102	3
	Mathematics	3
	Foreign Language	3
	LINK 101	1
	FALS 101 (15 FALS-approved events)	0
E.	General Education Electives A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; or Foreign Language; or courses approved for category E)	
Δ	Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.	
	TOTAL GENERAL EDUCATION REQUIREMENTS	42

MAJOR PROGRAM CORE REQUIREMENTS

ART 103		3
ART 104		3
ART 105		3
ART 106		3
ART 111		3
ART 112		3
ART 202		3
ART 203		3
ART 204		3
ART 205		3
ART 207		3
ART 499		1

MAJOR PROGRAM ADDITIONAL REQUIREMENTS

ART 301		3
ART 451		3
ART Studio (ART 302-307, 350, 402-408)		3
ART Studio (ART 302-307, 350, 352, 402-408)		3
ART History (ART 309-316, 371, 372)		3
TOTAL MAJOR PROGRAM REQUIREMENTS		49

TEACHER CERTIFICATION REQUIREMENTS

EDUC 203	0.5
EDUC 223	3
EDUC 240	3
EDUC 300 or EDUC 320	3
EDUC 329	0.5
EDUC 429	1
EDUC 499	1
EDUC 461	11
SPED 223	3
TOTAL TEACHER CERTIFICATION REQUIREMENTS	26
ADDITIONAL ELECTIVES	3
TOTAL FOR BS DEGREE	120

For formal admission to the visual arts with teacher certification major see Student Eligibility on page 84.

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

Students must earn a “C” or better in all program requirement courses.

Students must earn a “C” or better in all professional education and major program courses.

Students must earn a 2.3 GPA in art courses in order to graduate with a major in visual arts.

Students in Art Education must maintain a GPA of 3.0 in the teacher certification requirements and a 2.75 GPA overall.

Freshman Year: Take PRAXIS Core or provide proof of 1100+ SAT or 24+ ACT

Sophomore Year: Application for admission to major in Teacher Education; Screening Interview; cumulative GPA of 2.75 or higher

Junior Year: Application for student teaching; professional education GPA 3.0 or higher; cumulative GPA of 2.75 or higher

Senior Year: Content Area Exams (PRAXIS II) taken before student teaching and PLT taken during student teaching; professional education GPA of 3.0 or higher; cumulative GPA of 2.75 or higher; Graduation Application; FALS

See 4-year major guides for recommended order in which to take courses

<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>

DEPARTMENT OF ENGLISH AND FOREIGN LANGUAGES

The mission of the Department of English and Foreign Languages emerges from Lander's rich liberal arts tradition. Through writing, textual analysis, and intercultural experiences, students develop the language skills and cultural fluency necessary for professional success and personal fulfillment.

The Department of English and Foreign Languages encompasses the disciplines of English, modern languages (French and Spanish), and humanities. Majors are offered in English and Spanish and minors in English, Writing, French, Latin American Studies, and Spanish. Courses in English and foreign languages are concerned with the ideas of civilization as expressed in the language and literature of the world. These courses address several areas of the general education program and also are excellent electives.

A grade of "C" or better is required in all courses in the discipline in the major and minor programs.

ENGLISH MAJOR

Students majoring in English study literature, writing, and language. This study prepares students for careers in education, law, theology, business, public relations, mass media, and public service. Although the British-American heritage is central, African-American, Native American, European, and non-western contributions to this literary tradition are also studied in relevant courses.

English majors begin their program with Introduction to Literary Studies (ENGL 200). In advanced literature courses (all of which are writing intensive), they study genres, texts in historical contexts, and major authors. In advanced writing courses they may create fiction, nonfiction, and poetry. In reading/writing seminars they study one kind of text by both analyzing published works and creating texts of their own. In language and rhetoric courses, including Introduction to Language and Linguistics (ENGL 345, required of all English majors), students learn the history and working structures of language and study the influences of audience and style that have shaped discourse at different times. Students end their program with the Senior Seminar (ENGL 499) in which they reflect on their coursework and consider professional issues.

Students declare this major by filling out an advisor card in the department office. All English majors have members of the English faculty as academic advisors.

The major program requires at least 30 hours of 300-level and 400-level English courses. Three specific courses are required: Introduction to Literature Studies (ENGL 200), Introduction to Language and Linguistics (ENGL 345), and Senior Seminar (ENGL 499). English courses are distributed among five course types (genre study, rhetoric, major authors, historical contexts, or reading/writing seminars). The Professional Writing emphasis includes a selection of specific English courses (ENGL 251, 275, 276, 350, 353, 354, 364, 373, 413, 450, 490) particularly useful to students who plan careers in professional settings; the emphasis requires that students complete at least three credit hours in courses selected from other disciplines. English majors must demonstrate proficiency at the intermediate level in one foreign language.

Teacher Certification

Students may pursue a major in English with a BA in English with Secondary Certification. They will take the approved sequence of education courses common to all secondary education concentrations at Lander and a course in methods of teaching secondary English (ENGL 451). Students will include Introduction to Language and Linguistics (ENGL 345) and Studies in Rhetoric (ENGL 413) as part of their upper-level English coursework. The Teacher Certification Program meets National Council of Teachers of English (NCTE) and National Council for Accreditation of Teacher Education (NCATE) standards of English Teacher Education programs.

Teacher Certification Program Goals:

Students will complete student teaching, coursework and testing requirements for recommendation for certification in South Carolina consistent with the College of Education's conceptual framework. This framework provides direction for programs, courses, teaching and teacher candidate assessment. The framework is built on the conceptual model of the "Professional Educator" as one who demonstrates these Learner Outcomes:

The Professional Educator:

1. integrates content knowledge and skills of scholarly inquiry to teach all students;
2. plans, provides, and assesses learning experiences that are supported by research, knowledge of best practice and professional standards;
3. communicates and collaborates with diverse populations (students, educators, families and community members) exhibiting professional behaviors and dispositions; and
4. engages in reflection and professional development to foster student learning and inform instructional decisions.

Student Eligibility

Students enrolled in Secondary or PK-12

Initial Level (First Year)

1. Participate in initial Advising and Induction.
2. Take PRAXIS Core or exempt with 22 ACT or 1100 SAT score.
3. Maintain a 3.0 GPA in all professional courses; achieve a grade of “B” or higher in each field experience; achieve a grade of “C” or higher in all EDUC, ECED, and SPED courses (see catalog for further details, including each department's GPA requirements within the specific content area).

Provisional Level (Second Year)

1. Complete Initial Level requirements.
2. Complete a SLED check.
3. Display professional dispositions and behavior at target levels.
4. Obtain a minimum 2.75 GPA on Lander coursework; maintain a 3.0 GPA in all professional courses; achieve a grade of “B” or higher in each field experience; achieve a grade of “C” or higher in all EDUC, ECED, and SPED courses (see catalog for further details, including each department's GPA requirements within the specific content area).
5. Pass PRAXIS Core or exempt with 22 ACT or 1100 SAT score.
6. Submit Sophomore Portfolio.
7. Gather and submit references.
8. Successfully complete an (April) oral interview with Teacher Education faculty.
9. Successfully complete other reviews as required by departments in specific content areas.

Formal Level (Third Year)

1. Complete Provisional Level requirements.
2. Display professional dispositions and behavior at target levels.
3. Obtain a minimum 2.75 GPA on Lander coursework; maintain a 3.0 GPA in all professional courses; achieve a grade of “B” or higher in each field experience; achieve a grade of “C” or higher in all EDUC, ECED, and SPED courses (see catalog for further details, including each department's GPA requirements within the specific content area).
4. Participate in Induction and Pinning Ceremony.
5. Successfully complete departmental requirements for PRAXIS II.
6. Successfully complete other departmental requirements, reviews, projects, or milestones.

Candidate Level (Fourth Year)

1. Complete Formal Level requirements.
2. Complete FALS requirements before student teaching semester.
3. Enter candidacy with formal admission to the teacher education program.
4. Display professional dispositions and behavior at target levels.
5. Obtain a minimum 2.75 GPA on Lander coursework; maintain a 3.0 GPA in all professional courses; achieve a grade of “B” or higher in each field experience; achieve a grade of “C” or higher in all EDUC, ECED, and SPED courses (see catalog for further details, including each department's GPA requirements within the specific content area).
6. Successfully complete departmental requirements for PRAXIS II.
7. Successfully complete departmental requirements for PLT.
8. Successfully complete other departmental requirements, reviews, projects, or milestones.

ENGLISH MINOR

Students who are pursuing a major in an area other than English may minor in English by taking 18 hours of upper-level English courses (300- or 400-level courses) , including one course from each of the following groups:

- I. Literature: ENGL 303-339, 406-414
- II. Language: ENGL 345 or 413
- III. Writing: ENGL 350-373; 417

WRITING MINOR

The Writing Minor is open to students from all majors; it is a flexible minor that allows students to choose coursework aligning with their own interests. Students are free to follow a creative writing track or a business/technical writing one, but they should consult with their academic advisor in selecting the courses most useful for their major. English majors who minor in Writing must carefully select specific writing courses in addition to the 300- or 400-level English classes used to complete their major requirements.

The prerequisite for a Writing Minor is a “C” or better in ENGL 102.

Students enrolled minoring in writing should take 18 hours from the following course list; of these courses, at least 3 hours must come from ENGL 251, ENGL 275, or ENGL 276.

- ENGL 251
- ENGL 275 or ENGL 276
- ENGL 350
- ENGL 344 or ENGL 413
- ENGL 353
- ENGL 354
- ENGL 364 or JOUR 375
- ENGL 373
- ENGL 450
- ENGL 490 (3 credits)
- JOUR 201
- MEDA 360
- THTR 390

SPANISH MAJOR

Lander University’s Spanish program emphasizes language acquisition and the study of Hispanic cultures, civilizations, and literatures. Spanish majors gain proficiency in reading, listening, writing, and speaking the language. By the time they graduate, majors can converse with native speakers on a variety of topics, such as sports, cinema, art, and even politics and religion. They also have studied and experienced Hispanic culture to a point where they can distinguish similarities and differences between various Hispanic societies.

There is no doubt that the best way to become fluent in a language and a culture is to live in the middle of that culture for an extended period of time. Spanish majors are required to study in a Spanish-speaking country and thus gain first-hand experience participating in everyday life in another culture. Through its affiliation with Academic Studies Abroad, Lander offers home-stay programs in Argentina, Chile, and Spain. In addition to normal coursework, students with an advanced level of Spanish may choose to take part in an internship overseas. The Financial Aid Office at Lander works closely with students to help make this opportunity available.

The Spanish major program aims to develop the linguistic and analytical skills that can be utilized in any career. Students may choose to be a double major and concurrently pursue another program of study, such as Biology, Business, English, History, or Psychology. The range of occupations in which ability in Spanish will be an advantage is already great, and it continues to grow every day. These are some of the occupations in which knowing another language and culture will put the Lander graduate ahead of the competition: Banking and Insurance; Business (advertising, market research, personnel, labor, public relations); Clerical (bookkeeping, secretarial, reception); Education (elementary and secondary teachers, college professors, library staff); Engineering; Health Practices (physicians, dentists, therapists, nurses); Counseling; Journalism and Communications (reporters, interpreters, translators, technical writers); Ministry and Clergy; Social Services; Travel and Tourism (travel and ticketing agents, pilots and flight attendants, tour guides); and Government (foreign service, the armed forces, federal, state, and local government offices and agencies). Your Spanish degree tells prospective employers more than that you can speak Spanish. It tells them that you are familiar with another culture, that you can adapt to a foreign setting, and that you have a sense of adventure. All of these are traits of the kind of people that companies are seeking as they compete in the global marketplace.

The major program requires at least 30 hours of Spanish coursework beyond the 100 level. If a student does not test into the 300 level, Intermediate Spanish (SPAN 203) will be required. Five other specific courses are required: Grammar and Composition (SPAN 305), Hispanic Civilizations (SPAN 308), Introduction to Hispanic Literature (SPAN 310), Overseas Study (SPAN 330) and Senior Project (SPAN 499). Further coursework is required in the areas of Hispanic culture and civilization (SPAN 350 or 380 or 410) and Hispanic literature (SPAN 313 or 314 or 360 or 410). In addition to coursework, the Spanish major requires a semester of overseas study on an approved program, and the successful completion of the DELE Language Proficiency Evaluation.

Students graduating with a major in Spanish will have acquired the following competencies:

1. to communicate verbally and in writing in Spanish on a variety of topics in different settings, at the ACTFL Advanced level;
2. to understand the relationship between practices, products, and perspectives of Hispanic cultures;
3. to understand the nature of language and how it works; and
4. to understand the nature of culture.

SPANISH MINOR

To obtain a minor in Spanish, students must complete between 18 and 24 hours in Spanish which must include

SPAN 305	3
SPAN 308	3
SPAN 310	3
Electives	9-15

Students who begin the minor with SPAN 101 must complete 24 hours in Spanish; students who begin the minor with SPAN 102 must complete 21 hours in Spanish; students who begin with SPAN 203 or higher must complete 18 hours in Spanish.

Students are strongly urged to participate in an approved overseas study program.

LATIN AMERICAN STUDIES MINOR

Latin American Studies is an interdisciplinary minor consisting of 18 semester hours of credit in courses from a variety of disciplines in the following distribution:

HIST 306 Latin America	3 hours
SPAN 308 Hispanic Civilizations	3 hours
Minor Electives	12 hours

Electives may be chosen from the following courses:

SPAN 280 or 380 (Spanish-American topic)	3 hours
SPAN 313	3 hours
SPAN 350 (completed in Spanish America)	1-9 hours
SPAN 410 (Spanish-American topic)	3 hours

FRENCH MINOR

Instruction in the beginning French courses is designed primarily to increase proficiency in the listening, speaking, reading, and writing skills. Courses on the 200- and 300-levels emphasize the study of the French language and European culture. While they are designed for students wishing to pursue the French minor, they are also appropriate for any students wanting electives.

To obtain a minor in French, a student must complete 12 hours of French courses numbered 200 and above. Six of these hours must be in courses numbered 300 and above.

Study abroad is available to all students through the Study Abroad Program.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF ARTS
MAJOR: ENGLISH

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A.	Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B.	Behavioral and Social Perspectives (6 hours selected from 2 different disciplines)	6
C.	Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required)	7
D.	Core Academic Skills	
	ENGL 101	3
	ENGL 102	3
	Mathematics	3
	Foreign Language	3
	LINK 101	1
	FALS 101 (15 FALS-approved events)	0

E. General Education Electives

A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)

Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS 42

MAJOR PROGRAM CORE REQUIREMENTS

ENGL 200	3
ENGL 201	3
ENGL 202	3
ENGL 345	3
ENGL 499	3

MAJOR PROGRAM ADDITIONAL REQUIREMENTS

102-level Foreign Language	0-3*
200-level Foreign Language	0-3*

MAJOR PROGRAM ELECTIVES

300-level English courses	9
400-level English courses	9
Upper-level English electives	9

TOTAL MAJOR PROGRAM REQUIREMENTS 42-48*

*English majors are required to complete foreign language study through the intermediate level (SPAN or FR 203). Students who place into a 101-level foreign language course for general education will also be required to take the 102-level course before proceeding to a 200-level foreign language course. Students who place above the 203 Intermediate level are exempt from the major requirement for foreign language; they will still need to meet the General Education Core Academic Skills foreign language requirement.

ADDITIONAL ELECTIVES 30-36

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses

<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF ARTS
MAJOR: ENGLISH
EMPHASIS: PROFESSIONAL WRITING

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

- | | | |
|-----------|--|---|
| A. | Humanities and Fine Arts
(6 hours selected from 2 different disciplines) | 6 |
| B. | Behavioral and Social Perspectives
(6 hours selected from 2 different disciplines) | 6 |
| C. | Scientific and Mathematical Reasoning
(7 hours selected from 2 different disciplines, 1 lab science required) | 7 |
| D. | Core Academic Skills (13 hours) | |
| | ENGL 101 | 3 |
| | ENGL 102 | 3 |
| | Mathematics | 3 |
| | Foreign Language | 3 |
| | LINK 101 | 1 |
| | FALS 101 (15 FALS-approved events) | 0 |
| E. | General Education Electives
A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements.
(Select from categories A, B, or C; Global Issues and Cultures; or Foreign Language; or courses approved for category E) | |

Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS		42
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MAJOR PROGRAM CORE REQUIREMENTS

ENGL 200		3
ENGL 201		3
ENGL 202		3
ENGL 345		3
ENGL 499		3

MAJOR PROGRAM ADDITIONAL REQUIREMENTS

102-level Foreign Language		0-3*
200-level Foreign Language		0-3*

*English majors are required to complete foreign language study through the intermediate level (SPAN or FR 203). Students who place into a 101-level foreign language course for general education will also be required to take the 102-level course before proceeding to a 200-level foreign language course. Students who place above the 203 Intermediate level are exempt from the major program foreign language requirement.

MAJOR PROGRAM ELECTIVES

300-level courses (selected from ENGL 303-364)	6
400-level courses (selected from ENGL 401-450)	6

MAJOR PROGRAM EMPHASIS REQUIREMENTS

ENGL 275, ENGL 276, or ENGL 251	3
ENGL 353, ENGL 354, or ENGL 364	3
ENGL 350, ENGL 373, or ENGL 450	3
ENGL 413	3
ENGL 490	3

TOTAL MAJOR PROGRAM REQUIREMENTS 42-48

***ADDITIONAL ELECTIVES** 30-36

TOTAL FOR BA DEGREE 120

*Students in the Professional Writing Emphasis are strongly encouraged to choose a minor and/or take electives in the field in which they would like to write professionally.

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses

<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF ARTS
MAJOR: ENGLISH
CERTIFICATION: SECONDARY CERTIFICATION

	Credit Hours
GENERAL EDUCATION REQUIREMENTS	
(For approved courses see the General Education section .)	
A. Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B. Behavioral and Social Perspectives (6 hours selected from 2 different disciplines)	6
C. Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required)	7
D. Core Academic Skills	
ENGL 101	3
ENGL 102	3
Mathematics	3
Foreign Language	3
LINK 101	1
FALS 101 (15 FALS-approved events)	0
E. General Education Electives	
A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)	
<p>Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.</p>	
TOTAL GENERAL EDUCATION REQUIREMENTS	42
MAJOR PROGRAM CORE REQUIREMENTS	
ENGL 200	3
ENGL 201	3
ENGL 202	3
ENGL 345	3
ENGL 499	3
MAJOR PROGRAM ADDITIONAL REQUIREMENTS	
102-level Foreign Language	0-3*
200-level Foreign Language	0-3*
ENGL 402	3
ENGL 413	3
ENGL 451	3

MAJOR PROGRAM ELECTIVES

300-level English courses	6
400-level English courses	6
Include U.S., British, and world literature and works by female writers. Must be approved by an advisor.	

TOTAL MAJOR PROGRAM REQUIREMENTS 36-42*

*English majors are required to complete foreign language study through the intermediate level (SPAN or FR 203). Students who place into a 101-level foreign language course will also be required to take the 102-level course before proceeding to a 200-level foreign language course. Students who place above the 203 Intermediate level are exempt from the Major Program Additional Requirements for foreign language; they will still need to meet the General Education Core Academic Skills foreign language requirement.

TEACHER CERTIFICATION REQUIREMENTS

EDUC 203	0.5
EDUC 204	3
EDUC 223	3
EDUC 240	3
EDUC 320	3
EDUC 321	3
EDUC 329	0.5
SPED 223	3
EDUC 429	1
EDUC 461	11
EDUC 499	1

TOTAL TEACHER CERTIFICATION REQUIREMENTS 32

ADDITIONAL ELECTIVES 4-10

TOTAL FOR BA DEGREE 120

Freshman Year: State Basic Skills Exam (PRAXIS Core)

Sophomore Year: Application for admission to major in Teacher Education; screening interview; cumulative GPA of 2.75 or higher

Junior Year: Application for student teaching; professional education GPA 3.00 or higher; cumulative GPA of 2.75 or higher

Senior Year: Content Area Exams (PRAXIS II) and PLT; professional education GPA of 3.00 or higher; cumulative GPA of 2.75 or higher; Graduation Application; FALS

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses
<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF ARTS

MAJOR: SPANISH

	Credit Hours
GENERAL EDUCATION REQUIREMENTS	
(For approved courses see the General Education section .)	
A. Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B. Behavioral and Social Perspectives (6 hours selected from 2 different disciplines)	6
C. Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required)	7
D. Core Academic Skills (13 hours)	
ENGL 101	3
ENGL 102	3
Mathematics	3
Foreign Language	3
LINK 101	1
FALS 101 (15 FALS-approved events)	0
E. General Education Electives	
A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)	
Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.	
TOTAL GENERAL EDUCATION REQUIREMENTS	42
MAJOR PROGRAM CORE REQUIREMENTS	
**SPAN 102	0-3
***SPAN 203	3
SPAN 204	3
SPAN 301	3
SPAN 305	3
SPAN 310	3
SPAN 330	1
SPAN 499	3
MAJOR PROGRAM ELECTIVES	
SPAN 308 or 350 or SPAN 380 or SPAN 410	3
SPAN 313 or SPAN 314 or SPAN 360 or SPAN 410	3
SPAN 200-, 300- or 400-level electives	6
TOTAL MAJOR PROGRAM REQUIREMENTS	31-34
ADDITIONAL ELECTIVES	44-47
TOTAL FOR BA DEGREE	120

*The Global Issues and Cultures requirement will be waived for students who spend a semester at an approved study abroad site, but each student must still earn the minimum number of hours required for a degree in Spanish (121).

**Students who place into SPAN 101 will be required to take SPAN 102 before proceeding to upper-level SPAN courses. Those who have placed above SPAN 102 are not required to take this course.

***Students who place into SPAN 204 will not take 203, but will take three additional hours of major electives.

Spanish majors must spend a minimum of one semester living and studying on an approved overseas residential study program. Majors must also successfully complete the Departmental Comprehensive Evaluation by passing the *Examen Básico of the Diploma de Español como Lengua Extranjera* (DELE), **Level B2**, or its equivalent.

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses

<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

DEPARTMENT OF MASS COMMUNICATIONS AND MEDIA STUDIES

The Department of Mass Communications and Media Studies offers a B.S. in Mass Communications and Media Studies with minors in Film Studies, Mass Communications, Public Relations, and Speech and Theatre. The goal is to prepare students to become powerful communicators.

THE MASS COMMUNICATIONS AND MEDIA STUDIES MAJOR

All Mass Communications and Media Studies majors begin with common courses designed to establish a strong foundation in visual, verbal and written communication. Other courses in the core help students develop skills in communication through multiple media and give students insights into professional, theoretical, critical and historical aspects of the industry. From there, students have the flexibility to take upper-level courses related to their interests in radio, TV/film, speech and performance communication, digital media, and public relations.

Opportunities are available for student participation in performances; in print, online and broadcast journalism; and in radio, video and television productions. All students gain practical professional experience through required internships and practicums.

PROGRAM OBJECTIVES

The Mass Communications and Media Studies program gives students the knowledge and skills needed to become effective professional communicators in their chosen field.

The Mass Communications and Media Studies graduate is expected to be able to achieve the following objectives:

- 1) to communicate effectively in person;
- 2) to communicate effectively through multiple media;
- 3) to analyze and critically evaluate messages produced in different media;
- 4) to identify and discuss historical, ethical and legal issues related to mass communications and media studies; and
- 5) to demonstrate potential to work as a professional in the field of mass communications and media studies.

Minors in Mass Communications and Media Studies

Students who are pursuing a major other than Mass Communications and Media Studies may pursue a minor in Mass Communications or Speech and Theatre. Students from any major may pursue a minor in Film Studies or Public Relations. Students interested in any of these minors should consult with Mass Communications and Media Studies faculty as early in their academic careers as possible.

FILM STUDIES MINOR

This minor is open to students from all majors. Students must (1) work carefully with their advisors in choosing courses of study and (2) complete the 18-credit hours of study with a "C" or better in each course. Some upper-level courses may require permission of the instructor in addition to enrollment as a Film Studies Minor. Prerequisites include a "C" or better in ENGL 101 and ENGL 102.

The minor requires a total of 18 hours of coursework as follows:

MEDA 101 (Introduction to Media)	3
HUMA 230 (Studies in Humanities: History of the Cinema)	3
HUMA 285 (Introduction to Film Studies)	3
THTR 390 (Scriptwriting)	3
Six hours from the following:	
ENGL 326 (Cultural Studies in American Cinema)	3
ENGL 403 (Special Topics in Film Studies)	3
MEDA 290 (Practicum: Short Film Production)	3
MEDA 370 (Documentary Films)	3
MEDA 371 (International Films)	3
MEDA 372 (Great Film Directors)	3
SPAN 320 (Hispanic Cinema)	3

Note: ENGL and MEDA topics classes that are film related may be petitioned to replace one of the elective nine hours.

MASS COMMUNICATIONS MINOR

This minor requires a total of 18 hours of coursework as follows:

MEDA 101	3
MEDA 302	3
MEDA 310 or MEDA 3403	
JOUR 201	3
Six hours from the following:	
JOUR 375	3
MEDA 204	3
ART 203 or MEDA 219	3
MEDA 290 or MEDA 4903	
MEDA 301	3
MEDA 341	3
MEDA 360	3
MEDA 410	3
MEDA 450	3

SPEECH AND THEATRE MINOR

This minor requires 18 hours of coursework as follows:

SPCH 101	3
SPCH 102	3
SPCH 201	3
THTR 201	3
THTR 304 or THTR 308	3
THTR 390	3

PUBLIC RELATIONS MINOR

Public relations is about building and maintaining positive reputations and relationships with audiences using a variety of communication strategies, tactics and media. This minor is designed both for students interested in entering the dynamic field of public relations and for those who realize that a PR background can benefit their other career choices. Typical job areas in this fast growing field include: media relations, community relations, corporate communications, governmental relations, crisis and reputation management, publicity, and special events.

The minor is open to students from all majors. Students must complete the 18-credit program of study as shown with a "C" or better in each course. Before enrolling in upper-level courses, students must:

- 1) Have completed 54 semester hours by the first day of class;
- 2) Have maintained an average GPA of 2.00 or above on all courses taken at Lander University; and
- 3) Have completed the following with a "C" or above: MEDA 101 and SPCH 101.

This minor requires a total of 18 hours of coursework as follows:

JOUR 201	3
MEDA 341	3
MEDA 342	3
MEDA 343	3
MEDA 421	3
MEDA 490	3

In order to have familiarity with statistics and social science research methods used in the public relations field, students are strongly encouraged to take BA 101, MATH 211 and SOCI 101 as electives or general education requirements.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: MASS COMMUNICATIONS AND MEDIA STUDIES

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

- | | | |
|-----------|---|---|
| A. | Humanities and Fine Arts
(6 hours selected from 2 different disciplines) | 6 |
| B. | Behavioral and Social Perspectives
(6 hours selected from 2 different disciplines) | 6 |
| C. | Scientific and Mathematical Reasoning
(7 hours selected from 2 different disciplines, 1 lab science required) | 7 |
| D. | Core Academic Skills | |
| | ENGL 101 | 3 |
| | ENGL 102 | 3 |
| | Mathematics | 3 |
| | Foreign Language | 3 |
| | LINK 101 | 1 |
| | FALS 101 (15 FALS-approved events) | 0 |
| E. | General Education Electives
A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements.
(Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E) | |

Δ **Global Issues and Cultures:** Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS		42
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MAJOR PROGRAM CORE REQUIREMENTS

MEDA 101		3
MEDA 200		3
JOUR 201		3
MEDA 210		3
MEDA 219		3
MEDA 302		3
MEDA 341		3
MEDA 360		3
SPCH 101		3
SPCH 102		3
SPCH 201		3

MAJOR PROGRAM ADDITIONAL REQUIREMENTS

Writing (ENGL 275 or JOUR 375 or THTR 390)		3
Visual Communication (JOUR 302 or JOUR 303 or MEDA 204)		3
Internship or Practicum (MEDA 290 or MEDA 490 or THTR 490)		3
MEDA 310		3
MEDA 421		3
MEDA 460		3
MCOM 499		1

MAJOR PROGRAM ELECTIVES (Select 12 hours)	
MEDA 301	3
MEDA 312	3
MEDA 342	3
MEDA 343	3
MEDA 345	3
MEDA 350	3
MEDA 351	3
MEDA 410	3
MEDA 450	3
THTR 304	3
THTR 308	3
300- or 400-level JOUR, MEDA or THTR class	3
TOTAL MAJOR PROGRAM REQUIREMENTS	64
ADDITIONAL ELECTIVES	14
TOTAL FOR BS DEGREE	120

Students must earn a “C” or better in all program requirement courses and in ENG 101 and ENGL 102.

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses

<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

DEPARTMENT OF MUSIC

MUSIC MAJOR

The study of music affords the student opportunities not only to develop self-discipline, creativity, critical thinking, and an appreciation for human achievement, but also yields life-long intellectual and personal benefits. Students majoring in music are expected to gain knowledge and skill in the areas of performance, aural skills and analysis, composition and improvisation, history and repertory, and technology. Lander's music curriculum focuses on heightening the student's musical awareness and sensitivity to the broadest possible spectrum of music in preparation for possible graduate study and the pursuit of a career in music.

GOALS

Fully accredited by the National Association of Schools of Music, the Department of Music offers a comprehensive program of music study designed to promote musical literacy and artistry.

Graduates in music should:

1. demonstrate proficiency in performing music and an appreciation of the technique and artistry essential to performance at a professional level;
2. demonstrate a working knowledge of the theoretical concepts associated with the creation of music; and
3. demonstrate a working knowledge of the historical contexts associated with the creation of music.

Teacher Certification Program Goals:

The program of studies in music with teacher certification is accredited by both the National Association of Schools of Music and the National Council for Accreditation of Teacher Education (NCATE). Students graduating from Lander University with recommendation for teacher certification complete student teaching, coursework and testing requirements for recommendation for certification in South Carolina consistent with the College of Education's conceptual framework. This framework provides direction for programs, courses, teaching and teacher candidate assessment. The framework is built on the conceptual model of the "Professional Educator" as one who demonstrates these Learner Outcomes:

The Professional Educator

1. integrates content knowledge and skills of scholarly inquiry to teach all students;
2. plans, provides and assesses learning experiences that are supported by research, knowledge of best practice and professional standards;
3. communicates and collaborates with diverse populations (students, educators, families and community members) exhibiting professional behaviors and dispositions; and
4. engages in reflection and professional development to foster student learning and inform instructional decisions.

Student Eligibility

Students enrolled in Secondary or PK-12

Initial Level (First Year)

1. Participate in initial Advising and Induction.
2. Take PRAXIS Core or exempt with 22 ACT or 1100 SAT score.
3. Maintain a 3.0 GPA in all professional courses; achieve a grade of "B" or higher in each field experience; achieve a grade of "C" or higher in all EDUC, ECED, and SPED courses (see catalog for further details, including each department's GPA requirements within the specific content area).

Provisional Level (Second Year)

1. Complete Initial Level requirements.
2. Complete a SLED check.
3. Display professional dispositions and behavior at target levels.
4. Obtain a minimum 2.75 GPA on Lander coursework; maintain a 3.0 GPA in all professional courses; achieve a grade of "B" or higher in each field experience; achieve a grade of "C" or higher in all EDUC, ECED, and SPED courses (see catalog for further details, including each department's GPA requirements within the specific content area).
5. Pass PRAXIS Core or exempt with 22 ACT or 1100 SAT score.

6. Submit Sophomore Portfolio.
7. Gather and submit references.
8. Successfully complete an (April) oral interview with Teacher Education faculty.
9. Successfully complete other reviews as required by departments in specific content areas.

Formal Level (Third Year)

1. Complete Provisional Level requirements.
2. Display professional dispositions and behavior at target levels.
3. Obtain a minimum 2.75 GPA on Lander coursework; maintain a 3.0 GPA in all professional courses; achieve a grade of “B” or higher in each field experience; achieve a grade of “C” or higher in all EDUC, ECED, and SPED courses (see catalog for further details, including each department's GPA requirements within the specific content area).
4. Participate in Induction and Pinning Ceremony.
5. Successfully complete departmental requirements for PRAXIS II.
6. Successfully complete other departmental requirements, reviews, projects, or milestones.

Candidate Level (Fourth Year)

1. Complete Formal Level requirements.
2. Complete FALS requirements before student teaching semester.
3. Enter candidacy with formal admission to the teacher education program.
4. Display professional dispositions and behavior at target levels.
5. Obtain a minimum 2.75 GPA on Lander coursework; maintain a 3.0 GPA in all professional courses; achieve a grade of “B” or higher in each field experience; achieve a grade of “C” or higher in all EDUC, ECED, and SPED courses (see catalog for further details, including each department's GPA requirements within the specific content area).
6. Successfully complete departmental requirements for PRAXIS II.
7. Successfully complete departmental requirements for PLT.
8. Successfully complete other departmental requirements, reviews, projects, or milestones.

CAREER OPPORTUNITIES IN MUSIC

Lander music students gain valuable experience assisting with on-campus activities presented by National Association for Music Education, South Carolina Music Teachers Association, Lander Piano Festival, Lander Choral Festival, and South Carolina Band Clinics. Possible career paths for students who have earned a degree in music include, but are not limited to:

- Educator
 - Collegiate educator/administrator
 - Private studio management
 - Primary or secondary education and administration
- Performer
 - Accompanying/collaborative performance
 - Conducting
 - Military band/chorus
 - Opera and music theatre
 - Orchestral or band performer
- Music Business
 - Advertising and public relations
 - Arranging
 - Composition: radio, TV, movie, commercials
 - Computer musician
 - Concert manager/artist representative
 - Instrumental manufacturer representative
 - Instrument repair technician
 - Music administration/arts commissions
 - Music and copyright law
 - Production and stage management

MUSIC DEGREE OPTIONS

Bachelor of Science in Music

Conceived within the tradition of a liberal arts education, the Bachelor of Science in Music degree combines a strong music component with a broad menu of elective courses, allowing the student to tailor the program to individual needs and career goals. The program is divided into three components: 1) general education requirements, 2) core music requirements, and 3) electives. Students may choose electives from any combination of music and non-music courses. Elective hours may be used to satisfy requirements for a minor in a non-music field.

Bachelor of Science in Music, K-12 Teacher Certification

The Bachelor of Science in Music, K-12 teacher certification curriculum prepares students for the organization and administration of school music programs in grades K-12. The degree is divided into three components: 1) general education requirements, 2) core music requirements, and 3) teacher certification requirements. Music majors pursuing teacher certification will be assigned co-advisors from the Department of Music and from the College of Education. Students are encouraged to become familiar with “Guidelines for All Teacher Education Programs.” Upon completion of the degree, the student will be certified in instrumental or choral music by the South Carolina State Department of Education. Students wishing certification in both areas will pursue a suitable course of study approved by the music faculty.

APPLIED MUSIC

Applied music is available in:

Baritone Horn, Euphonium	Percussion
Bassoon	Piano
Clarinet	Saxophone
Flute	Strings
French Horn	Trombone
Guitar, Bass Guitar	Trumpet
Oboe	Tuba
Organ	Voice

Applied music fees: (10-12 hours of private instruction) Students majoring or minoring in music and taking applied music will be charged an additional \$200.00 per semester for one hour applied lessons (MUSK, MUSN, MUSV: 150, 151, 250, 251, 350, 351, 450, 451).

Students majoring or minoring in music and taking applied music will be charged an additional \$100.00 per semester for 30-minute applied lessons (MUSK, MUSN, MUSV: 152, 153, 154, 155, 252, 253, 254, 255, 352, 353, 354, 355, 452, 453, 454, 455).

All applied students pursuing the Bachelor of Science in Music degree must complete eight semesters of private study on the major instrument. They must also demonstrate keyboard proficiency by enrolling for two semesters of piano class or by passing the Piano Proficiency Examination.

All applied students pursuing the Bachelor of Science in Music, K-12 Teacher Certification degree must adhere to the following sequence of private and class instruction.

Choral Emphasis

- a) Seven semester hours of private instruction.
- b) A total of six semester hours of class and/or private piano instruction. Students may satisfy all or part of the requirement by passing the Piano Proficiency Examination.

Instrumental Emphasis

- a) Seven semester hours of private instruction on major instrument.
- b) Three semester hours of secondary wind/percussion/string private instruction with advisor's approval.
- c) One semester hour of voice class.
- d) A total of two semester hours of piano class. Students may satisfy all or part of the keyboard requirement by passing the Piano Proficiency Examination.

Keyboard Emphasis

- a) Seven semester hours of private instruction in piano or organ.
- b) A total of six semester hours of class and/or private voice instruction. Students may satisfy all or part of the requirement by vocal audition.

PERFORMANCE

The Department of Music provides many opportunities for students to participate in solo and chamber performances. Monthly departmental recitals are scheduled throughout the academic year. Students may also be selected by competitive audition for the annual Honors Recital. Advanced students may, with permission of the applied instructor, perform a solo or chamber recital during the junior or senior year for which credit may be received by enrolling in MUSI 390 Recital or MUSI 389 Performance Project. Specific regulations concerning recitals may be obtained from the applied instructor.

Students pursuing the Bachelor of Science in Music degree participate in the appropriate principal ensemble every semester. Customarily the student must accumulate eight semester hours of ensemble credit. Because the program prepares students for a broad range of career options, a music faculty committee will consider requests for alternative ways to satisfy the ensemble requirement.

Students pursuing the Bachelor of Science in Music, K-12 Teacher Certification degree participate in the appropriate principal ensemble every semester except when student teaching. Customarily, teacher certification students must take a minimum of seven semester hours of ensemble credit.

Principal performing ensembles include:

- University Singers (required for choral emphasis)
- Lander Wind Ensemble or Chamber Strings (required for instrumental emphasis)

Additional music performance opportunities in which music majors are expected to participate include:

- Old Main Singers (by audition)
- Lander Jazz Ensemble
- Opera Workshop
- Chamber Winds
- Woodwind Ensemble
- Brass Ensemble
- Piano Ensemble
- Percussion Ensemble
- Guitar Ensemble
- String Ensemble

AUDITIONS: STUDIO, SCHOLARSHIP, ENSEMBLE

All students interested in being admitted to the music degree program are required to audition in order to demonstrate their level of performance and familiarity with music fundamentals. Auditions are required of all students who wish to be considered for music scholarships. Information from auditions is used by music faculty advisors to plan each student's course of study, to make recommendations for scholarships and other forms of financial aid, and to make decisions regarding performance opportunities and participation in choral and instrumental ensembles.

Audition information, dates, and application forms may be obtained from the Department of Music, Lander University, Greenwood, South Carolina 29649-2099, 864-388-8323, or on the web at

<http://www.lander.edu/sites/college-of-arts-humanities/music>.

MUSIC MINOR

The music minor is intended to serve students of other majors who wish to study music for personal enrichment. The minor requires a minimum of 18 credit hours in music:

MUSI 017 (two semesters)	0 credit hours
MUSI 111-112, 113-114	8
MUSI 201	3
Applied Music (two semesters)	2
Ensemble	2
Electives in Music	<u>3</u>
TOTAL	18

Electives may be selected from courses in music theory, music history, applied music, ensemble, methods, and conducting. Students interested in the music minor should contact the chair of the Department of Music to schedule an audition.

PART-TIME STUDENTS

Music majors enrolled for less than 12 semester hours are classified as part-time students and will be charged tuition according to Lander University's fee schedule for part-time students. Each part-time student will develop with a music faculty advisor a long-range plan of study to include a projected date of completion of studies. Part-time music majors are expected to demonstrate steady progress toward the completion of all general education, core music, and elective/teacher certification requirements.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: MUSIC
EMPHASIS: INSTRUMENTAL

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section.](#))

A.	Humanities and Fine Arts (6 hours selected from 2 different disciplines)	
	MUSI 201*	3
	Humanities and Fines Arts elective	3
B.	Behavioral and Social Perspectives (6 hours selected from 2 different disciplines)	
	HIST 101, HIST 102, HIST 121, or HIST 122	3
	Behavioral and Social Perspectives elective	3
C.	Scientific and Mathematical Reasoning (7 hours selected from 2 different subcategories; 1 lab science required)	7
D.	Core Academic Skills	
	ENGL 101	3
	ENGL 102	3
	Mathematics	3
	Foreign Language	3
	LINK 101	1
	FALS 101 (15 FALS-approved events)	0
E.	General Education Electives	
	Δ MUSI 333*	3

A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; or Foreign Language; or courses approved for category E)

Δ **Global Issues and Cultures:** Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS	42
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MAJOR PROGRAM CORE REQUIREMENTS

MUSI 111	3
MUSI 112	3
MUSI 113	1
MUSI 114	1
MUSI 211	3
MUSI 212	3
MUSI 213	1
MUSI 214	1
MUSI 342	3
MUSI 343	3
MUSI 344	3
MUSI 401	2
MUSI 017	0
MUSI 017	0
MUSI 017	0
MUSI 017	0
MUSI 017	0
MUSI 017	0
MUSI 017	0

MUSI 017	0
MAJOR PROGRAM ADDITIONAL REQUIREMENTS	
SPCH 101	3
MUSI 499	1
Applied Major Instrument (MUSN 150, 151, 250, 251, 350, 351, 450, 451)	8
Piano Class I-II* (MUSI 123, 124 or MUSK 154, 155)	0-2
Ensemble (MUSI 149 and/or 143, 145)	8
TOTAL MAJOR PROGRAM REQUIREMENTS	47-49
ADDITIONAL ELECTIVES	29-31
TOTAL FOR BS DEGREE	120

Students must earn a “C” or better in all major program requirement courses.

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

*Students may satisfy this two hour piano requirement by passing the Piano Proficiency Exam or by completing MUSI 123-124 or MUSK 154, 155.

**Music majors must earn a “C” or better in MUSI 201 and MUSI 333.

See 4-year major guides for recommended order in which to take courses
<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: MUSIC
EMPHASIS: KEYBOARD

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A.	Humanities and Fine Arts (6 hours selected from 2 different disciplines)	
	MUSI 201*	3
	Humanities and Fines Arts elective	3
B.	Behavioral and Social Perspectives (6 hours selected from 2 different disciplines)	
	HIST 101, HIST 102, HIST 121, or HIST 122	3
	Behavioral and Social Perspectives elective	3
C.	Scientific and Mathematical Reasoning (7 hours selected from 2 different subcategories; 1 lab science required)	7
D.	Core Academic Skills	
	ENGL 101	3
	ENGL 102	3
	Mathematics	3
	Foreign Language	3
	LINK 101	1
	FALS 101 (15 FALS-approved events)	0
E.	General Education Electives	
	Δ MUSI 333*	3

A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; or Foreign Language; or courses approved for category E)

Δ **Global Issues and Cultures:** Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS	42
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MAJOR PROGRAM CORE REQUIREMENTS

MUSI 111	3
MUSI 112	3
MUSI 113	1
MUSI 114	1
MUSI 211	3
MUSI 212	3
MUSI 213	1
MUSI 214	1
MUSI 342	3
MUSI 343	3
MUSI 344	3
MUSI 401	2
MUSI 017	0
MUSI 017	0
MUSI 017	0
MUSI 017	0
MUSI 017	0
MUSI 017	0

MUSI 017	0
MAJOR PROGRAM ADDITIONAL REQUIREMENTS	
SPCH 101	3
MUSI 499	1
Applied Piano/Organ (MUSK 150, 151, 250, 251, 350, 351, 450, 451)	8
Ensemble (MUSI 141)	8
TOTAL MAJOR PROGRAM REQUIREMENTS	47
ADDITIONAL ELECTIVES	31
TOTAL FOR BS DEGREE	120

Students must earn a “C” or better in all major program requirement courses.

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

*Music majors must earn a “C” or better in MUSI 201 and MUSI 333.

See 4-year major guides for recommended order in which to take courses
<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: MUSIC
EMPHASIS: VOCAL

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A.	Humanities and Fine Arts	
	(6 hours selected from 2 different disciplines)	
	MUSI 201*	3
	Humanities and Fines Arts elective	3
B.	Behavioral and Social Perspectives	
	(6 hours selected from 2 different disciplines)	
	HIST 101, HIST 102, HIST 121, or HIST 122	3
	Behavioral and Social Perspectives elective	3
C.	Scientific and Mathematical Reasoning	
	(7 hours selected from 2 different subcategories; 1 lab science required)	7
D.	Core Academic Skills	
	ENGL 101	3
	ENGL 102	3
	Mathematics	3
	Foreign Language	3
	LINK 101	1
	FALS 101 (15 FALS-approved events)	0
E.	General Education Electives	
	Δ MUSI 333*	3

A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; or Foreign Language; or courses approved for category E)

Δ **Global Issues and Cultures:** Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS	42
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MAJOR PROGRAM CORE REQUIREMENTS

MUSI 111	3
MUSI 112	3
MUSI 113	1
MUSI 114	1
MUSI 211	3
MUSI 212	3
MUSI 213	1
MUSI 214	1
MUSI 342	3
MUSI 343	3
MUSI 344	3
MUSI 401	2
MUSI 017	0
MUSI 017	0
MUSI 017	0
MUSI 017	0
MUSI 017	0
MUSI 017	0

MUSI 017	0
MAJOR PROGRAM ADDITIONAL REQUIREMENTS	
SPCH 101	3
MUSI 499	1
Applied Voice (MUSV 150, 151, 250, 251, 350, 351, 450, 451)	8
Piano Class I-II* (MUSI 123, 124 or MUSK 154, 155)	0-2
Ensemble (MUSI 141)	8
TOTAL MAJOR PROGRAM REQUIREMENTS	47-49
ADDITIONAL ELECTIVES	29-31
TOTAL FOR BS DEGREE	120

Students must earn a “C” or better in all major program requirement courses.

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

*Students may satisfy this two hour piano requirement by passing the Piano Proficiency Exam or by completing MUSI 123-124 or MUSK 154, 155.

** Music majors must earn a “C” or better in MUSI 201 and MUSI 333.

See 4-year major guides for recommended order in which to take courses
<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: MUSIC
CERTIFICATION: K-12 TEACHER CERTIFICATION
EMPHASIS: CHORAL

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A. Humanities and Fine Arts	
(6 hours selected from 2 different disciplines)	
MUSI 201*	3
Humanities and Fines Arts elective	3
B. Behavioral and Social Perspectives	
(6 hours selected from 2 different disciplines)	
HIST 101, HIST 102, HIST 121, or HIST 122	3
PSYC 101	3
C. Scientific and Mathematical Reasoning	
(7 hours selected from 2 different disciplines, 1 lab science required)	7
D. Core Academic Skills	
ENGL 101	3
ENGL 102	3
Mathematics	3
Foreign Language	3
LINK 101	1
FALS 101 (15 FALS-approved events)	0
E. General Education Electives	
Δ MUSI 333*	3
A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; or Foreign Language; or courses approved for category E)	
Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.	
TOTAL GENERAL EDUCATION REQUIREMENTS	42

MAJOR PROGRAM CORE REQUIREMENTS

MUSI 111	3
MUSI 112	3
MUSI 113	1
MUSI 114	1
MUSI 211	3
MUSI 212	3
MUSI 213	1
MUSI 214	1
MUSI 342	3
MUSI 343	3
MUSI 344	3
MUSI 401	2
MUSI 017	0
MUSI 017	0
MUSI 017	0
MUSI 017	0
MUSI 017	0

MUSI 017	0
MUSI 017	0
MAJOR PROGRAM ADDITIONAL MUSIC REQUIREMENTS	
MUSI 131	1
MUSI 132	1
MUSI 222	2
MUSI 303	2
MUSI 304	2
MUSI 311	2
MUSI 315	3
MUSI 389	0
Applied Voice (MUSV 150, 151, 250, 251, 350, 351, 450)	7
Piano Class I-IV* (MUSI 123, 124, 223, 224 or MUSK 154, 155, 254, 255)	2-4
Secondary Applied Piano (MUSK 354, 355)	2
Ensemble (MUSI 141)	7
TOTAL MAJOR PROGRAM REQUIREMENTS	58-60
TEACHER CERTIFICATION REQUIREMENTS	
EDUC 203	0.5
EDUC 223	3
EDUC 240	3
EDUC 300 or EDUC 320	3
EDUC 329	0.5
EDUC 429	1
EDUC 461	11
EDUC 499	1
SPED 223	3
TOTAL TEACHER CERTIFICATION REQUIREMENTS	26
TOTAL FOR BS DEGREE	126-128

Students must earn a “C” or better in all major program requirement courses.

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

*Students may satisfy this two hour piano requirement by passing the Piano Proficiency Exam or by completing MUSI 123-124 or MUSK 154, 155.

** Music majors must earn a “C” or better in MUSI 201 and MUSI 333.

Freshman Year: Take PRAXIS Core or provide proof of 1120+ SAT or 22+ ACT

Sophomore Year: Application for admission to major in Teacher Education; Screening Interview; cumulative GPA of 2.75 or higher

Junior Year: Application for student teaching; professional education GPA of 3.00 or higher; cumulative GPA of 2.75 or higher

Senior Year: Content Area Exams (PRAXIS II) taken before student teaching and PLT taken during student teaching; professional education GPA of 3.00 or higher; cumulative GPA of 2.75 or higher; Graduation Application; FALS

See 4-year major guides for recommended order in which to take courses

<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: MUSIC
CERTIFICATION: K-12 TEACHER CERTIFICATION
EMPHASIS: INSTRUMENTAL

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A. Humanities and Fine Arts	
(6 hours selected from 2 different disciplines)	
MUSI 201*	3
Humanities and Fines Arts elective	3
B. Behavioral and Social Perspectives	
(6 hours selected from 2 different disciplines)	
HIST 101, HIST 102, HIST 121, or HIST 122	3
PSYC 101	3
C. Scientific and Mathematical Reasoning	
(7 hours selected from 2 different disciplines, 1 lab science required)	
D. Core Academic Skills	
ENGL 101	3
ENGL 102	3
Mathematics	3
Foreign Language	3
LINK 101	1
FALS 101 (15 FALS-approved events)	0
E. General Education Electives	
Δ MUSI 333*	3

A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; or Foreign Language; or courses approved for category E)

Δ **Global Issues and Cultures:** Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS	42
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MAJOR PROGRAM CORE REQUIREMENTS

MUSI 111	3
MUSI 112	3
MUSI 113	1
MUSI 114	1
MUSI 211	3
MUSI 212	3
MUSI 213	1
MUSI 214	1
MUSI 342	3
MUSI 343	3
MUSI 344	3
MUSI 401	2
MUSI 017	0
MUSI 017	0
MUSI 017	0
MUSI 017	0

MUSI 017	0
MUSI 017	0
MUSI 017	0
MAJOR PROGRAM ADDITIONAL MUSIC REQUIREMENTS	
MUSI 131	1
MUSI 132	1
MUSI 222	2
MUSI 303	2
MUSI 304	2
MUSI 311	2
MUSI 317 or MUSI 318	3
MUSI 389	0
Applied Major Instrument (MUSN 150, 151, 250, 251, 350, 351, 450)	7
Piano Class I-II* MUSI 123, 124 or MUSK 154, 155)	0-2
Voice Class I (MUSI 125) or MUSV 154	1
Secondary Applied Instrument (MUSN 255, 354, 355)	3
Ensemble (MUSI 149 and/or 143, 145)	7
TOTAL MAJOR PROGRAM REQUIREMENTS	58-60
TEACHER CERTIFICATION REQUIREMENTS	
EDUC 203	0.5
EDUC 223	3
EDUC 240	3
EDUC 300 or EDUC 320	3
EDUC 329	0.5
EDUC 429	1
EDUC 461	11
EDUC 499	1
SPED 223	3
TOTAL TEACHER CERTIFICATION REQUIREMENTS	26
TOTAL FOR BS DEGREE	126-128

Students must earn a “C” or better in all major program requirement courses.

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

*Students may satisfy this two hour piano requirement by passing the Piano Proficiency Exam or by completing MUSI 123-124 or MUSK 154, 155.

** Music majors must earn a “C” or better in MUSI 201 and MUSI 333.

Freshman Year: Take PRAXIS Core or provide proof of 1120+ SAT or 22+ ACT

Sophomore Year: Application for admission to major in Teacher Education; Screening Interview; cumulative GPA of 2.75 or higher

Junior Year: Application for student teaching; professional education GPA of 3.00 or higher; cumulative GPA of 2.75 or higher

Senior Year: Content Area Exams (PRAXIS II) taken before student teaching and PLT taken during student teaching; professional education GPA of 3.00 or higher; cumulative GPA of 2.75 or higher; Graduation Application; FALS

See 4-year major guides for recommended order in which to take courses
<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: MUSIC
CERTIFICATION: K-12 TEACHER CERTIFICATION
EMPHASIS: KEYBOARD

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A. Humanities and Fine Arts	
(6 hours selected from 2 different disciplines)	
MUSI 201*	3
Humanities and Fines Arts elective	3
B. Behavioral and Social Perspectives	
(6 hours selected from 2 different disciplines)	
HIST 101, HIST 102, HIST 121, or HIST 122	3
PSYC 101	3
C. Scientific and Mathematical Reasoning	
(7 hours selected from 2 different disciplines, 1 lab science required)	7
D. Core Academic Skills (13 hours)	
ENGL 101	3
ENGL 102	3
Mathematics	3
Foreign Language	3
LINK 101	1
FALS 101 (15 FALS-approved events)	0
E. General Education Electives	
Δ MUSI 333*	3
A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; or Foreign Language; or courses approved for category E)	
Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.	
TOTAL GENERAL EDUCATION REQUIREMENTS	42

MAJOR PROGRAM CORE REQUIREMENTS

MUSI 111	3
MUSI 112	3
MUSI 113	1
MUSI 114	1
MUSI 211	3
MUSI 212	3
MUSI 213	1
MUSI 214	1
MUSI 342	3
MUSI 343	3
MUSI 344	3
MUSI 401	2
MUSI 017	0
MUSI 017	0
MUSI 017	0
MUSI 017	0
MUSI 017	0

MUSI 017	0
MUSI 017	0
MAJOR PROGRAM ADDITIONAL MUSIC REQUIREMENTS	
MUSI 131	1
MUSI 132	1
MUSI 222	2
MUSI 303	2
MUSI 304	2
MUSI 311	2
MUSI 315	3
MUSI 389	0
Applied Piano/Organ (MUSK 150, 151, 250, 251, 350, 351, 450)	7
Voice Class I-IV (MUSI 125, 126, 225, 226) or MUSV 154, 155, 254, 255	4
Secondary Applied Voice (MUSV 354, 355)	2
Ensemble (MUSI 141)	7
TOTAL MAJOR PROGRAM REQUIREMENTS	60
TEACHER CERTIFICATION REQUIREMENTS	
EDUC 203	0.5
EDUC 223	3
EDUC 240	3
EDUC 300 or EDUC 320	3
EDUC 329	0.5
EDUC 429	1
EDUC 461	11
EDUC 499	1
SPED 223	3
TOTAL TEACHER CERTIFICATION REQUIREMENTS	26
TOTAL FOR BS DEGREE	128

Students must earn a “C” or better in all major program requirement courses.

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

* Music majors must earn a “C” or better in MUSI 201 and MUSI 333.

Freshman Year: Take PRAXIS Core or provide proof of 1120+ SAT or 22+ ACT

Sophomore Year: Application for admission to major in Teacher Education; Screening Interview; cumulative GPA of 2.75 or higher

Junior Year: Application for student teaching; professional education GPA of 3.00 or higher; cumulative GPA of 2.75 or higher

Senior Year: Content Area Exams (PRAXIS II) taken before student teaching and PLT taken during student teaching; professional education GPA of 3.00 or higher; cumulative GPA of 2.75 or higher; Graduation Application; FALS

See 4-year major guides for recommended order in which to take courses
<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES

Samuel Lucas McMillan, Ph.D.
Dean of the College of Behavioral and Social Sciences
Associate Professor of Political Science

Donna L. Knight, Administrative Assistant

Department of Government, Criminology, and Sociology

Ashley Woodiwiss, Ph.D.
Chair of the Department of Government, Criminology, and Sociology
Professor of Political Science

Linda A. Carson, MSW, LMSW
Assistant Professor of Criminology
and Sociology

Daniel M. Harrison, Ph.D.
Professor of Sociology

P. Danielle Lewis
Lecturer of Sociology

Matthew A. Malone, Ph.D.
Assistant Professor of Political Science and
Emergency Management

Kimberly M. Richburg, Ph.D.
Associate Professor of Political Science

Meredith J. Uttley, Ph.D.
Professor of Anthropology and Sociology

Department of History and Philosophy

Kevin B. Witherspoon, Ph.D.
Chair of the Department of History and Philosophy
Professor of History

Robert C. Figueira, Ph.D.
Professor of History
M. Ryan Floyd, Ph.D.
Associate Professor of History

John G. Moore, Ph.D.
Professor of Philosophy
William L. Ramsey, Ph.D.
Professor of History
Franklin D. Rausch, Ph.D.
Associate Professor of History

Department of Psychological Science

Jonathan F. Bassett, Ph.D.
Chair of the Department of Psychological Science
Professor of Psychology

Mandy J. Cleveland, Ph.D.
Associate Professor of Psychology
Tess M. Gemberling, M.A.
Lecturer of Psychology
P. Marie Nix, Ph.D.
Professor of Psychology

Timothy L. Snyder, Ph.D.
Professor of Psychology
Shana Southard-Dobbs, Ph.D.
Assistant Professor of Psychology

Department of Military Science

Cesar M. Ortiz-Rodriguez, Lieutenant Colonel
Professor of Military Science

Brian H. Casey, Captain
Assistant Professor of Military Science
Richard G. Heathman
Military Science Instructor
Kyle C. McMillan, Master Sergeant
Senior Military Instructor

Mission Statement of the College of Behavioral and Social Sciences

The mission of the College of Behavioral and Social Sciences is to provide a high quality, dynamic, and individualized education that fosters personal, intellectual, and professional development and enables students to lead engaged, satisfying, and productive lives in a diverse and rapidly evolving world. Behavioral and social scientific literacy and knowledge using a scholar-educator model, both in and outside the classroom is promoted.

In Government, Criminology, and Sociology, the social, political, and cultural relationships among individuals, organizations, and institutions is explored.

In History and Philosophy, understanding of the fullness of past human experiences is sought and humankind's unceasing pursuit of wisdom is reflected upon.

In Military Science, leadership skills in students who will serve the nation as officers in the U.S. Army and as citizens as part of their communities is developed.

In Psychological Science, the dynamic relationship between environmental and biological influences on behavior, cognition, and emotion is investigated.

Regardless of which disciplinary path our students take, the goal is that the knowledge, skills, and abilities necessary to excel in a wide range of fields, either in the workforce or while pursuing advanced education is developed.

Values of the College of Behavioral and Social Sciences

Engagement

- of students through active and experiential learning
- in undergraduate research opportunities
- in professional development by faculty, staff, and students
- of alumni, community partners, donors, and friends of the College

Diversity

- of ideas in classrooms through rigorous exploration of inquiry
- in our populations of students, staff, and faculty
- in academic degree programs and curricular offerings
- of resources that support the College's work

Awareness

- of the benefits of a liberal arts education to all constituencies
- of career possibilities for students through professionalization activities
- of community needs and opportunities through coursework and internships
- of the global marketplace through courses and study abroad options

PROGRAMS OF STUDY IN THE COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES

Department of Government, Criminology, and Sociology Degree Programs

BS in Criminology

BS in Political Science

BS in Political Science with Public Administration Emphasis

BS in Sociology

MS in Emergency Management (Please see the Lander University Graduate Catalog for details)

Department of History and Philosophy Degree Programs

BA in History

BS in History

BS in History with Secondary Teacher Certification

Department of Psychological Science Degree Program

BS in Psychology

DEPARTMENT OF GOVERNMENT, CRIMINOLOGY AND SOCIOLOGY

“Inspiring scholarship, citizenship, advocacy and productive careers”

CRIMINOLOGY MAJOR

The purpose of the Criminology major is to produce students who can use their knowledge for successful careers related to law, law enforcement (corrections, policing, etc.), criminology, government service, homeland security, or social service agencies with prevention programs for at-risk youth or working with populations having criminal behaviors. The major seeks to create critical thinkers who can analyze the subject of security from multiple perspectives and within local, state, national, and international contexts—all increasingly blurred in today’s globalized world.

Goals and Objectives:

Criminology majors will:

1. demonstrate knowledge and understanding of concepts, processes, and institutions;
2. demonstrate the ability to think critically;
3. demonstrate written and oral communication skills; and
4. demonstrate the ability to apply concepts and theories.

The Criminology curriculum creates bridges to other disciplines, such as Political Science and Sociology, in order to better prepare students for careers related to areas of law, social services, and government service. Enabling students to better understand governmental institutions, law, and social variables that shape society is imperative for future professionals. The curriculum exposes students to the relevant subjects shaping criminology such as intergovernmental relations, risk assessment, terrorism and homeland security. Upper-level core classes in the major include a research methods course, an ethics course, two courses in criminological theory, a policy course, and an Internship in order to build students’ application skills and career readiness.

CRIM 101 Introduction to Criminal Justice should be taken during the first semester or two after declaring a criminology major. SOCI 101 and POLS 101 are also required foundational courses to move forward with 200-level criminology courses. The major requires that students have a certain number of political science courses (in law or public administration), sociology courses (SOCI 202 and an upper-level SOCI class), and a security course from a list of options. CRIM 499, the capstone experience, should be taken shortly before graduation.

CRIMINAL JUSTICE MINOR

The minor in criminal justice is designed to complement students with a major in any discipline other than Criminology in order to broaden and enhance career opportunities. This minor will provide students with knowledge and understanding of the various areas within the criminal justice system and of criminology. Students pursuing this minor may seek employment with the various federal, state, or local governmental or social service agencies which deal with prevention programs for youth and/or at-risk youth, and/or working with populations having criminal behaviors.

CRIM 101: Introduction to Criminology and Criminal Justice	3
One of the following:	3
CRIM 210	Corrections, Probation, and Parole
CRIM 214	American Criminal Justice System
CRIM 250	Community Relations and Policing
Any 3 courses of the following:	9
CRIM 309	Juvenile Delinquency
CRIM 350	Ethics in Criminology and Criminal Justice
CRIM 371	Special Topics in Criminology and Criminal Justice
CRIM 390	Current Policy Issues in Criminology
CRIM 403	Criminological Theory

One of the following:		3
POLS 217	Introduction to Public Administration	
POLS 318	Public Budgeting	
POLS 386	State and Local Government	
POLS 308	Introduction to Law	
POLS 311	Constitutional Law	
POLS 312	Civil Rights and Civil Liberties	
POLS 313	Judicial Process	
POLS 391	Homeland Security	
TOTAL		18 semester hours

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: CRIMINOLOGY

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#))

- | | |
|--|---|
| A. Humanities and Fine Arts | 6 |
| (6 hours selected from 2 different disciplines) | |
| B. Behavioral and Social Perspectives | |
| (6 hours selected from 2 different disciplines) | |
| SOCIO 101 | 3 |
| POLS 101 | 3 |
| C. Scientific and Mathematical Reasoning | |
| (7 hours selected from 2 different disciplines, 1 lab science required) | |
| MATH 211 | 3 |
| 1 lab science | 4 |
| D. Core Academic Skills | |
| ENGL 101 | 3 |
| ENGL 102 | 3 |
| Mathematics (MATH 101) | 3 |
| Foreign Language | 3 |
| LINK 101 | 1 |
| FALS 101 (15 FALS-approved events) | 0 |
| E. General Education Electives | |
| A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E) | |
| Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation. | |

TOTAL GENERAL EDUCATION REQUIREMENTS 42

MAJOR PROGRAM CORE REQUIREMENTS

- | | |
|---|---|
| CRIM 101 | 3 |
| Select 2: CRIM 210, CRIM 214, or CRIM 250 | 6 |
| CRIM 309 | 3 |
| CRIM 350 | 3 |
| CRIM 390 | 3 |
| CRIM 403 | 3 |
| CRIM 490 | 3 |
| CRIM 499 | 1 |
| SOCIO 202 | 3 |
| SOCIO 398 | 3 |

MAJOR PROGRAM ADDITIONAL REQUIREMENTS

Select 2 public administration or law courses: POLS 217, POLS 308,
POLS 311, POLS 312, POLS 313, or POLS 386 6

Select 1 security course: CIS 243, POLS 325, POLS 391, POLS 445,
SOC 389, or SOC 397 3

Select 1 sociological course: SOC 301, SOC 322, SOC 328
SOC 331, or SOC 399 3

TOTAL MAJOR PROGRAM REQUIREMENTS 43

ADDITIONAL ELECTIVES 35

TOTAL FOR BS DEGREE 120

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses

<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

POLITICAL SCIENCE MAJOR

Political science focuses on the structure, process, and outcomes of politics and government. The programs include courses in the areas of American politics, comparative politics, international relations, political philosophy, methodology, public administration, public policy, and public law.

Goals and Objectives:

Political science majors will:

1. demonstrate knowledge in most of the generally-recognized areas of the discipline;
2. demonstrate political analysis skills;
3. demonstrate skills essential for success in careers related to political science;
4. demonstrate effective citizenship; and
5. demonstrate the ability to communicate effectively.

In addition, all students graduating from Lander University with a BS in political science will be equipped to undertake post-graduate professional study in political science, public administration, or related areas of study.

All students majoring in political science must successfully complete a core of nine courses. POLS 101 American National Government and POLS 103 Introduction to World Politics should be taken in the first semester or two after declaring a political science major. POLS 200 Introduction to Political Science should be taken after POLS 101 and 103 and before undertaking upper-level political science courses. POLS 499 Capstone Seminar should be taken shortly before graduation.

Students majoring in political science are encouraged to take internships because they provide a real familiarity with employment in the public sector and with contacts for post-baccalaureate career development. Normally students may receive credit for no more than nine semester hours, but twelve semester hours of internship credit can be awarded for off-campus experiences such as a government internship in Washington, D.C. or in a state capital, or full-time activity in a political campaign. Only six semester hours of credit in internships may count toward fulfillment of major requirements.

Students majoring in political science may choose one of two different degree programs (see below).

BS in Political Science

Students wishing to pursue careers in government, the law, public administration, research and policy analysis, politics and campaigning, or other professions where social science skills are necessary should pursue the Bachelor of Science degree. See program requirements for courses.

BS in Political Science - Public Administration Emphasis

Lander offers a political science major with a public administration emphasis for students interested in employment with in local, state, or federal government, or non-profit employment. The emphasis will also prepare students to pursue the Master's Degree in Public Administration, the professional degree for government and non-profit administration. See program requirements for courses.

HOMELAND SECURITY MINOR

The Homeland Security Minor is intended for students who are considering a career working in government or non-governmental arenas related to homeland security. Careers within the diplomatic corps; emergency management; the intelligence community; law enforcement at local, state, or national levels; military service; public administration; or private businesses focused on security are some areas with jobs related to homeland security.

The minor provides a breadth of coverage of homeland security and security studies. Beyond the required introductory course, students must take courses that add to understanding of intergovernmental relations, national security history, the sociological aspects of security, and U.S. defense policy and intelligence. The minor offers coursework on contemporary topics such as cybersecurity, emergency management, and terrorism and aspects of criminology in order to build skills in policy analysis. As a whole, the minor enables students to think about how governments and non-governmental actors respond to new levels of securitization in a globalized world.

The homeland security minor consists of 18 semester hours distributed as follows:

POLS 250	Introduction to Homeland Security	3
One of the following:		3
POLS 217	Introduction to Public Administration	
POLS 386	State and Local Government	
One of the following:		3
HIST 347	The United States and the Cold War 1945-1991	
HIST 391	America as a Major World Power	
One of the following:		3
SOC 389	Sociology of Risk	
SOC 391	Cultures of Violence	
One of the following:		3
POLS 325	International Conflict and Terrorism	
POLS 445	American Foreign Policy	
One of the following:		3
CIS 243	Cybersecurity	
CRIM 390	Current Policy Issues in Criminology	
POLS 318	Public Budgeting	
POLS 379	Emergency Management	
POLS 391	Homeland Security	
TOTAL		18 semester hours

INTERNATIONAL STUDIES MINOR

The objective of the minor in international studies is to learn about the contemporary world (i.e., post-1900) and the relationship of the United States to the world. Students will be exposed to major international issues and challenges as well as to cross-cultural and cross-disciplinary perspectives. Students pursuing the minor are encouraged to participate in Lander's approved study abroad programs, although this is not a requirement for completion of the minor.

Courses from chosen area, either A or B	9
Courses from the other two	9
TOTAL	18

Thus, students must concentrate their coursework in either history or political science. In addition, they must choose at least three additional courses for the minor from any of the areas below. Studies must earn a grade of "C" or better in all minor courses.

AREA A. History

HIST 122	World Civilizations since 1600
HIST 306	Latin America
HIST 307	Vietnam: A Thousand-Year Revolution

HIST 322	African History and Culture
HIST 343	Modern Britain
HIST 347	The United States and the Cold War, 1945-91
HIST 370	Modern East Asia
HIST 383	Warfare Through the Ages
HIST 391	The United States and the World in the 20 th Century America as a Major World Power: U.S. Foreign Relations 1912 to the Present

Special topics courses (HIST 371) are also acceptable if the contemporary age (1900-present) is the primary focus of appropriate course content.

AREA B. Political Science

POLS 103	Introduction to World Politics
POLS 303	International Relations
POLS 305	European Politics
POLS 325	International Conflict and Terrorism
POLS 366	International Organization and Law
POLS 445	American Foreign Policy

Special topics courses (POLS 361) and internships with an international focus (POLS 490) are also acceptable if the contemporary age (1900-present) is the primary focus of appropriate course content.

AREA C. Approved Electives and Study Abroad

Students may count a variety of electives toward the minor in international studies. This includes courses taken at Lander as well as through the Lander-approved study abroad programs. The following Lander courses are pre-approved for the minor:

ANTH 104	Cultural Anthropology
BA 390	International Business
NURS 310	Current Perspectives in World Health
RELI 301	Religions of the World
SOCI 377	Special Topics (if appropriate course content is covered)

Students are strongly encouraged to study abroad and may count up to nine hours of coursework taken through Lander-approved programs, such as at the University of Winchester in the United Kingdom. Faculty must approve all coursework taken in study abroad programs.

NON-PROFIT MANAGEMENT MINOR

The minor in non-profit management seeks to prepare students for careers with a non-profit organization or local, state, or federal governmental agency that provides social services to a specific population. Given that non-profit organizations provide similar services as some governmental agencies and seek funding through government grants, there is much interaction between governmental agencies and non-governmental organizations or non-profits, some of which are charitable institutions. The minor's curriculum seeks to make students familiar with governmental structure and regulations, the policy-making process within government and non-profits, and social welfare policies of serving populations in need.

Non-profit management has become a popular specialization within several disciplines and links to many career paths, so this minor may be valuable for students considering graduate school programs such as a master's degree in public administration (M.P.A.), master's degree in social work (M.S.W.), or a graduate degree in human services.

A minor in non-profit management consists of 18 semester hours distributed as follows:

POLS 101	American National Government	3
POLS 217	Introduction to Public Administration	3
POLS 386	State and Local Government	3
SOCI 101	Introduction to Sociology	3
SOCI 314	Social Welfare Policies and Programs	3

A non-profit management course from one of the following:

POLS 271, POLS 371, SOCI 271 or SOCI 371	<u>3</u>
TOTAL	18

POLITICAL SCIENCE MINOR

The political science minor consists of 18 semester hours with the following distribution:

POLS 101	American National Government	3
POLS 103	Introduction to World Politics	3
POLS electives (200-level or above)		<u>12</u>
TOTAL		18

PRE-LAW MINOR

The pre-law minor has four groups of courses. Students must take both courses in the first group (Group A), two of the courses in the second group (Group B), two of the courses in the third group (Group C), and one of the courses in the last group (Group D). The first group consists of courses providing the most important skills a law student or lawyer needs. The second group consists of courses providing background knowledge helpful for law students or lawyers. The third group consists of the law courses offered at the undergraduate level. The fourth group consists of courses that explore specific issues or applications related to the study and practice of law.

The pre-law minor consists of 21 semester hours with the following distribution:

GROUP A (6 semester hours)

Students must take both of the following courses:

SPCH 101	Speech Fundamentals	
PHIL 103	Introduction to Logic	Total 6 semester hours

GROUP B (6 semester hours)

Students must choose two of the following courses:

HIST 111	U.S. History to 1877	
HIST 112	U.S. History since 1877	
POLS 101	American National Government	Total 6 semester hours

Group C (6 semester hours)

Students must choose two of the following courses:

POLS 308	Introduction to Law	
POLS 311	Constitutional Law	
POLS 312	Civil Rights and Civil Liberties	
POLS 313	Judicial Process	
POLS 366	International Organization and Law	Total 6 semester hours

GROUP D (3 semester hours)

Students must choose one of the following courses:

CRIM 214	American Criminal Justice System	
BA 251	Legal Environment of Business	
PHIL 302	Ethics	Total 3 semester hours

Total required hours for minor:

21 semester hours

COURSE RECOMMENDATIONS FOR PRE-LAW

The American Bar Association “. . . does not recommend any particular group of undergraduate majors, or courses that should be taken by those wishing to prepare for legal education; developing such a list is neither possible nor desirable. The law is too multifaceted, and the human mind too adaptable, to permit such a linear approach to preparing for law school or the practice of law. Nonetheless, there are important skills and values, and significant bodies of knowledge, that can be acquired prior to law school and that will provide a sound foundation for a sophisticated legal education.”

The American Bar Association's section of Legal Education and Admissions to the Bar has encouraged the following skills and values as preparation for a good law school experience:

- Analytic and Problem Solving Skills
- Critical Reading Abilities
- Writing Skills
- Oral Communication and Listening Abilities
- General Research Skills
- Task Organization and Management Skills
- The Values of Serving Others and Promoting Justice

PUBLIC ADMINISTRATION MINOR

The public administration minor provides education in public service management for students who major in disciplines other than political science. This minor provides background for students wishing to work in government, non-profit organizations, or pursue a master's degree in public administration.

The 18 hours of minor requirements are:

Core classes (9 semester hours)

POLS 217	Introduction to Public Administration*	3
POLS 386	State and Local Government*	3
POLS 490	Internship	3

Budgetary or Statistical Proficiency (3 semester hours) (choose one from the list below)

POLS 318	Public Budgeting	3
SOCI 398	Methods of Social Research*	3
ACCT 307	Governmental and Institutional Accounting*	3

Approved electives (6 semester hours)

(choose any two from the list below)

POLS 366	International Organization and Law	3
POLS 379	Emergency Management	3
POLS 390	The Politics of Globalization	3
POLS 391	Homeland Security*	3
ECON 315	Economics of Public Policy*	3
HCMT 283	Supervision and Human Resource Management	3
MEDA 341	Introduction to Public Relations*	3
MEDA 342	PR Communications*	3
SOCI 314	Social Welfare Policies and Programs*	<u>3</u>

TOTAL SEMESTER HOURS 18

**These courses have separate major program prerequisites. See the catalog or check with the instructor.*

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: POLITICAL SCIENCE

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A. Humanities and Fine Arts	
(6 hours selected from 2 different disciplines)	
ENGL 201, 202, 204, 205, 214, 221, or 241	3
PHIL 103	3
B. Behavioral and Social Perspectives	
(6 hours selected from 2 different disciplines)	
HIST 101, 102, 111, 112, 121, or 122	3
ANTH 104, CRIM 101, ECON 101, POLS 250, PSYC 101 or SOCI 101	3
C. Scientific and Mathematical Reasoning	7
(7 hours selected from 2 different disciplines, 1 lab science required)	
D. Core Academic Skills	
ENGL 101	3
ENGL 102	3
Mathematics	3
Foreign Language	3
LINK 101	1
FALS 101 (15 FALS-approved events)	0
E. General Education Electives	
A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)	
Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.	
TOTAL GENERAL EDUCATION REQUIREMENTS	42

MAJOR PROGRAM CORE REQUIREMENTS

POLS 101	3
POLS 103	3
POLS 200	3
POLS 305	3
POLS 318	3
POLS 331	3
POLS 360	3
POLS 445	3
POLS 499	3

MAJOR PROGRAM ELECTIVES

15 hours POLS courses, one of which must be a 300- or 400-level course)	15
TOTAL MAJOR PROGRAM REQUIREMENTS	42

ADDITIONAL ELECTIVES

TOTAL FOR BS DEGREE	120
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Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses
<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: POLITICAL SCIENCE
EMPHASIS: PUBLIC ADMINISTRATION

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A. Humanities and Fine Arts

(6 hours selected from 2 different disciplines)

ENGL 201, 202, 204, 205, 214, 221, or 241 3
 PHIL 103 3

B. Behavioral and Social Perspectives

(6 hours selected from 2 different disciplines)

HIST 101, 102, 111, 112, 121, or 122 3
 ANTH 104, CRIM 101, ECON 101, POLS 250, PSYC 101, or SOCI 101 3

C. Scientific and Mathematical Reasoning

MATH 211 3
 1 lab science 4

D. Core Academic Skills

ENGL 101 3
 ENGL 102 3
 Mathematics (MATH 101) 3
 Foreign Language 3
 LINK 101 1
 FALS 101 (15 FALS-approved events) 0

E. General Education Electives

A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)

Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS 42

MAJOR PROGRAM CORE REQUIREMENTS

POLS 101 3
 POLS 103 3
 POLS 200 3
 POLS 305 3
 POLS 318 3
 POLS 331 3
 POLS 360 3
 POLS 445 3
 POLS 499 3

MAJOR PROGRAM EMPHASIS REQUIREMENTS

POLS 217	3
POLS 386	3
POLS 490	3

Select 3 courses from the following: POLS 366, POLS 379, POLS 390, POLS 391, HCMT 283, MEDA 341, SOCI 314	9
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TOTAL MAJOR PROGRAM REQUIREMENTS	45
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ADDITIONAL ELECTIVES	33
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TOTAL FOR BS DEGREE	120
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Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses
<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

SOCIOLOGY MAJOR

Sociology is the science of the human condition, the study of society, and the analysis of social relations. While a major in sociology is useful regardless of career choice, Lander's program also prepares students for a variety of more specialized occupational opportunities in fields such as non-profit organizations, social work, corrections, law enforcement, survey research, policy analysis, vocational guidance, counseling, human services, personnel management in industry, and public health.

For the student with well-defined occupational goals, careful selection of cognates and electives provides the basis of a highly specialized and focused education, directed toward preparation for specific areas of occupation. For the student with loosely defined occupational goals, the major can serve as a broad-based educational experience in which many occupational opportunities can be explored.

The program is also designed to help the highly successful student in the pursuit of graduate work, not only in sociology but in allied fields such as anthropology, criminology, law, education, history, social work, political science, public health, journalism, communications, and public administration.

Some students decide to major in sociology as freshmen, while others switch their major to sociology in the midst of their college career. Transfer students are welcomed at whatever stage of their education, but students should remember that the major is designed as a four-year program. After completing SOCI 101, students will need at least two years of study to finish their major as there are several sets of sequence courses. Students minoring in sociology will need at least *one year of study* to finish their coursework.

Undergraduate majors in sociology will:

1. demonstrate the ability to describe and appropriately use key sociological concepts;
2. demonstrate the ability to design, implement, and analyze sociological research;
3. demonstrate the ability to apply sociological theory to the analysis and understanding of concrete social phenomena; and
4. demonstrate knowledge of career opportunities in the profession of sociology and related fields.

To ensure competency in the basic sociological skills, a sociology major must earn at least a "C" in SOCI 101, 202, 398, 399, 421, and 499, and have an average GPA of 2.0 in sociology courses taken. Students must also pass MATH 211 or BA 225 with a "C" or better before enrolling in SOCI 398.

AFRICAN AMERICAN STUDIES MINOR

The central objective of the African American Studies minor is to provide a program of focused intellectual inquiry into the African American experience. The African American Studies minor is open to students from majors throughout the University. The minor draws on courses from disciplines across the University curriculum to provide students with a deepened understanding of African American culture and the place of African Americans within the American social and cultural milieu. The minor will also expand students' understanding of African influences in the New World, heighten students' awareness of the challenges to African Americans in the political and economic arenas of contemporary society, and strengthen students' appreciation of cultural diversity in our society. The minor in African American studies will be especially useful to students who intend to work in social services, counseling, law enforcement/criminal justice, K-12 teaching, and public health delivery.

The minor in African American Studies consists of 18 semester hours.

Core Courses (9 hours)

ENGL 204	Readings in African-American Literature	3
SOCI 301	Race and Ethnic Relations	3
HIST 316	A History of Black Experience or	
HIST 322	African History and Culture	3

Students will select three of the following courses (9 hours total) and no more than one English course

ENGL 214	World Literature and Experience or	
ENGL 221	Readings in World Literature or	
ENGL 325	Ethnic/Regional Literatures	
HIST 441	Special Topics in History – Special Topics course focus must be a topic in African American Studies to complete the requirement.	
MUSI 333	Music of the World	
POLS 312	Civil Rights and Civil Liberties	
SOCI 205	African American Communities (prerequisite SOCI 101 or approval)	

TOTAL

18 semester hours

HUMAN SERVICES MINOR

Human services is an academic area related to employment as a case manager, counselor, or advocate within workplace settings such as any state or non-profit social service agencies including group homes; correctional facilities; mental health facilities; family, child and youth service agencies; and programs related to alcoholism, drug abuse, domestic violence, and aging. This minor is open to any student in any major at Lander.

A minor in human services consists of 21 semester hours distributed as follows:

PSYC 101 or PSYC 102	Introduction to Psychology	3
PSYC 203	Developmental Psychology	3
PSYC 212	Interviewing and Counseling or	3
PSYC 312	Systems of Psychotherapy	
SOCI 101	Introduction to Sociology	3
SOCI 202	Social Problems	3
SOCI 331	Deviance and Social Control	3
One of the following:		3
SOCI 311	Introduction to Social Work	
SOCI 321	Medical Sociology	
SOCI 322	Sociology of Mental Health	
SOCI 371	Special Topics in Sociology	

TOTAL

21 semester hours

SOCIOLOGY MINOR

Sociology is an important discipline of study regardless of career choice. Students not wishing to major in sociology might wish to make it their minor. A minor in sociology consists of 18 semester hours distributed as follows:

SOCI 101	3
SOCI 202	3
SOCI 398	3
SOCI 399	3
SOCI electives (300- or 400-level)	<u>6</u>
TOTAL	18 semester hours

To ensure competency in the basic sociological skills, a sociology minor must earn at least a “C” in SOCI 101, 202, 398, and 399 and have an average GPA of 2.0 in sociology electives. Students must also pass MATH 211 or BA 225 with a “C” or better before enrolling in SOCI 398.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: SOCIOLOGY

	Credit Hours
GENERAL EDUCATION REQUIREMENTS	
(For approved courses see the General Education section .)	
A. Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B. Behavioral and Social Perspectives (6 hours selected from 2 different disciplines)	6
C. Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required)	
MATH 211	3
1 lab science	4
D. Core Academic Skills	
ENGL 101	3
ENGL 102	3
Mathematics (MATH 101)	3
Foreign Language	3
LINK 101	1
FALS 101 (15 FALS-approved events)	0
E. General Education Electives	
A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)	
Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.	
TOTAL GENERAL EDUCATION REQUIREMENTS	42
MAJOR PROGRAM CORE REQUIREMENTS	
SOCI 101	3
SOCI 202	3
SOCI 398	3
SOCI 399	3
SOCI 433	3
SOCI 499	3
MAJOR PROGRAM ADDITIONAL REQUIREMENTS	
Sociology elective	3
Sociology elective	3
200-level Sociology elective	3
200-level Sociology elective	3
300- or 400-level Sociology elective	3
300- or 400-level Sociology elective	3
TOTAL MAJOR PROGRAM REQUIREMENTS	36
ADDITIONAL ELECTIVES	
300-level or 400-level electives	9
Electives any level	33

TOTAL FOR BS DEGREE

120

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses

<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

DEPARTMENT OF HISTORY AND PHILOSOPHY

HISTORY MAJOR

History encompasses the study of human experiences and institutions from ancient times to the present. By studying the development in time of politics, societies, economies, attitudes, systems of thought, and cultures, Lander University history graduates will:

1. develop the skills necessary to conduct historical reasoning; and
2. have the skills and experience to continue their academic study in graduate school or find employment within or outside of the field of history.

Teacher Certification Program Goals

In history students may earn secondary teacher certification in social studies. The program is accredited by the National Council for Accreditation of Teacher Education (NCATE). Students should meet the social studies education standards of the National Council for Social Studies. Students graduating from Lander University with recommendation for teacher certification complete student teaching, coursework and testing requirements for recommendation for certification in South Carolina consistent with the College of Education's conceptual framework. This framework provides direction for programs, courses, teaching and teacher candidate assessment. The framework is built on the conceptual model of the "Professional Educator" as one who demonstrates these Learner Outcomes.

The Professional Educator

1. integrates content knowledge and skills of scholarly inquiry to teach all students;
2. plans, provides and assesses learning experiences that are supported by research, knowledge of best practice and professional standards;
3. communicates and collaborates with diverse populations (students, educators, families and community members) exhibiting professional behaviors and dispositions; and
4. engages in reflection and professional development to foster student learning and inform instructional decisions.

Student Eligibility

Students enrolled in Secondary or PK-12:

Initial Level (First Year)

1. Participate in initial Advising and Induction.
2. Take PRAXIS Core or exempt with 22 ACT or 1100 SAT score.
3. Maintain a 3.0 GPA in all professional courses; achieve a grade of "B" or higher in each field experience; achieve a grade of "C" or higher in all EDUC, ECED, and SPED courses (see catalog for further details, including each department's GPA requirements within the specific content area).

Provisional Level (Second Year)

1. Complete Initial Level requirements.
2. Complete a SLED check.
3. Display professional dispositions and behavior at target levels.
4. Obtain a minimum 2.75 GPA on Lander coursework; maintain a 3.0 GPA in all professional courses; achieve a grade of "B" or higher in each field experience; achieve a grade of "C" or higher in all EDUC, ECED, and SPED courses (see catalog for further details, including each department's GPA requirements within the specific content area).
5. Pass PRAXIS Core or exempt with 22 ACT or 1100 SAT score.
6. Submit Sophomore Portfolio.

7. Gather and submit references.
8. Successfully complete an (April) oral interview with Teacher Education faculty.
9. Successfully complete other reviews as required by departments in specific content areas.

Formal Level (Third Year)

1. Complete Provisional Level requirements.
2. Display professional dispositions and behavior at target levels.
3. Obtain a minimum 2.75 GPA on Lander coursework; maintain a 3.0 GPA in all professional courses; achieve a grade of “B” or higher in each field experience; achieve a grade of “C” or higher in all EDUC, ECED, and SPED courses (see catalog for further details, including each department's GPA requirements within the specific content area).
4. Participate in Induction and Pinning Ceremony.
5. Successfully complete departmental requirements for PRAXIS II.
6. Successfully complete other departmental requirements, reviews, projects, or milestones.

Candidate Level (Fourth Year)

1. Complete Formal Level requirements.
2. Complete FALS requirements before student teaching semester.
3. Enter candidacy with formal admission to the teacher education program.
4. Display professional dispositions and behavior at target levels.
5. Obtain a minimum 2.75 GPA on Lander coursework; maintain a 3.0 GPA in all professional courses; achieve a grade of “B” or higher in each field experience; achieve a grade of “C” or higher in all EDUC, ECED, and SPED courses (see catalog for further details, including each department's GPA requirements within the specific content area).
6. Successfully complete departmental requirements for PRAXIS II.
7. Successfully complete departmental requirements for PLT.
8. Successfully complete other departmental requirements, reviews, projects, or milestones.

Degree programs in history are useful preparation for entry into law, business, and other professions. In addition to solid preparation for the teaching profession, history majors may also find career opportunities in government service, in historic preservation, or in archives and museums.

The history curriculum provides opportunities to study a great variety of chronological epochs (ranging from antiquity to the contemporary period) and world cultures (of the United States, Europe, Latin America, Africa, and Asia). Apart from completing required courses (at the 100-level and in HIST 499.Senior Capstone Seminar), students are encouraged by their academic advisors to develop a sequence of history courses drawing on this variety of offerings.

In addition, BA majors must complete three semester hours of intermediate foreign language or demonstrate proficiency at the intermediate level. BS majors (non-teacher certification) must complete three semester hours of introductory statistics and three semester hours of computer science. Teaching certification students complete in addition a pedagogy concentration.

All history majors must complete at least eighteen semester hours of credit at the 200-level or above (including HIST 499.Senior Capstone Seminar) in history courses offered at Lander University. Students must have a cumulative 2.0 average in all major courses in order to graduate.

HISTORY MINOR

A minor in history consists of 18 semester hours distributed as follows:

HIST 101, 102, 111, 112, 121, or 122	3
African-Asian-Latin American History (200-level or above)	3
U.S. History (200-level or above)	3
European history (200-level or above)	3
History elective (300-level or above)	3
History elective	<u>3</u>
TOTAL	18

INTERNATIONAL STUDIES MINOR

The objective of the minor in international studies is to learn about the contemporary world (i.e., post-1900) and the relationship of the United States to the world. Students will be exposed to major international issues and challenges as well as to cross-cultural and cross-disciplinary perspectives. Students pursuing the minor are encouraged to participate in Lander's approved study abroad programs, although this is not a requirement for completion of the minor. For details, refer to page 70-71.

LATIN AMERICAN STUDIES MINOR

Latin American Studies is an interdisciplinary minor consisting of 18 semester hours of credit in courses from a variety of disciplines in the following distribution:

HIST 306 Latin America	3
SPAN 308 Hispanic Civilizations	3
Minor electives	12

Electives may be chosen from the following courses:

SPAN 280 or 380 (Spanish-American topic)	3
SPAN 313	3
SPAN 350 (completed in Spanish America)	1-9
SPAN 410 (Spanish-American topic)	3

PHILOSOPHY MINOR

The minor in philosophy not only emphasizes the acquisition of methodological skills used in many separate academic disciplines but also emphasizes inquiry into, and reflection upon, the knowledge and value-structures inherent in intellectual problems and texts. Students in the minor program will (1) learn to investigate critically the major areas of philosophy including logic, value theory, and theories of knowledge and reality and (2) learn to apply their reasoning abilities in critical reading, thinking, and writing.

Students minoring in philosophy should (1) acquire the methods necessary to read, think critically and write about subjects in the sciences and humanities, (2) understand and be able to employ ethical concepts and theories of moral philosophy, and (3) be conversant with the major problems and historical development of philosophical inquiry.

A minor in philosophy consists of 18 semester hours taken in philosophy.

PRE-LAW MINOR

The pre-law minor has four groups of courses. Students must take both courses in the first group (Group A), both courses in the second group (Group B), two of the courses in the third group (Group C), and one of the courses in the last group (Group D). The first group consists of courses providing the most important skills a law student or lawyer needs. The second group consists of courses providing background knowledge helpful for law students or lawyers. The third group consists of the law courses offered at the undergraduate level. The fourth group consists of courses that explore specific issues or applications related to the study and practice of law. The pre-law minor consists of 21 semester hours. For details, refer to page 142.

RELIGION MINOR

The religion minor provides students with the opportunity to engage in a scholarly study of religion in a manner that places value on understanding the origins and meaning of religion in different cultures. The minor provides studies in the primary texts, histories, and founders of all of the world's major religions, with a focus on the comparative study of religion and the Judeo-Christian tradition. The minor is intended for students who have a general interest in the academic discipline of religious studies, particularly those interested in pursuing such studies in graduate school or at seminary, or who intend to pursue vocations where a knowledge of religion would be helpful.

The religion minor consists of 18 semester hours of courses distributed as follows:

<u>Core Required Courses:</u>	<u>semester hours</u>
RELI 101 Sacred Texts and Ideas	3
<u>The Judeo-Christian Tradition (Choose One: Three Hours)</u>	
RELI 211 Introduction to the Hebrew Scriptures	3
or	
RELI 212 Introduction to the New Testament	3
TOTAL	6 semester hours
<u>Twelve semester hours from among the following:</u>	
PHIL 102 Introduction to Philosophical Inquiry	3
PHIL 305 Philosophy of Religion	3
PHIL 312 Asian Philosophy	3
PSYC 341 Psychology of Religion	3
RELI 211 Introduction to the Hebrew Scriptures	3
(If not taken to fulfill the Judeo-Christian Tradition category)	
RELI 212 Introduction to the New Testament	3
(If not taken to fulfill the Judeo-Christian Tradition category)	
RELI 301 Religions of the World	3
RELI 330 The Papacy	3
RELI 371 Topics in Global Issues/Nonwestern Studies	3
(May be repeated with different topics)	
RELI 441 Topics in Religion	3
(May be repeated with different topics)	
TOTAL	12 semester hours
Total hours in the minor:	18 semester hours

WARFARE, MILITARY, AND DIPLOMATIC STUDIES CERTIFICATE

The objective of this program is to provide students an opportunity to gain in-depth knowledge of both the history and current state of global warfare and diplomacy. Those who complete the program will master information and skills that are especially desirable for continued graduate study in history, or careers in: the military, the U.S. Department of State or other government offices, the National Park Service/state parks system, public history, civil service, or public administration. Any Lander student may pursue the certificate in Warfare, Military, and Diplomatic Studies; it is not necessary that the student be a history major.

The program consists of 15 semester hours across a variety of disciplines, to include:

Diplomatic History: 6 hours (Select two of the following):

- HIST 347: The United States and the Cold War, 1945-1991
- HIST 390: America's Rise to World Power: U.S. Foreign Relations, 1776-1912
- HIST 391: America as a World Power: U.S. Foreign Relations 1912 to the Present
- HIST 392: Spies and Lies: The U.S. Espionage Establishment, 1942-1963
- *HIST 371: Special Topics in Global Issues/Nonwestern Studies (with focus on diplomacy)
- *HIST 441 Special Topics in History (with focus on diplomacy)

Military History: 6 hours (Select two of the following):

- HIST 307: Vietnam: A Thousand Year Revolution
- HIST 311: Civil War and Reconstruction, 1850-1877
- HIST 383: Warfare Through the Ages
- *HIST 371: Special Topics in Global Issues/Nonwestern Studies (with focus on warfare)
- *HIST 441 Special Topics in History (with focus on warfare)

Political Science, Philosophy or Religion: 3 hours (Select one of the following):

- POLS 325: International Conflict and Terrorism
 - POLS 445 American Foreign Policy
 - PHIL 302: Ethics
 - *ENGL 401: Special Topics Seminar (with focus on diplomacy or warfare)
 - *PHIL 341: Topics in Philosophy (with focus on diplomacy or warfare)
 - *RELI 441: Topics in Religion (with focus on diplomacy or warfare)
- *Special topics courses must be approved by an advisor to ensure they will meet the requirements for this certificate.

Students must earn at least a "C" in all courses, and must pass a final written comprehensive evaluation, to receive the Warfare, Military, and Diplomatic Studies certificate.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF ARTS
MAJOR: HISTORY

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A. Humanities and Fine Arts	
(6 hours selected from 2 different disciplines)	
PHIL 102 or PHIL 103	3
Humanities and Fine Arts elective	3
B. Behavioral and Social Perspectives	
(6 hours selected from 2 different disciplines)	
HIST 111	3
Behavioral and Social Perspectives elective	3
C. Scientific and Mathematical Reasoning	
(7 hours selected from 2 different disciplines, 1 lab science required)	7
D. Core Academic Skills	
ENGL 101	3
ENGL 102	3
Mathematics	3
Foreign Language	3
LINK 101	1
FALS 101 (15 FALS-approved events)	0
E. General Education Electives	
HIST 101 and HIST 102, or HIST 121 and HIST 122	6
Foreign Language	3
PEES 176	1

A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; or Foreign Language; or courses approved for category E)

Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS	42
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MAJOR PROGRAM CORE REQUIREMENTS

HIST 201	3
HIST 399	3
HIST 499	3

MAJOR PROGRAM ADDITIONAL REQUIREMENTS

Intermediate Foreign Language	3
HIST 112	3

MAJOR PROGRAM ELECTIVES

HIST 300-level or higher	3
HIST 300-level or higher	3
HIST 300-level or higher	3

HIST 300-level or higher	3
HIST 300-level or higher	3
HIST 300-level or higher	3
HIST 300-level or higher	3
HIST 300-level or higher	3
HIST 300-level or higher	3
TOTAL MAJOR PROGRAM REQUIREMENTS	42
ADDITIONAL ELECTIVES	36
TOTAL FOR BA DEGREE	120

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses <http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: HISTORY

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section.](#))

A. Humanities and Fine Arts	
(6 hours selected from 2 different disciplines)	
PHIL 102 or PHIL 103	3
Humanities and Fine Arts elective	3
B. Behavioral and Social Perspectives	
(6 hours selected from 2 different disciplines)	
HIST 111	3
Behavioral and Social Perspectives elective	3
C. Scientific and Mathematical Reasoning	
(7 hours selected from 2 different disciplines, 1 lab science required)	7
D. Core Academic Skills	
ENGL 101	3
ENGL 102	3
Mathematics	3
Foreign Language	3
LINK 101	1
FALS 101 (15 FALS-approved events)	0
E. General Education Electives	
HIST 101 and HIST 102, or HIST 121 and HIST 122	6

A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; or Foreign Language; or courses approved for category E)

Δ **Global Issues and Cultures:** Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS	42
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MAJOR PROGRAM CORE REQUIREMENTS

HIST 201	3
HIST 399	3
HIST 499	3

MAJOR PROGRAM ADDITIONAL REQUIREMENTS

HIST 112	3
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MAJOR PROGRAM ELECTIVES

HIST 300-level or higher	3
HIST 300-level or higher	3
HIST 300-level or higher	3
HIST 300-level or higher	3
HIST 300-level or higher	3
HIST 300-level or higher	3

HIST 300-level or higher	3
HIST 300-level or higher	3
HIST 300-level or higher	3
TOTAL MAJOR PROGRAM REQUIREMENTS	39
ADDITIONAL ELECTIVES	39
TOTAL FOR BS DEGREE	120

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses
<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: HISTORY
CERTIFICATION: SECONDARY SOCIAL STUDIES TEACHER

Credit Hours

GENERAL EDUCATION REQUIREMENTS (For approved courses see the [General Education section.](#))

A.	Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B.	Behavioral and Social Perspectives (6 hours selected from 2 different disciplines)	
	HIST 121	3*
	POLS 101	3*
C.	Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required)	
	1 lab science	4
	MATH 211	3
D.	Core Academic Skills	
	ENGL 101	3*
	ENGL 102	3*
	MATH 101	3
	Foreign Language	3
	LINK 101	1
	FALS 101 (15 FALS-approved events)	0
E.	General Education Electives	
	SOCI 101	3*
	ECON 101	3*
	PSYC 101	3*

A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)

△ **Global Issues and Cultures:** Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS	42
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MAJOR PROGRAM CORE REQUIREMENTS

HIST 201	3*
HIST 399	3*
HIST 499	3*

MAJOR PROGRAM ADDITIONAL REQUIREMENTS

HIST 111	3*
HIST 112	3*
HIST 122	3*
GEOG 101	3*
POLS 300-level	3
(U.S. politics or government: (POLS 302, 307, 311, 312, 313, 360, or 386))	

HIST 451	3*
MAJOR PROGRAM ELECTIVES (18 credit hours)	
HIST 300-level or higher (U.S. History Course)	3
HIST 300 level or higher (U.S. History Course)	3
HIST 300-level or higher (Non-U.S. History Course)	3
HIST 300-level or higher (Non-U.S. History Course)	3
HIST 300-level or higher	3
HIST 300-level or higher	3
TOTAL MAJOR PROGRAM REQUIREMENTS	45
TEACHER CERTIFICATION REQUIREMENTS	
SPED 223	3*
EDUC 203	.5*
EDUC 204	3*
EDUC 223	3*
EDUC 240	3*
EDUC 320	3*
EDUC 321	3*
EDUC 329	.5*
EDUC 429	1*
EDUC 461	11*
EDUC 499	1*
TOTAL TEACHER CERTIFICATION REQUIREMENTS	32
ADDITIONAL ELECTIVES	1
TOTAL FOR BS DEGREE	120

* A grade of "C" or better is required.

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

Freshman Year: Students are expected to pass the State Skills Exam (PRAXIS CORE) during their freshman year, earn a "C" or better in all courses marked with an asterisk (see the 4-Year Major Guide for recommended sequence).

Sophomore Year: Students must file their application for admission to Teacher Education, pass the Screening Interview for Teacher Education, earn a "C" or better in all courses marked with an asterisk (see the 4-Year Major Guide for recommended sequence), and maintain a cumulative GPA of 2.75.

Junior Year: Students must file their application for student teaching, maintain a GPA of 3.00 or higher in all professional education coursework, earn a "C" or better in all courses marked with an asterisk (see the 4-Year Major Guide for recommended sequence), and maintain a cumulative GPA of 2.75.

Senior Year: Students must take the PRAXIS II content area exam by the end of their first semester senior year and prior to taking EDUC 499, take the PLT exam, maintain a GPA of 3.0 or higher in all professional education coursework, earn a "C" or better in all courses marked with an asterisk (see the 4-Year Major Guide for recommended sequence), maintain a cumulative GPA of 2.75, submit Graduation Application, and complete any remaining FALS requirements.

See 4-year major guides for recommended order in which to take courses <http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

DEPARTMENT OF PSYCHOLOGICAL SCIENCE

Psychological science provides the tools for a scientific analysis of human development, emotion, cognition, behavior, and psychopathology. The department offers a major and a minor in psychology and a minor in child and family studies.

PSYCHOLOGY MAJOR

An undergraduate degree in psychology prepares the successful graduate for a variety of careers in health and human services, business and administration, public and community relations, marketing and retail, and more.

The program is also designed to help the highly successful student in the pursuit of graduate work, not only in psychology, but also in other disciplines, such as law, business, medicine, and social work.

Psychology core courses are PSYC 102, 190, 203, 260 261, 330, 331 and 499. To further the aim of graduating only competent students, a psychology major is required to take these core courses and earn a grade of “C” or better in each. Furthermore, a student may repeat a core psychology course no more than once. Therefore, if a student does not make a “C” or higher on the first or second attempt of a core psychology course, that student will not be allowed to complete a degree with a major in psychology. It will be the responsibility of the student to change his/her major if these requirements are not met.

Students must have at least a 2.00 GPA in all psychology courses. This includes all courses with the PSYC designation, including electives and courses taken as part of General Education requirements.

Any student expecting a recommendation from the psychology faculty with regard to graduate study in psychology must meet additional requirements, as follows:

- Most MS programs demand no less than an overall GPA of 3.0 and a 3.5 GPA in the major;
- Most Ph.D. programs demand no less than an overall GPA of 3.5 and a 3.75 in the major. Such programs also expect the student to have had PSYC 358 (History and Systems) and research experience beyond normal requirements; and
- Most graduate programs expect candidates to have strong letters of recommendation from the psychology faculty and require candidates to submit GRE scores.

In concordance with the American Psychology Association’s guidelines (2012) for best practices in psychology majors, the undergraduate major in psychology is expected to:

1. Demonstrate Scientific Inquiry and Critical Thinking Skills
 - 1.1 Use scientific reasoning to interpret behavior
 - 1.2 Demonstrate psychology information literacy
 - 1.3 Engage in innovative and integrative thinking and problem-solving
 - 1.4 Interpret, design, and conduct basic psychological research
2. Practice Ethical and Social Responsibility
 - 2.1 Apply ethical standards to evaluate psychological science and practice
 - 2.2 Promote values that build and enhance academic integrity
 - 2.3 Adopt values that build community at local, national, and global levels

3. Communicate Effectively
 - 3.1 Demonstrate effective writing
 - 3.2 Exhibit effective presentation skills
 - 3.3 Interact effectively with others
4. Engage in Professional Development
 - 4.1 Apply psychological content and skills to career goals
 - 4.2 Exhibit self-efficacy and self-regulation
 - 4.3 Develop meaningful professional direction for life after graduation
5. Demonstrate a Knowledge Base in Psychology
 - 5.1 Describe key concepts, principles, and overarching themes in psychology
 - 5.2 Develop a working knowledge of psychology's content domains
 - 5.3 Describe applications of psychology

PSYCHOLOGY MINOR

A minor in psychology consists of **18 semester hours** distributed as follows:

PSYC 101 or PSYC 102	3
Electives:	
PSYC Elective	3
PSYC Elective	3
PSYC Elective (300-Level or above)	3
PSYC Elective (300-Level or above)	3
PSYC Elective (300-Level or above)	3
TOTAL	18 semester hours

Note: A student must take at least nine hours at the 300 level or above, earn no less than a "C" in PSYC 101 or PSYC 102, and maintain an average of 2.00 or above in the courses taken for the psychology minor.

(For further information, contact the Department of Psychological Science.)

CHILD AND FAMILY STUDIES MINOR

The objective of the child and family studies program is to encompass the entire life cycle while examining childhood and family as a developmental process. A major focus of the program is to facilitate an understanding of the entire developmental process through the dynamics of relationships within family units and through a cross cultural analysis of the diversity of the family systems.

Core: 12 semester hours

ECED 222 or SPED 223	3
PSYC 314	3
PSYC 315	3
SOCI 311	3

Electives: Minimum of nine semester hours from at least two disciplines

PEES 325
PSYC 203
PSYC 303
PSYC 360
PSYC 405
PSYC 416
SOCI 314
SOCI 328
SOCI 351

TOTAL 21 semester hours

Note: Students are advised to take at least one elective at the 300 level. A student must maintain an average of 2.00 or above in the courses taken for the Child and Family Studies minor. The minor is available to all students from across the University. For further information, contact the Department of Psychological Science.

HUMAN SERVICES MINOR

Human services is an academic area related to employment as a case manager, counselor, or advocate within workplace settings such as any state or non-profit social service agency, such as group homes; correctional facilities; mental health facilities; family, child and youth service agencies, and programs related to alcoholism, drug abuse, domestic violence, and aging. This minor would be open to any student in any major at Lander. For more information about the minor, please see pages 149-150.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: PSYCHOLOGY

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section.](#))

A. Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B. Behavioral and Social Perspectives (6 hours selected from 2 different disciplines)	6
C. Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required)	7
D. Core Academic Skills	
ENGL 101	3
ENGL 102	3
Mathematics	3
Foreign Language	3
LINK 101	1
FALS 101 (15 FALS-approved events)	0

E. General Education Electives

A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)

Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS	42
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MAJOR PROGRAM CORE REQUIREMENTS

PSYC 102	3
PSYC 190	1
PSYC 203	3
PSYC 261	6
PSYC 330	4
PSYC 499	2

MAJOR PROGRAM ELECTIVES

PSYC	3
PSYC (300-level or above)	3
PSYC (300-level or above)	3
PSYC (300-level or above)	3
PSYC (300-level or above)	3

MAJOR PROGRAM AREA REQUIREMENTS

Counseling and Well-Being (PSYC 212, 251, 312, 362 or 416)	3
Developmental (PSYC 303, 314, 315, 405, or 416)	3
Physiological/Cognitive/History (PSYC 304, 333, or 358)	3
Social/Personality (PSYC 301, 302, 306, or 360)	3
Experiential Learning (PSYC 221 or 299)	1
PSYC 421, 490, or PSYC 300-level elective	3

TOTAL MAJOR PROGRAM REQUIREMENTS	50
ADDITIONAL ELECTIVES	28
TOTAL FOR BS DEGREE	120

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses
<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

DEPARTMENT OF MILITARY SCIENCE

(ARMY ROTC)

The Army Reserve Officers' Training Corps (ROTC) program at Lander University is designed to enhance a student's college education by providing unique training and practical experience in leadership and management – qualities essential to success in any career. The military science curriculum consists of a two-year basic course followed by the two-year advanced course. Upon graduation, contracted cadets who have successfully completed ROTC training are awarded a commission as a second lieutenant in the U.S. Army, U.S. Army National Guard, or the U.S. Army Reserve.

The first-year basic course introduces the student to the Army and develops a Cadet who accepts the Army as a values-based organization and embraces the scholar-athlete-warrior ethos. The student develops familiarity with individual roles and responsibilities in support of team efforts and problem solving processes in military and non-military situations, demonstrates oral and written communication skills, understands resilience, and demonstrates a commitment to learning. The focus is on developing basic knowledge and comprehension of Army leadership dimensions, attributes and core leader competencies while gaining an understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

To prepare students to become commissioned officers, the ROTC program combines college courses in military science and leadership with summer training. The military science curriculum consists of a two-year basic course and a two-year advanced course.

The basic course is normally taken during the freshman and sophomore years and covers management principles, national defense, military history, leadership development, military courtesy, customs and traditions of the military, and physical training. Students do not incur any military obligation for participation in the basic course. Some or all of the basic course requirements may be waived by the Professor of Military Science for students who have completed Junior ROTC programs or have previous military experience.

The advanced course is limited to contracted cadets or students who have completed (or have received credit for) the basic course, who have demonstrated the leadership and scholastic potential to become an officer, and who are actively seeking to become a contracted cadet. The course provides instruction in advanced leadership development, military history, training management, organization and management techniques, tactics, logistics, and the military justice system.

All students enrolled in the ROTC advanced course receive a monthly allowance of up to \$500 for 10 months of the school year. Advanced course students attend the Leadership Development and Assessment Course (LDAC) at Fort Lewis, Washington. This course occurs during the summer between their junior and senior years. Students receive travel expenses, room and board, medical and dental care, and a salary while attending this course.

Both men and women may enroll in ROTC and apply for Army ROTC scholarships or may contract as a cadet and enter into the commissioning process without a scholarship. High school seniors applying to Lander University may compete for four-year, merit-based scholarships. Lander University first-year students may apply for three-year scholarships. Sophomores may apply to attend the 30-day Leadership Training Course at Fort Knox, Kentucky, where they may win a 2-year scholarship. Similar opportunities may also exist for juniors and select seniors in certain instances.

In order to become a contracted cadet, a student must schedule a military physical through the ROTC department with a resulting status of "qualified." In addition, the student must meet minimum physical fitness requirements and maintain a minimum GPA of 2.00 without a scholarship or 2.50 with a scholarship.

The second-year basic course strengthens a Cadet grounded in foundational leadership doctrine and skills by following and leading small units to achieve assigned missions. The Cadet applies critical thinking and problem solving using Troop Leading Procedures, comprehends the value of diversity and understands the officer's role in leading change, and understands the fundamentals of the Army as a profession.

Students do not incur any military obligation for participation in the basic course. Some or all of the basic course requirements may be waived by the Professor of Military Science for students who have completed Junior ROTC programs, have previous military experience, or attend Basic Camp at Fort Knox, KY.

The advanced course is a rigorous two-year program comprised of four courses, leadership labs (two sets, fall and spring), and Advanced Camp conducted at Fort Knox, KY. The overall objective of this course is to integrate the principles and practices of effective leadership, military operations, and personal development in order to adequately prepare the Cadet for Advanced Camp and commissioning as a Second Lieutenant.

The ROTC course outcomes are derived from the four Army learning areas: The Army Leadership and Profession, Mission Command, Human Dimension, and Professional Competence as established by the Army Learning Coordination Council. These outcomes are designed to prepare the newly commissioned Second Lieutenant to excel at the Basic Officer Leader Course B (BOLC B) and as a junior officer at their first unit of assignment.

Prospective and enrolled Cadets may compete for two, three, and four-year scholarships, as available. Scholarship and non-scholarship Cadets, when qualified and contracted, receive a monthly stipend of up to \$500 each semester and become eligible for summer training and internship opportunities such as Airborne and Air Assault School, the U.S. Army Medical Department (AMEDD) Internship and Nurse Summer Training Programs; and study abroad in the Cultural Understanding and Leadership Program (CULP).

In addition to the Army ROTC curriculum, the Department also offers the Military Science and Leadership Minor, as detailed below.

Please see the Department of Military Science or visit www.goarmy.com/rotc for further information.

Lander University is a partnership school with Presbyterian College's Army ROTC program. Military Science classes are taught at Lander University, yet Cadets will periodically train with fellow cadets from Presbyterian College and Newberry College during outdoor leadership lab sessions.

Military Science and Leadership Minor

This minor can only be earned by students who agree to and are accepted for a commission as an officer in the U.S. Army, U.S. Army Reserve, or National Guard. This minor is designed to permit ROTC cadets to earn a minor while completing their requirements toward a commission as an officer in the United States Armed Forces. To qualify for the minor, a student must complete the Army ROTC basic courses and must be an accepted contracted student in the Army ROTC Advanced Course. While the minor consists of 18 hours of advanced courses, the listing below shows the prerequisites for each course. The Department of Military Science provides each student with academic advisement to help students obtain a major in an academic discipline plus a minor in military science and leadership while fulfilling the course requirements for commission as an officer in the Armed Forces.

The minor in Military Science and Leadership consists of 18 semester hours in advanced military science and courses that count toward professional military education. The Professor of Military Science may waive some of the basic course prerequisites based on a student's prior military service or military training.

Participation in this minor is contingent upon completion of the ROTC basic courses and acceptance as a contracted student in the Army ROTC Advanced Course.

	Credit Hours
MSL 301: Training Management and the Warfighting Functions	4 hrs.
MSL 302: Applied Leadership in Small Unit Operations	4 hrs.
MSL 401. The Army Officer	4 hrs.
Two of the following 3 hr. courses:	6 hrs.
HIST 347: The United States and the Cold War, 1945-1991	
HIST 383: Warfare Through the Ages	
HIST 391: America as a Major World Power: U.S. Foreign Relations 1912 to the Present	
POLS 303: International Relations	
POLS 325: International Conflict and Terrorism	
POLS 445: American Foreign Policy	
Total Hours	18 hrs.

COLLEGE OF BUSINESS

Barbara M. Wheeling, Ph.D.
Dean of the College of Business
Professor of Accounting

Stan W. Vinson, Ph.D.
Assistant Dean of the College of Business
Associate Professor of Finance

Catherine M. Miller, Administrative Assistant
Jody L. Chapman, Administrative Specialist

George Glenn Baigent, Ph.D.

Associate Professor of Finance

Jerry Bilbrey, Ph.D.

Assistant Professor of Management

Michael G. Brizek, Ph.D.

Associate Professor of Management

Lili Chen, Ph.D.

Assistant Professor of Economics and Finance

Derek Ezell

Lecturer of Marketing

Kelli S. Horne, DBA

Assistant Professor of Accounting

Peggy A. Johnson, Ph.D.

Assistant Professor of Health Care Management

Asole TaQuesa McLeod, Ph.D.

Assistant Professor of Health Care Management

Gail D. Moore, JD

Associate Professor of Accounting

Matthew R. Peters, Ph.D.

Assistant Professor of Management

Cherie Rains, Ph.D.

Assistant Professor of Marketing

Michael C. Shurden, DBA

Professor of Management

Susan D. Shurden, Ph.D.

Assistant Professor of Accounting

PROGRAMS OF STUDY IN THE COLLEGE OF BUSINESS

Degree Programs

BS in Business Administration
with Emphases in
Accounting
Financial Services
Health Care Management
Management/Marketing

COLLEGE OF BUSINESS

The mission of the College of Business is to offer an applied business education so that graduates may embark on successful professional careers or graduate school. Results are delivered through a high level of interaction between students and faculty, providing hands-on and innovative learning experiences. The College impacts the knowledge base of business and the economic health of the region by engaging professional and scholarly activity.

The goals for the College of Business are that Lander business administration graduates will:

1. be effective communicators in both oral and written communication;
2. understand the fundamental concepts of teamwork and demonstrate the ability to work in teams;
3. have a clear perception of business ethics;
4. possess business knowledge; and
5. be capable problem solvers

BUSINESS ADMINISTRATION MAJOR

Students majoring in Business Administration may select from four emphases: Accounting, Financial Services, Health Care Management, and Management/Marketing.

Accounting Emphasis

Students selecting the emphasis in Accounting are required to take six specified courses, one business elective, and at least two accounting elective courses. The elective courses may be chosen based on the student's areas of interest.

Students who graduate with an accounting emphasis should meet the qualifications to sit for the CPA exam in South Carolina; however, to be licensed as a CPA in South Carolina, 150 semester hours of education are required. The 150-hour requirement must include 36 hours of accounting with 24 of these hours at the 300 level or above.

Business courses totaling 36 hours are also required as part of the 150 hours. Lander University students may meet the 150-hour requirement by completing the baccalaureate degree requirements at Lander (approximately 120 semester hours) plus additional credit hours sufficient to meet the 150-hour requirements. For more details, students should see their academic advisors. Also, please note that CPA licensing requirements vary from state to state, and students planning to practice outside of South Carolina should check with the Boards of Accountancy in the appropriate states

The 150 hour requirement does not apply to accounting students who pursue careers that do not require the CPA license.

Financial Services Emphasis

The objective of the Financial Services emphasis is to build a broad-based program for undergraduate students that include studies in Community Banking, Insurance and Risk Management, Investments and Wealth Management, and Real Estate Management and Development. The curriculum is designed to give students a solid foundation in the industry segment and will include insights of subject matter professors, respected practicing professionals and representative industry groups. Anticipated growth in employment opportunities in the financial services businesses, will provide graduates opportunities to become industry professionals and leaders for the 21st century.

Health Care Management Emphasis

The purpose of the Health Care Management emphasis is to integrate the fundamentals of business administration with a comprehensive knowledge of the U.S. health care delivery system. The emphasis is designed to enable qualified students to acquire the skills and knowledge needed to be successfully employed by various healthcare service organizations.

Management/Marketing Emphasis

The Management/Marketing emphasis focuses on the ways in which organizational objectives are developed, implemented, and changed and on those processes that add value for stakeholders. Management courses emphasize decision-making skills and the selection, motivation, and development of human resources. Marketing courses focus on the ways an organization can meet customer needs through product development and distribution and through promotional and pricing strategies.

Requirements for the Business Administration Major

Students pursuing the Bachelor of Science degree in Business Administration are assigned an advisor from the College of Business. Advisors will assist students in planning their coursework to meet school requirements and procedures. In order to continue as a business major, students must meet the requirements stated below.

Course Grade Requirements

All business majors must earn a grade of “C” or better in ECON 101, ENGL 101, ENGL 102, MATH 121, and MATH 211 and in all of the Major Program Core Requirements, Major Program Additional Requirements, and Major Program Emphasis Requirements (as defined in the Program Requirements for each emphasis area in Business Administration).

GPA Requirements

In order to continue in the program and enroll in upper-level business courses, business majors must maintain at least a 2.50 Lander GPA. Students who fail to meet the minimum GPA requirements will not be allowed to continue to take upper-level courses or complete the degree requirements.

Enrolling in Upper-Level Business Courses

In order to enroll in the upper-level Business courses, Business majors must meet the following requirements:

1. Complete at least 45 semester hours of college credit (including transfer courses);
2. Maintain an overall Lander GPA of 2.50 or better;
3. Earn a grade of “C” or better in ACCT 201, MATH 211, ECON 101 (ECON 201 or ECON 202 will be accepted for ECON 101 for transfer students), and ENGL 275.

Transfer Students

Transfer students from other divisions within the University or from other accredited institutions are required to meet the requirements listed for current students. Grades of less than “C” will not be accepted for transfer credit from other institutions. Courses offered at the upper level (courses numbered 300 or above) at Lander University will not transfer from a junior or technical college.

Students in Other Departments

Students in other departments of the University who wish to take lower-level business courses are required to meet the prerequisite requirements for each course and the grade requirements as listed for those prerequisites. Students in other departments who wish to take business courses at the 300 level or above must meet the prerequisites listed below for the minors in business administration or health care management.

The Dean of the College of Business will consider exceptions to all of the preceding requirements on an individual basis.

BUSINESS ADMINISTRATION MINOR

The College of Business offers a minor in business administration. Students in other departments who have declared a minor in business administration must complete the 18-credit program of study as shown below with a “C” or better in each course. Before enrolling in upper-level courses, students must:

1. have completed 54 semester hours by the first day of class;
2. have and maintain a cumulative Lander GPA of 2.5 or above; and
3. have completed each of the following prerequisites with a “C” or above: BA 101, MATH 211, and ENGL 275.

<u>Courses</u>	<u>Credit Hours</u>
ACCT 201 Financial Accounting Principles	3
ECON 101 Economics in Society (ECON 201 or ECON 202 – will be accepted for ECON 101)	3
MGMT 301 Principles of Management	3
MKT 301 Principles of Marketing	3
FINA 301 Business Finance	3
Elective: any business course at the 300-level or above	<u>3</u>

HEALTH CARE MANAGEMENT MINOR

The College of Business offers a minor in health care management. Students in other departments who have declared a minor in health care management must complete the 18-credit program of study with a “C” or better in each course. Before enrolling in upper-level courses, students must:

1. have completed 54 semester hours by the first day of class;
2. have and maintain a cumulative Lander GPA of 2.5 or above; and
3. have completed each of the following prerequisites with a “C” or above: BA 101, MATH 211, and ENGL 275.

<u>Courses</u>	<u>Credit Hours</u>
ACCT 201 Financial Accounting Principles	3
ECON 101 Economics in Society (ECON 201 or ECON 202 – will be accepted for ECON 101)	3
HCMT 201 Health Care in America	3
HCMT 301 Foundations of Health Care Management	3
MGMT 301 Principles of Management	3
MGMT 315 Human Resource Management	3
TOTAL HOURS	18

INTERNATIONAL BUSINESS MINOR

The College of Business, in collaboration with the faculty of Business, Law and Sport at the University of Winchester in the United Kingdom, offers a minor in International Business to Lander students in all disciplines. The minor requires a semester of study abroad at Winchester, per the agreement between Lander University and the University of Winchester. Students must have a 3.0 GPA and have completed at least two full semesters of college-level studies to be eligible to study abroad. The minor consists of eighteen credit hours, either 6 or 9 credit hours taken at Lander and either 9 or 12 credit hours taken at Winchester, distributed as follows:

Required Courses at Lander University **6 or 9 credit hours**

BA 390 International Business	3 credit hours
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Selectives at Lander University:

Any one or two among the following courses, to be selected in consultation with the student's advisor and the Director of Study Abroad	3 or 6 credit hours
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BA 351 Business Ethics (recommended for all majors)

ECON 335 International Economics (recommended for all majors)

ACCT 201, BA 251, FINA 301, MGMT 301 or MKT 301 (recommended for non-business majors only.) (Some of these courses may have prerequisites)

Any other 300-level BA, MGMT, MKT, FINA or ACCT course offered by the College of Business (Some of these courses may have prerequisites)

****A minimum of six credit hours toward the minor must be completed at Lander.**

Required Modules (courses) at University of Winchester **9 or 12 credit hours**

Any three or four level 5 or level 6 business modules from the University of Winchester, to be selected in consultation with the student's advisor and the Director of Study Abroad 9 or 12 credit hours

TOTAL HOURS

18 total credit hours

HEALTH CARE MANAGEMENT CERTIFICATE

The Health Care Management certificate program is designed primarily for health care professionals who are interested in management positions in a health care organization and have not had formal education in health care management. Students who are not enrolled in Health Care Management emphasis program in College of Business

may also take the courses to gain insight into management issues specific to health care. The certificate program is not designed for nor can the courses be used as a substitute for 300-level courses in the Health Care Management emphasis. Note: The Health Care Management certificate program is not an eligible program for financial aid.

The Health Care Management certificate program includes the following courses which can be taken in any order:

<u>Courses</u>	<u>Credit Hours</u>
HCMT 280 Principles of Health Care Management	3
HCMT 281 Legal, Ethical, and Regulatory Aspects of Health Care	3
HCMT 282 Financial Aspects of Health Care	3
HCMT 283 Supervision and Human Resource Management	<u>3</u>
TOTAL HOURS	12

Students must earn at least a “C” in all courses to receive the Health Care Management certificate.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: BUSINESS ADMINISTRATION
EMPHASIS: ACCOUNTING

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A. Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B. Behavioral and Social Perspectives (6 hours selected from 2 different disciplines)	
ECON 101	3
Behavioral and Social Perspectives elective	3
C. Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required)	
MATH 211	3
1 lab science	4
D. Core Academic Skills	
ENGL 101	3
ENGL 102	3
MATH 121	3
Foreign Language	3
LINK 101	1
FALS 101 (15 FALS-approved events)	0
E. General Education Electives	
A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)	
Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.	
TOTAL GENERAL EDUCATION REQUIREMENTS	42

MAJOR PROGRAM CORE REQUIREMENTS

ACCT 201	3
ACCT 202	3
BA 101	3
BA 226	3
BA 251	3
BA 299	2

In order to enroll in the upper-level Business courses (300-level and above), Business majors must meet the following requirements:

- Complete at least 45 semester hours of college credit (including transfer courses);
- Maintain a Lander GPA of 2.50 or better; and
- Earn a grade of “C” or better in ACCT 201, MATH 211, ECON 101 and ENGL 275.

MGMT 301	3
MKT 301	3
FINA 301	3
BA 304	3

BA 325	3
MGMT 330	3
BA 399	1
BA 414	3
BA 499	1
MAJOR PROGRAM ADDITIONAL REQUIREMENTS	
ENGL 275	3
MAJOR PROGRAM EMPHASIS REQUIREMENTS	
ACCT 301	3
ACCT 302	3
ACCT 321	3
ACCT 331	3
ACCT 402	3
ACCT 403	3
Business elective 300-level or above (ACCT, BA, ECON, HCMT, MGMT, or MKT)	3
Select two courses from the following list:	6
ACCT 307	
ACCT 322	
ACCT 332	
ACCT 352	
ACCT 369	
TOTAL MAJOR PROGRAM REQUIREMENTS	70
ADDITIONAL ELECTIVES	8
TOTAL FOR BS DEGREE	120

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses
<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: BUSINESS ADMINISTRATION
EMPHASIS: FINANCIAL SERVICES

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A. Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B. Behavioral and Social Perspectives (6 hours selected from 2 different disciplines)	
ECON 101	3
Behavioral and Social Perspectives elective	3
C. Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required)	
MATH 211	3
1 lab science	4
D. Core Academic Skills (13 hours)	
ENGL 101	3
ENGL 102	3
MATH 121	3
Foreign Language	3
LINK 101	1
FALS 101 (15 FALS-approved events)	0
E. General Education Electives	
A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)	
Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.	
TOTAL GENERAL EDUCATION REQUIREMENTS	42

MAJOR PROGRAM CORE REQUIREMENTS

ACCT 201	3
ACCT 202	3
BA 101	3
BA 226	3
BA 251	3
BA 299	2

In order to enroll in the upper-level Business courses (300-level and above), Business majors must meet the following requirements:

- Complete at least 45 semester hours of college credit (including transfer courses);
- Maintain a Lander GPA of 2.50 or better; and
- Earn a grade of “C” or better in ACCT 201, MATH 211, ECON 101 and ENGL 275.

MGMT 301	3
MKT 301	3
FINA 301	3
BA 304	3

BA 325	3
MGMT 330	3
BA 399	1
BA 414	3
BA 499	1
MAJOR PROGRAM ADDITIONAL REQUIREMENTS	
ENGL 275	3
MAJOR PROGRAM EMPHASIS REQUIREMENTS	
BA 309	3
ACCT 369	3
ECON 311	3
FINA 310	3
FINA 352	3
Business elective – 300-level or above (ACCT, BA, ECON, HCMT, MGMT, or MKT)	3
Emphasis elective – select one course from the following:	3
ECON 352	
FINA 352 (must be different topic than the required FINA 352)	
ACCT 301	
ACCT 321	
ACCT 322	
ACCT 352	
FINA 490	
TOTAL MAJOR PROGRAM REQUIREMENTS	64
ADDITIONAL ELECTIVES	14
TOTAL FOR BS DEGREE	120

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses
<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: BUSINESS ADMINISTRATION
EMPHASIS: HEALTH CARE MANAGEMENT

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A.	Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B.	Behavioral and Social Perspectives (6 hours selected from 2 different disciplines)	
	ECON 101	3
	Behavioral and Social Perspectives elective	3
C.	Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required)	
	MATH 211	3
	1 lab science	4
D.	Core Academic Skills (13 hours)	
	ENGL 101	3
	ENGL 102	3
	MATH 121	3
	Foreign Language	3
	LINK 101	1
	FALS 101 (15 FALS-approved events)	0
E.	General Education Electives	
	Δ NURS 310 (recommended)	3

A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)

Δ **Global Issues and Cultures:** Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS	42
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MAJOR PROGRAM CORE REQUIREMENTS

ACCT 201	3
ACCT 202	3
BA 101	3
BA 226	3
BA 251	3
BA 299	2

In order to enroll in the upper-level Business courses (300-level and above), Business majors must meet the following requirements:

- Complete at least 45 semester hours of college credit (including transfer courses);
- Maintain a Lander GPA of 2.50 or better; and
- Earn a grade of “C” or better in ACCT 201, MATH 211, ECON 101 and ENGL 275.

MGMT 301	3
MKT 301	3
FINA 301	3

BA 304	3
BA 325	3
MGMT 330	3
BA 399	1
BA 414	3
BA 499	1
MAJOR PROGRAM ADDITIONAL REQUIREMENT	
ENGL 275	3
MAJOR PROGRAM EMPHASIS REQUIREMENTS	
HCMT 111	1
HCMT 201	3
HCMT 301	3
HCMT 311	3
HCMT 410	3
HCMT 490	3
MGMT 315	3
Select 3 courses from the following list:	9
HCMT 315	
HCMT 369	
HCMT 402	
MGMT 411	
TOTAL MAJOR PROGRAM REQUIREMENTS	71
ADDITIONAL ELECTIVES	7
TOTAL FOR BS DEGREE	120

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses
<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: BUSINESS ADMINISTRATION
EMPHASIS: MANAGEMENT/MARKETING

Credit Hours

GENERAL EDUCATION REQUIREMENTS (For approved courses see the [General Education section.](#))

A. Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B. Behavioral and Social Perspectives (6 hours selected from 2 different disciplines) ECON 101	3
Behavioral and Social Perspectives elective	3
C. Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required) MATH 211	3
1 lab science	4
D. Core Academic Skills (13 hours) ENGL 101	3
ENGL 102	3
MATH 121	3
Foreign Language	3
LINK 101	1
FALS 101 (15 FALS-approved events)	0
E. General Education Electives A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)	
Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.	
TOTAL GENERAL EDUCATION REQUIREMENTS	42

MAJOR PROGRAM CORE REQUIREMENTS

ACCT 201	3
ACCT 202	3
BA 101	3
BA 226	3
BA 251	3
BA 299	2

In order to enroll in the upper-level Business courses (300-level and above), Business majors must meet the following requirements:

- Complete at least 45 semester hours of college credit (including transfer courses);
- Maintain a Lander GPA of 2.50 or better; and
- Earn a grade of “C” or better in ACCT 201, MATH 211, ECON 101 and ENGL 275.

MGMT 301	3
MKT 301	3
FINA 301	3
BA 304	3
BA 325	3

MGMT 330	3
BA 399	1
BA 414	3
BA 499	1
MAJOR PROGRAM ADDITIONAL REQUIREMENT	
ENGL 275	3
MAJOR PROGRAM EMPHASIS REQUIREMENTS	
MGMT 315	3
MGMT 325	3
MGMT 340	3
MKT 415	3
MKT 420	3
MKT 440	3
One business elective 300-level or above (ACCT, BA, ECON, HCMT, MGMT, or MKT)	3
TOTAL MAJOR PROGRAM REQUIREMENTS	64
ADDITIONAL ELECTIVES	14
TOTAL FOR BS DEGREE	120

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses
<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

COLLEGE OF EDUCATION

Judith A. Neufeld, Ph.D.
Dean of the College of Education
Professor of Education

Katie Whatley, Administrative Assistant
Jan M. Champion, Administrative Specialist
Lauren Cook, Administrative Specialist
Martine Fezler, Program Specialist

Department of Teacher Education

Lee Vartanian, Ph.D.
Chair of the Department of Teacher Education
Professor of Education
Teaching Fellows Director

Tia Adger, Ed.D.
Assistant Professor of Teacher
Education
Matthew Collier, MA
Lecturer of Teacher Education
Barbara A. Ervin, M.Ed.
Associate Professor of Education,
Director of Montessori Program
Michael Farmer, Ph.D.
Assistant Professor of Teacher
Education
Rebecca M. B. Fernandez, M.Ed.
Lecturer of Teacher Education
Coordinator of Field Experiences

Susan Fernandez, Ed.D.
Assistant Professor of Education
Elementary Education Program Coordinator
Carol Hoyle, Ph.D.
Assistant Professor of Special Education,
Special Education Program Coordinator
Tod Kenney, Ed.D.
Assistant Professor of Teacher Education
Tamara Pack
Lecturer of Teacher Education
Christine Sacerdote, Ed.D.
Associate Professor of Teacher Education
Early Childhood Program Coordinator
Mary Jane Trainor, M.Ed.
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Department of Physical Education and Exercise Science

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Craig Pfeifer, Ph.D.

Assistant Professor of Exercise Science

Pragya Sharma-Ghimire, Ph.D.

Assistant Professor of Physical Education and
Exercise Science

Kim Spangler, MA

Lecturer of Physical Education and Exercise
Science

PROGRAMS OF STUDY IN THE COLLEGE OF EDUCATION

Department of Teacher Education Degree Programs

BS in Early Childhood Education

BS in Early Childhood Education with Montessori Emphasis

BS in Elementary Education

BS in Special Education - Multicategorical

M.Ed. in Montessori Education (Please see the Lander University Graduate Catalog for details)

M.Ed. in Teaching and Learning (Please see the Lander University Graduate Catalog for details)

Department of Physical Education and Exercise Science Degree Programs

BS in Exercise Science

BS in Physical Education with K-12 Teacher Certification

DEPARTMENT OF TEACHER EDUCATION

The primary mission of the Lander University Department of Teacher Education is the development of each student as a Professional Educator. In an ethical, caring environment, the Professional Education Unit seeks to empower and encourage students to become competent professionals, lifelong learners and responsible citizens. The programs within the Professional Education Unit are designed to help students gain knowledge, skills and preferred dispositions that characterize Professional Educators. All Teacher Education Programs are accredited by the appropriate specialty professional association and the unit is accredited by the National Council for Accreditation of Teacher Education (NCATE).

All teacher education programs at Lander University are guided by Lander's conceptual framework for teacher education. This framework provides direction for programs, courses, teaching and teacher candidate assessment. The following four broad learner outcomes, and associate elements, delineate expectations for all teacher education candidates.

The Professional Educator demonstrates these Learner Outcomes:

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, align state 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 deliberate attempts to respect 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 Oral and written communication is generally 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 evidenced 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.

Department of Teacher Education Preferred Dispositions

Each semester, Teacher Candidates 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. 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 educator’s own growth and professional development.” Teacher Candidates are expected to exhibit exemplary dispositions.

Teacher Candidate dispositions are documented and evaluated each semester. In order to ensure the quality of the Teacher Education program, Teacher Candidates who exhibit unacceptable dispositions may be removed from the program. The Department of Teacher Education expects its Teacher Candidates to exhibit the following dispositions:

- 1. The Teacher Candidate demonstrates a commitment to Lander's Department of Teacher Education and its school and professional partners by:
 - a. Being punctual for classes and clinical experiences
 - b. Completing all readings and assignments.
 - c. Communicating honestly with instructors and supervisors
 - d. Dressing in a professional manner.
 - e. Using standard oral language that is appropriate to its audience.
 - f. Using standard written language that is appropriate to its audience.
 - g. Taking responsibility for one's behavior.
- 2. The Teacher Candidate demonstrates a commitment to student learning by:
 - a. Treating all students in an equitable manner.
 - b. Respecting diversity in abilities, learning styles and cultures.
 - c. Exhibiting a caring attitude.
 - d. Exhibiting enthusiasm for the learning process.
 - e. Protecting the health and safety of students.
 - f. Communicating effectively with families.
 - g. Advocating for students
- 3. The Teacher Candidate demonstrates a commitment to the profession by:
 - a. Being prepared for all tasks and functions of the workplace.
 - b. Maintaining confidentiality.
 - c. Seeking advice and feedback.
 - d. Being a reflective practitioner.
 - e. Collaborating with others.
 - f. Presenting one's qualifications with honesty.
 - g. Participating in opportunities for professional development.

Undergraduate Teacher Education Programs

Students may take courses leading to teacher certification in a variety of fields including early childhood education, elementary education, special education, secondary content areas, and PK-12 education. Students should consult with their academic advisors early in their college careers to ensure all required courses are completed.

Student Eligibility Guidelines

The student planning to complete a teacher education program should be aware of state laws and regulations governing teacher certification. Although the administration of Lander University attempts to incorporate all such laws and regulations within the programs described in the University catalog, there always exists the likelihood that the State Board of Education will take action on teacher certification matters not addressed in the catalog. A teacher education major is required to complete the major program and teacher education requirements under the catalog current at the time of his or her admission to the teacher education program or any appropriate subsequent catalog and to meet all state regulations governing teacher certification.

Students are encouraged to discuss the teacher education program and teacher certification with their advisors on a regular basis. Students are also invited to discuss these issues with the Chair of the Department of Teacher Education.

Students enrolled in an undergraduate program leading to initial certification must meet specific requirements to enter into and progress through the teacher education program. Progression through the Teacher Education program occurs in four stages: (1) Initial Status (freshman year), (2) Provisional Status (sophomore year), (3) Formal Status (junior year) and (4) Candidate Status (senior year). Program specific requirements must be met before students move from one stage to the next. The progression for each program is explained below. **(Transfer and second degree students please note special sections.)**

Students enrolled in Early Childhood, Elementary, or Special Education:

Requirements for students will to move from the **Initial (Freshmen) Status to Provisional (Sophomore) Status** if the following requirements are met:

1. Submit a passing score on at least one section of PRAXIS Core (reading, writing and math) no later than by August 1 prior to beginning of sophomore.

PRAXIS Core Exemptions:

- Students scoring 22 on the ACT, 1100 on the redesigned SAT (Evidence-based Reading and Writing and Math), or 1650 on the three-part SAT (Math, Reading and Writing) in lieu of PRAXIS Core may exempt all three subtests of PRAXIS core. ACT Core Score of 22 exempts all 3 sections of PRAXIS Core.
 - Students with a score of 550 on the Evidence-based Reading and Writing portion of the SAT may exempt the Reading and Writing subtests of PRAXIS Core. SAT 1650 (Math, Reading, and Writing) exempts all 3 sections of PRAXIS Core.
 - Students with a score of 550 on the Math portion of the redesigned SAT may exempt the Math subtest of PRAXIS Core. SAT 1100 (Evidence-Based Reading, Writing, and Math) exempts all 3 sections of PRAXIS Core.
 - Students who earned a score of at least 22 on the ACT English Test may exempt the Reading and Writing subtests of PRAXIS Core. PRAXIS Math: ACT Math Score of 22; or SAT Math Score of 550.
 - Students who earned a score of at least 22 on the ACT Math Test may exempt the Mathematics subtest of PRAXIS Core. PRAXIS Reading and Writing: ACT English Test Score of 22; or SAT Reading and Writing Score of 550.
2. Complete EDUC 210 and EDUC 106 with a “B” or higher and demonstrate at target professional behaviors and dispositions in this course.
 3. Complete EDUC 106.Field Experience with a “B” or higher and demonstrate at target professional behaviors and dispositions in this experience.
 3. Successfully complete an oral interview with Teacher Education faculty
 4. Demonstrate at target professional behaviors and dispositions at all times.

Students not meeting one or more of the requirements will not progress to Provisional Status and should meet with their advisor to discuss options.

Requirements for students to will move from the **Provisional (Sophomore) Status to Formal Junior Status**: if the following requirements are met:

1. Maintain a minimum 2.75 GPA on Lander coursework prior to beginning of Junior year. by the end of the second summer session
2. Submit a passing score on all 3 sections of PRAXIS Core by August 1 prior to beginning of Junior year or meet the PRAXIS Core Exemptions above. Complete EDUC 223 and EDUC 321 (ELEM/SPED) or MONT 474 (ECE) with a “B” or higher and at target professional behaviors and dispositions
3. ELEM/SPED Majors: Complete EDUC 206, Field Experience and EDUC 207, Field Experience EDUC 223, and EDUC 321 with a “B” or higher and demonstrate at target professional behaviors and dispositions in these experiences
4. ECED/ Majors: Complete EDUC 206, EDUC 207, EDUC 223, and MONT 474 with a “B” or higher. Submit and earn a passing score on the Sophomore Portfolio
5. Demonstrate at target professional behaviors and dispositions

Students not meeting one or more of the requirements will not progress to Formal Status and should meet with their advisor to discuss options.

Requirements for students to will **move from the Formal (Junior) Status to Candidate (Senior) Status**: if the following requirements are met:

1. Maintain a minimum 2.75 GPA on Lander coursework prior to beginning of Junior year by the end of the second summer session
2. Submit Provide evidence of obtaining a passing score on PRAXIS II by August 1 prior to beginning of Senior year
3. Complete EDUC 329, SPED 3229, or ECED 329 EDUC/ECED/SPED 329. Field Experience with a “B” or higher and demonstrate at target average professional behaviors and dispositions in this experience
4. Demonstrate at target professional behaviors and dispositions at all times
5. Complete University General Education FALS requirement

Students not meeting one or more of the requirements will not progress to Candidate Status.

Students enrolled in Secondary or PK-12:

Initial Level (First Year)

1. Participate in initial Advising and Induction.
2. Take PRAXIS Core or exempt with 22 ACT or 1100 SAT score.
3. Maintain a 3.0 GPA in all professional courses; achieve a grade of “B” or higher in each field experience; achieve a grade of “C” or higher in all EDUC, ECED, and SPED courses (see catalog for further details, including each department's GPA requirements within the specific content area).

Provisional Level (Second Year)

1. Complete Initial Level requirements.
2. Complete a SLED check.
3. Display professional dispositions and behavior at target levels.
4. Obtain a minimum 2.75 GPA on Lander coursework; maintain a 3.0 GPA in all professional courses; achieve a grade of “B” or higher in each field experience; achieve a grade of “C” or higher in all EDUC, ECED, and SPED courses (see catalog for further details, including each department's GPA requirements within the specific content area).
5. Pass PRAXIS Core or exempt with 22 ACT or 1100 SAT score.
6. Submit Sophomore Portfolio.
7. Gather and submit references.
8. Successfully complete an (April) oral interview with Teacher Education faculty.
9. Successfully complete other reviews as required by departments in specific content areas.

Formal Level (Third Year)

1. Complete Provisional Level requirements.
2. Display professional dispositions and behavior at target levels.
3. Obtain a minimum 2.75 GPA on Lander coursework; maintain a 3.0 GPA in all professional courses; achieve a grade of “B” or higher in each field experience; achieve a grade of “C” or higher in all EDUC, ECED, and SPED courses (see catalog for further details, including each department's GPA requirements within the specific content area).
4. Participate in Induction and Pinning Ceremony.
5. Successfully complete departmental requirements for PRAXIS II.
6. Successfully complete other departmental requirements, reviews, projects, or milestones.

Candidate Level (Fourth Year)

1. Complete Formal Level requirements.
2. Complete FALS requirements before student teaching semester.
3. Enter candidacy with formal admission to the teacher education program.
4. Display professional dispositions and behavior at target levels.
5. Obtain a minimum 2.75 GPA on Lander coursework; maintain a 3.0 GPA in all professional courses; achieve a grade of “B” or higher in each field experience; achieve a grade of “C” or higher in all EDUC, ECED, and SPED courses (see catalog for further details, including each department's GPA requirements within the specific content area).
6. Successfully complete departmental requirements for PRAXIS II.
7. Successfully complete departmental requirements for PLT.
8. Successfully complete other departmental requirements, reviews, projects, or milestones.

Criteria Governing Admission to Clinical Practice (Student Teaching)

To be recommended for clinical practice, a student must:

1. Meet all requirements to progress to Candidate Level Status.
2. Submit an application for Student Teaching Approval and Initial Certification and required documentation to the State Department of Education six (6) months prior to scheduled student teaching semester.

Fall clinical practice applications are due February 15th.

Spring clinical practice applications are due by June 15th.

Late applications cannot be accepted.

3. Submit an additional Student Teacher Placement Request Form to the Field Experience Coordinator by the second Monday in September for spring clinical practice and the second Monday in February for fall clinical practice.
4. Complete all general education courses. If more than two general education courses have not been completed, approval by the Dean of the College of Education and the dean of the student's academic major is required.
5. Be approved by the Unit Faculty.

Students who fail to meet these criteria and are not granted admission to clinical practice will have the right to request an appeal through the Teacher Preparation Assessment Sub-Committee. Such requests will be directed to the Sub-Committee through the Dean of the College of Education.

Criteria Governing Submission of Recommendation for South Carolina Certification

South Carolina requires all applicants for teacher licensure to successfully complete a criminal background check. South Carolina /Teacher Licensure requirements can be found at

http://ed.sc.gov/scdoe/assets/File/educators/certification/forms/Application_Instructions_2016.pdf

Additional criteria include:

1. Successful completion of all program requirements.

2. A grade of “B” or higher must be earned in Clinical Practice.
3. Minimum GPA of 2.75.
4. Satisfactory performance on:
 - a. South Carolina performance assessment instrument for teacher candidates;
 - b. PRAXIS II specialty subject test or the State-Sponsored Testing Program for the proposed area(s) of certification; and
 - c. State-required Principles of Learning and Teaching (PLT) for area of certification.
5. Demonstrating “Target” or “Exceeds Target” level of competence in all learner outcomes on the Clinical Practice Final Assessment.

Although failure to meet the above GPA and testing requirement will not preclude a student from receiving a baccalaureate degree, a student cannot be recommended for South Carolina certification without meeting these requirements. Lander University offers teacher education programs that have been approved by the State Board of Education in the following areas:

Certification Areas

- Art (PK-12)
- Chemistry Education (Secondary) (9-12)
- Early Childhood (PK-3)
- Elementary (2-6)
- English (Secondary) (9-12)
- Mathematics (Secondary) (9-12)
- Music (choral, instrumental, or keyboard) (PK-12)
- Physical Education (PK-12)
- Social Studies - History (Secondary) (9-12)
- Special Education (Multi-categorical) (PK-12)

Students are best prepared to teach when they complete a full program of study. Lander University will recommend candidates for certification in one teaching area. Students who have completed a program of study in one area and are interested in adding an additional certification should work closely with their advisor. Updated requirements for certification are published by the South Carolina Department of Education annually on July 1. For this reason, we strongly advise students to contact the South Carolina State Department of Education concerning the required coursework.

Students Transferring to Lander and Enrolling in an Undergraduate Teacher Education Program:

1. Have a minimum grade point average (GPA) of 2.75.
2. Submit a passing score on Math, Reading, and Writing sections of PRAXIS Core. Students can provide evidence of a composite score of 24 on the ACT or combined score of 1650 (or 1100 on combined math/reading scores) on the SAT in lieu of PRAXIS Core scores.

Coursework required to complete an undergraduate teacher education program will be determined by examining prior experience and coursework completed at other institutions. Specific program requirements will be addressed on an individual basis by the Dean of the College in consultation with the student's advisor.

MONTESSORI EMPHASIS

Undergraduate students majoring in early childhood education may add the Montessori emphasis by completing 18 additional hours in Montessori methods. Students must be fully admitted to the teacher education program and be recommended by the Director of the Montessori program to enroll in Montessori classes.

Additional courses:

MONT 470 Montessori Methods: Practical Life	3
MONT 471 Montessori Methods: Sensorial	3

MONT 472 Montessori Philosophy, Educational Theory and Administration/Parent Education	3
MONT 473 Methods of Observation and Classroom Leadership	3
MONT 475 Montessori Methods: Mathematics	3
MONT 493 Montessori Methods: Integrated Curriculum	<u>3</u>
Total	18 hours

THERAPEUTIC HORSEMANSHIP MINOR

To obtain a minor in Therapeutic Horsemanship, students must complete between 19 to 20 hours of credit in courses from two disciplines in the following distribution:

SPED 223 Introduction to Exceptional Learners, K-12	or	
PEES 420 Exceptional Physical Education for Special Populations		3
PEES 199 Adult CPR and First Aid (or evidence of certification)		0-1
SPED 150 Basics of Therapeutic Horsemanship		3
SPED 250 Principles of Therapeutic Horsemanship		3
SPED 260 Therapeutic Horse Movement		3
PEES 210 Human Anatomy/Movement		4
SPED 270 Therapeutic Horsemanship Program		<u>3</u>
Total:		19-20 hours

CALL ME MISTER PROGRAM (Mentors Instructing Students Toward Effective Role Models)

The mission of the Call Me MISTER initiative is to increase the pool of available teachers from a broader more diverse background particularly among the state's lowest performing elementary schools. The MISTER initiative attempts to accomplish this by providing academic, social, and financial support to under-represented individuals interested in entering the teaching profession. Program applicants must be entering freshmen or transfer students from other Call Me MISTER programs.

MISTERS receive advanced enrichment programs, professional development opportunities during summer months, involvement with communities, networking with other MISTERS throughout the State, and up to \$5000 in scholarships for each of four years while they complete a degree leading to teacher certification in a PK-8th grade level area. This scholarship or loan forgiveness program can provide for tuition only and is administered by the Clemson University Call Me MISTER program. Funding levels may vary from year to year. MISTERS agree to teach in South Carolina one year for every year they receive the scholarship.

Application for the Call Me MISTER program is available on the lander website www.lander.edu/goto/Mister.

TEACHING FELLOWS PROGRAM

In 1999, the SC General Assembly, recognizing the shortage of teachers in our State, funded the Teaching Fellows Program for South Carolina. The mission of the South Carolina Teaching Fellows Program is to recruit talented high school seniors into the teaching profession and to help them develop leadership qualities. The program provides up to 200 high school seniors who have exhibited high academic achievement, a history of service to the school and community, and a desire to teach South Carolina's children. Lander University is allowed a maximum of 26 Fellowships per freshman class.

Teaching Fellows receive advanced enrichment programs, professional development opportunities during summer months, involvement with communities and businesses throughout the State, and approximately \$6000 in scholarships for each of four years while they complete a degree leading to teacher certification. The scholarships provide for tuition and board and for summer enrichment programs administered by the South Carolina Center for Educator Recruitment, Retention and Advancement (CERRA). Funding levels may vary from year to year. Fellows agree to teach in South Carolina one year for every year they receive the fellowship.

Applications for the Teaching Fellows Program are available online (www.cerra.org) and must be submitted by the deadline posted on the site.

TEACHER EDUCATION MAJORS

Students enrolled in the teacher education program take a sequence of courses from general education, specialized content, professional education, and a series of field experiences that culminate with clinical practice or student teaching.

The early childhood education program includes study and practice of specialized teaching methods appropriate for young children and a broad range of content preparation. A student majoring in elementary education will study and practice methods appropriate for the elementary classroom and take courses related to all of the academic areas normally taught in the elementary school. The special education degree program is built on a foundation of specialized content courses, which addresses the competencies for teaching students with mild to moderate disabilities. These courses provide the needed background for multi-categorical certification. Program requirements for secondary education programs are delineated in this catalog within each major offering teacher certification. Each program includes study and practice of teaching methods and content appropriate for the subject area.

A student planning to major in education should consult with his/her advisor in both the major area and teacher education early and regularly in his or her academic program in order to make needed decisions regarding program requirements and course sequencing. Secondary and PK-12 majors should request an advisor in education as well as the content area.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: EARLY CHILDHOOD EDUCATION

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A. Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B. Behavioral and Social Perspectives (6 hours selected from 2 different disciplines) HIST 101, HIST 102, HIST 111, HIST 112, HIST 121, HIST 122 Behavioral and Social Perspectives elective	3 3
C. Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required) 1 lab science 1 Mathematics	4 3
D. Core Academic Skills (13 hours) ENGL 101 ENGL 102 Mathematics Foreign Language LINK 101 FALS 101 (15 FALS-approved events)	3 3 3 3 1 0
E. General Education Electives Δ EDUC 309 PEES 175 PEES 176	3 2 1

A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)

Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS	42
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MAJOR PROGRAM CORE REQUIREMENTS

Section 1. Courses in Section 1 can be taken by students with **Initial Status***

EDUC 106	0.5
EDUC 210	3
MATH 203	3

Section 2. Courses in Section 2 can be taken by students with **Provisional Status***

EDUC 204	3
EDUC 206	0.5
EDUC 207	0.5
EDUC 223	3
ECED 222	3

SPED 223	3
MONT 474	3
Section 3: Professional Education Content Preparation; courses in Section 3 must be taken together by students with Formal Status*	
EDUC 300	3
EDUC 302	3
EDUC 306	3
EDUC 345	3
ECED 227	3
ECED 307	3
ECED 322	3
ECED 323	3
ECED 329	2
ECED 405	3
Section 4: Professional Education Yearlong Internship; courses in Section 4 must be taken by students with Candidate Status* in a Fall/Spring sequence. Successful completion of PRAXIS II is required for enrollment in these course.	
Fall Semester Courses:	
ECED 429	6
ECED 427	3
SPED 321	3
MAJOR PROGRAM ADDITIONAL REQUIREMENTS	
Spring Semester Courses:	
EDUC 461	11
EDUC 499	1
TOTAL MAJOR PROGRAM REQUIREMENTS	75.5
ADDITIONAL ELECTIVES	3
TOTAL FOR BS DEGREE	120.5

*Status, as defined on page 191-193, is determined by factors which include, but are not limited to: PRAXIS Core scores, GPA, course completion, program assessments, and maintenance of professional dispositions.

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses

<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: EARLY CHILDHOOD EDUCATION
EMPHASIS: MONTESSORI

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A. Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B. Behavioral and Social Perspectives (6 hours selected from 2 different disciplines) HIST 101, HIST 102, HIST 111, HIST 112, HIST 121, HIST 122 Behavioral and Social Perspectives elective	3 3
C. Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required) 1 lab science 1 Mathematics	4 3
D. Core Academic Skills (13 hours) ENGL 101 ENGL 102 Mathematics Foreign Language LINK 101 FALS 101 (15 FALS-approved events)	3 3 3 3 1 0
E. General Education Electives Δ EDUC 309 PEES 175 PEES 176	3 2 1

A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; or Foreign Language; or courses approved for category E)

Δ **Global Issues and Cultures:** Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS 42

MAJOR PROGRAM CORE REQUIREMENTS (section 3B and section 4 include Montessori emphasis requirements as noted)

Section 1. Courses in Section 1 can be taken by students with **Initial Status***

EDUC 106	0.5
EDUC 210	3
MATH 203	3

Section 2. Courses in Section 2 can be taken by students with **Provisional Status***

EDUC 204	3
EDUC 206	0.5

EDUC 207	0.5
EDUC 223	3
ECED 222	3
SPED 223	3
MONT 474	3
Section 3: Professional Education Content Preparation; courses in Section 3 must be taken together by students with Formal Status*	
EDUC 300	3
EDUC 302	3
EDUC 306	3
EDUC 345	3
ECED 227	3
ECED 307	3
ECED 322	3
ECED 323	3
ECED 329	2
ECED 405	3
Section 3B: MAJOR PROGRAM EMPHASIS REQUIREMENTS	
MONT 470	3
MONT 471	3
MONT 472	3
MONT 473	3
MONT 475	3
MONT 493	3
Section 4: Professional Education Yearlong Internship; courses in Section 4 must be taken by students with Candidate Status* in a Fall/Spring sequence. Successful completion of PRAXIS II is required for enrollment in these course.	
Fall Semester Courses:	
ECED 429	6
ECED 427	3
SPED 321	3
MONT 429 (Major Program Emphasis Requirement)	3
MAJOR PROGRAM ADDITIONAL REQUIREMENTS	
Spring Semester Courses:	
EDUC 461	7
EDUC 499	1
MONT 461	3
TOTAL MAJOR PROGRAM REQUIREMENTS	95.5
TOTAL FOR BS DEGREE	137.5

*Status, as defined on page 191-193, is determined by factors which include, but are not limited to: PRAXIS Core scores, GPA, course completion, program assessments, and maintenance of professional dispositions.

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses
<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: ELEMENTARY EDUCATION

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A. Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B. Behavioral and Social Perspectives (6 hours selected from 2 different disciplines) HIST 101, HIST 102, HIST 111, HIST 112, HIST 121, HIST 122 Behavioral and Social Perspectives elective	3 3
C. Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required) 1 lab science 1 Mathematics	4 3
D. Core Academic Skills ENGL 101 ENGL 102 Mathematics Foreign Language LINK 101 FALS 101 (15 FALS-approved events)	3 3 3 3 1 0
E. General Education Electives Δ EDUC 309 PEES 175 PEES 176	3 2 1

A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)

Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS	42
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MAJOR PROGRAM CORE REQUIREMENTS

Section 1. Courses in Section 1 can be taken by students with Initial Status*	
EDUC 106	0.5
EDUC 210	3
MATH 203	3
Section 2. Courses in Section 2 can be taken by students with Provisional Status*	
EDUC 204	3
EDUC 206	0.5
EDUC 207	0.5
EDUC 223	3
EDUC 240	3

PEES 201	3
EDUC 321	3
SPED 223	3
Section 3: Professional Education Content Preparation; courses in Section 3 must be taken together by students with Formal Status*	
EDUC 300	3
EDUC 302	3
EDUC 306	3
EDUC 322	3
EDUC 327	3
EDUC 329	2
EDUC 345	3
EDUC 424	3
Section 4: Professional Education Yearlong Internship; courses in Section 4 must be taken by students with Candidate Status* in a Fall/Spring sequence. Successful completion of PRAXIS II is required for enrollment in these course.	
Fall Semester Courses:	
EDUC 429	7
EDUC 307	2
EDUC 421	3
EDUC 430	3
Spring Semester Courses:	
EDUC 461	11
EDUC 499	1
TOTAL MAJOR PROGRAM REQUIREMENTS	74.5
ADDITIONAL ELECTIVES	4
TOTAL FOR BS DEGREE	120.5

*Status, as defined on page 191-193, is determined by factors which include, but are not limited to: PRAXIS Core scores, GPA, course completion, program assessments, and maintenance of professional dispositions.

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses
<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: SPECIAL EDUCATION

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A. Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B. Behavioral and Social Perspectives (6 hours selected from 2 different disciplines) HIST 101, HIST 102, HIST 111, HIST 112, HIST 121, HIST 122 Behavioral and Social Perspectives elective	3 3
C. Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required) 1 lab science 1 Mathematics	4 3
D. Core Academic Skills (13 hours) ENGL 101 ENGL 102 Mathematics Foreign Language LINK 101 FALS 101 (15 FALS-approved events)	3 3 3 3 1 0
E. General Education Electives Δ EDUC 309 PEES 175 PEES 176	3 2 1

A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)

Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS	42
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MAJOR PROGRAM CORE REQUIREMENTS

Section 1. Courses in Section 1 can be taken by students with **Initial Status***

EDUC 106	0.5
EDUC 210	3
MATH 203	3

Section 2. Courses in Section 2 can be taken by students with **Provisional Status***

EDUC 204	3
EDUC 206	0.5
EDUC 207	0.5
EDUC 223	3
EDUC 240	3

EDUC 321	3
SPED 223	3
SPED 240	3
Section 3: Professional Education Content Preparation; courses in Section 3 must be taken together by students with Formal Status*	
EDUC 300	3
EDUC 322 or EDUC 424	3
EDUC 327	3
EDUC 345	3
SPED 321	3
SPED 329	2
SPED 341	3
SPED 356	3
Section 4: Professional Education Yearlong Internship; courses in Section 4 must be taken by students with Candidate Status* in a Fall/Spring sequence. Successful completion of PRAXIS II is required for enrollment in these courses.	
Fall Semester Courses:	
SPED 423	3
SPED 429	6
SPED 434	3
SPED 451	3
Spring Semester Courses:	
EDUC 461	11
EDUC 499	1
TOTAL MAJOR PROGRAM REQUIREMENTS	75.5
ADDITIONAL ELECTIVES	3
TOTAL FOR BS DEGREE	120.5

* Status, as defined on page 191-193, is determined by factors which include, but are not limited to PRAXIS Core scores, GPA, course completion, program assessments, and maintenance of professional dispositions.

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses

<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

DEPARTMENT OF PHYSICAL EDUCATION AND EXERCISE SCIENCE

Two degrees are offered by the Department of Physical Education and Exercise Science: the Bachelor of Science in Physical Education-Teacher Education and the Bachelor of Science in Exercise Science. The degree programs are uniquely designed to thoroughly prepare students in their chosen professions. The goals listed for each program will be fostered through a carefully arranged and diverse variety of educational and practical opportunities.

Students majoring in Physical Education-Teacher Education, or Exercise Science must earn a grade of “C” or higher* in all major program requirements. Each major within the Department of Physical Education and Exercise Science has specific standards for admission and continuation in the respective program. Failure to maintain the requirements, including GPA, for each of the respective programs throughout the student's enrollment will result in probation or suspension from the program. PEES majors will be allowed to repeat courses if the following conditions are met:

1. Courses classified as Program Requirements may be repeated only once. A student who fails to complete a PEES course successfully (“C” or better*) within two attempts may not continue as a major in Physical Education-Teacher Education, or Exercise Science.
2. A student may not repeat more than a total of two 300- and 400-level PEES courses.

Further, all students majoring in Physical Education-Teacher Education, or Exercise Science must complete all University and Departmental assessment requirements. This includes passing the PEES Professional Knowledge Inventory test and demonstrating proficiency and certification in cardiopulmonary resuscitation (CPR) and standard first aid. *Assessment activities will be administered in the PEES 499 Capstone Course and satisfactory performance on each assessment criteria is required to receive a passing grade for the course.*

*PEES 490 and PEES 491 - Internships for Exercise Science majors requires a “B” or higher to be considered as passing.

EXERCISE SCIENCE

The Exercise Science program is designed to prepare students for careers in public, private, hospital, and corporate wellness programs, industrial and cardiac rehabilitation programs as well as fitness and conditioning programs. The student will also be well prepared for graduate study in areas such as cardiac rehabilitation, exercise physiology, physical therapy, and occupational therapy.

Curriculum

A Bachelor of Science in Exercise Science consists of 29 hours of major core courses, 26 hours of additional courses for the major (including a three-hour computer course and a speech course), 42 hours of general education courses, and 25 hours of additional electives.

Program Goals

The goals of the Lander University Exercise Science Major prepare students to be able to:

1. Identify and discuss major factors in the evolution of the field of exercise science from its early historical roots to its present position in exercise related careers;
2. Describe and apply bioscience (anatomical, physiological/biochemical, and biomechanical) concepts and changes occurring in the human organism to physical activity, conditioning, and health-related fitness across the lifespan;
3. Describe and utilize a variety of methods, techniques, and procedures to assess the health related components of fitness and subsequently develop appropriate exercise prescriptions that address physical activity, conditioning, and health-related fitness in diverse populations;
4. Understand the scientific method of conducting research and possess the ability to utilize discipline-based research in order to analyze the validity of health-related consumer information; and

5. Exhibit professional dispositions in the exercise-related community conducive to promoting healthy lifestyles.

Student Eligibility

A student may declare a major in Exercise Science (Level I/pre-professional) upon enrollment in the university. However, Exercise Science majors will not be allowed to enroll in 300- and 400-level (professional) exercise science courses until they have been formally accepted into Level II (professional) of the Exercise Science Program. Students may be admitted into Level II of the Exercise Science Program at Lander University provided the following criteria are met:

1. Submission of a completed Exercise Science Program Application that can be downloaded from the website or obtained from the Director of the Exercise Science Program.
2. Completion of a minimum of 30 semester hours of coursework including PEES 175 (2 credits), PEES 202 (3 credits), PEES 210* (4 credits), and PEES 219 (3 credits).
3. A minimum cumulative Lander grade point average (GPA) of 2.75 on a 4.0 scale.
4. Successfully complete departmental Professional Knowledge Inventory (PKI).

Students applying for admission must submit application materials by the first Monday of October, February, or June (depending on class standing) to the Director of the Exercise Science Program. Those who are denied admission to Level II of the Exercise Science Program may re-submit their application materials upon successful completion of all admission requirements.

Transfer and Second Degree Students

Transfer and second degree students will be considered for admission to Level II of the Exercise Science Program upon the completion of the above admission criteria. The Exercise Science Program screening committee reserves the right to determine what (if any) coursework from other colleges and universities will be accepted toward satisfaction of these requirements.

Program Requirements

Students who are admitted to Level II of the Exercise Science Program will be subject to ongoing evaluation. To continue in good standing, students must maintain a minimum cumulative Lander GPA of 2.75. A student who fails to maintain any of the above requirements will be given one semester (probationary period) to re-establish compliance with the requirement(s) before being withdrawn from the program (suspension). Students withdrawn from the program as a result of suspension will not be allowed to enroll in any upper-level exercise science courses but will be allowed to repeat courses if the following conditions are met:

1. Courses classified as Program Requirements may be repeated **only once**. A student who fails to complete a PEES course successfully (“C” or better**) within two attempts **may not continue as a major in Exercise Science**.
2. A student **may not repeat more than a total of two 300- and 400-level PEES courses**.

A student can only be on probation one time. In the case that a student is suspended from the program and is then reinstated, a subsequent failure to maintain standards will result in suspension and not another probation.

*PEES 210 may be substituted with BIOL 202 for Physical/Occupational Therapy concentrations.

**PEES 490 I and II requires a “B” or higher to be considered as passing.

PHYSICAL EDUCATION TEACHER CERTIFICATION

The Bachelor of Science in Physical Education-Teacher Education (K-12) prepares a student for teaching careers in the public schools. The Physical Education-Teacher Education (K-12) is guided by the National Association of Sport and Physical Education (NASPE) and the Council for the Accreditation of Educator Preparation (CAEP), The National Council for Accreditation of Teacher Education (NASPE/NCATE) standards for beginning physical education teachers and aligned with Lander University’s conceptual framework for teacher education.

Accreditation

The Physical Education-Teacher Education (K-12) major is recognized and accredited by NASPE/NCATE/CAEP.

Curriculum

A Bachelor of Science in Physical Education-Teacher Education (K-12) consists of 41 hours of major core courses, 22 hours of additional courses for the major (including a three-hour computer course), 18.5 hours of teacher certification requirements, and 42 hours of general education courses.

Program Goals

The goals of the Lander University Physical Education-Teacher Education Major prepare students to be able to:

1. Identify and discuss major factors in the evolution of the field of Physical Education-Teacher Education from its early historical roots to its present position in the teaching profession;
2. Describe and apply bioscience (anatomical, physiological/biochemical, and biomechanical) concepts and changes occurring in the human organism to skillful movement, physical activity, conditioning, and fitness across the lifespan;
3. Identify, develop, and utilize a variety of instructional methods and assessment strategies that address the diverse cognitive, psychomotor, and affective learning needs of all students;
4. Describe knowledge of and apply experiences in planning, implementing, and assessing/evaluating a total school program of physical education in accordance with approved national/state content standards and the state physical education assessment program; and
5. Exhibit professional dispositions in the physical education community that promote active, lifelong learners.

Student Eligibility

Students enrolled in Secondary or PK-12:

Initial Level (First Year)

1. Participate in initial Advising and Induction.
2. Take PRAXIS Core or exempt with 22 ACT or 1100 SAT score. Students can provide evidence of a composite score of 24 on the ACT or combined score of 1650 (or 1100 on combined math/reading scores) on the SAT in lieu of PRAXIS Core.
3. Maintain a 3.0 GPA in all professional courses; achieve a grade of “B” or higher in each field experience; achieve a grade of “C” or higher in all EDUC, ECED, and SPED courses (see catalog for further details, including each department's GPA requirements within the specific content area).

Provisional Level (Second Year)

1. Complete Initial Level requirements.
2. Complete a SLED check.
3. Display professional dispositions and behavior at target levels.
4. Obtain a minimum 2.75 GPA on Lander coursework; maintain a 3.0 GPA in all professional courses; achieve a grade of “B” or higher in each field experience; achieve a grade of “C” or higher in all EDUC, ECED, and SPED courses (see catalog for further details, including each department's GPA requirements within the specific content area).
5. Pass PRAXIS Core or exempt with 22 ACT or 1100 SAT score. Students can provide evidence of a composite score of 24 on the ACT or combined score of 1650 (or 1100 on combined math/reading scores) on the SAT in lieu of PRAXIS Core.
6. Submit Sophomore Portfolio.
7. Gather and submit references.
8. Successfully complete an (April) oral interview with Teacher Education faculty.
9. Successfully complete other reviews as required by departments in specific content areas.

Formal Level (Third Year)

1. Complete Provisional Level requirements.
2. Display professional dispositions and behavior at target levels.
3. Obtain a minimum 2.75 GPA on Lander coursework; maintain a 3.0 GPA in all professional courses; achieve a grade of “B” or higher in each field experience; achieve a grade of “C” or higher in all EDUC,

ECED, and SPED courses (see catalog for further details, including each department's GPA requirements within the specific content area).

4. Participate in Induction and Pinning Ceremony.
5. Successfully complete departmental requirements for PRAXIS II.
6. Successfully complete other departmental requirements, reviews, projects, or milestones.

Candidate Level (Fourth Year)

1. Complete Formal Level requirements.
2. Complete FALS requirements before student teaching semester.
3. Enter candidacy with formal admission to the teacher education program.
4. Display professional dispositions and behavior at target levels.
5. Obtain a minimum 2.75 GPA on Lander coursework; maintain a 3.0 GPA in all professional courses; achieve a grade of “B” or higher in each field experience; achieve a grade of “C” or higher in all EDUC, ECED, and SPED courses (see catalog for further details, including each department's GPA requirements within the specific content area).
6. Successfully complete departmental Professional Knowledge Inventory (PKI).
7. Successfully complete departmental requirements for PRAXIS II.
8. Successfully complete departmental requirements for PLT.
9. Successfully complete other departmental requirements, reviews, projects, or milestones.

Failure to maintain the above requirements, including GPA, throughout the student's enrollment will result in probation or suspension from the program. PETE majors will be allowed to repeat courses if the following conditions are met:

1. Courses classified as Program Requirements may be repeated only once. A student who fails to complete a PEES course successfully (“C” or better*) within two attempts **may not continue as a Physical Education major.**
2. A student **may not repeat more than a total of two 300- and 400-level PEES courses.**

SPORTS MANAGEMENT MINOR

The sports management minor provides students with an integrated academic learning environment for understanding the challenges in the business of sport. Successful candidates for the sports management minor will demonstrate understanding of the nature of the sport industry including knowledge of the qualifications, job requirements, and working conditions for a sport industry position. Students must complete the sports management internship in collaboration with the advisor in their major area of study.

The Sports Management Minor consists of 18 semester hours of courses distributed as follows:

Core Required Courses (7-9 semester hours)

SPTM 101.Introduction to Sports Management	3
SPTM 301.Principles of Sports Management, or MGMT 301.Principles of Management, or PEES 308.Organization and Administration of Exercise-Related Professions	3
SPTM 490.INTERNSHIP IN SPORTS MANAGEMENT (Sport-related internship in related major. Students must earn a grade of “B” or higher for the internship to count toward the minor requirements.)	1-3

Nine to twelve hours from among the following

HIST 344.Sport in American History	3
MEDA 215.Sports Communication	3
MEDA 341.Introduction to Public Relations	3
MEDA 360.Writing for Multiple Media	3
PEES 308.Organization and Administration of Exercise-Related Professions (may not be used as an elective if taken in lieu of SPMT 301.Principles of Sports Management or MGMT 301.Principles of Management)	3
PEES 424.Sports Psychology	3
SOCI 356.Sociology of Sports and Leisure	3
SPTM 302.Principles of Sports Marketing	3

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: EXERCISE SCIENCE

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A. Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B. ¹Behavioral and Social Perspectives (6 hours selected from 2 different disciplines)	6
C. Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required)	
MATH 211	3
¹ 1 lab science	4
D. Core Academic Skills	
ENGL 101	3
ENGL 102	3
¹ Mathematics	3
Foreign Language	3
LINK 101	1
FALS 101 (15 FALS-approved events)	0
E. General Education Electives	
PEES 175	2
PEES 176	1
General Education Elective (Δ Global Issues and Cultures)	3

A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)

Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS	42
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MAJOR PROGRAM CORE REQUIREMENTS

PEES 210 or BIOL 202 ¹	4
PEES 219	3
PEES 310	3
PEES 311	4
PEES 341	3
PEES 362	3
PEES 406	3
PEES 490	3
PEES 491	3

MAJOR PROGRAM ADDITIONAL REQUIREMENTS

PEES 144	1
100-Level Sport/Fitness	1
100-Level Sport/Fitness	1
PEES 202	3
PEES 283	1
PEES 308	3
PEES 326	3
PEES 330	3
PEES 402	3
PEES 499	1
CIS 101	3
SPCH 101	3
TOTAL MAJOR PROGRAM REQUIREMENTS	55
ADDITIONAL ELECTIVES	²25
TOTAL FOR BS DEGREE	122

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

¹Students following the PT/OT concentration should take PSYC 101, MATH 121, BIOL 111, and BIOL 202.

Students not following the PT/OT concentration may take any general education course that satisfies each of the general education requirements for the University and may take either PEES 210 or BIOL 202 for the core requirement.

PEES 210 or BIOL 202 is a prerequisite for admission into Level II of the Exercise Science program, along with a minimum cumulative Lander GPA of 2.75.

²Students following the PT/OT concentration should speak with an advisor regarding the specific electives required to meet Physical Therapy or Occupational Therapy prerequisites.

See 4-year major guides for recommended order in which to take courses

<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

Students majoring in Exercise Science who are also interested in Occupational Therapy or Physical Therapy should see 4-year major guides for recommended courses and the order in which to take them

<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: PHYSICAL EDUCATION
CERTIFICATION: K-12 TEACHER CERTIFICATION

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

- | | |
|--|---|
| A. Humanities and Fine Arts
(6 hours selected from different disciplines) | 3 |
| B. Behavioral and Social Perspectives
(6 hours selected from different disciplines) | |
| PSYC 101 | 3 |
| Behavioral and Social Perspectives elective | 3 |
| C. Scientific and Mathematical Reasoning
(7 hours selected from different disciplines, 1 lab science required) | |
| MATH 211 | 3 |
| 1 lab science (PSCI 111 recommended) | 4 |
| D. Core Academic Skills (13 hours) | |
| ENGL 101 | 3 |
| ENGL 102 | 3 |
| Mathematics (MATH 101 or MATH 121) | 3 |
| Foreign Language | 3 |
| LINK 101 | 1 |
| FALS 101 (15 FALS-approved events) | 0 |
| E. General Education Electives | |
| Δ PEES 325 (recommended) or Δ EDUC 309 (recommended) | 3 |
| PEES 175 | 2 |

A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)

Δ **Global Issues and Cultures:** Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS	42
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MAJOR PROGRAM CORE REQUIREMENTS

PEES 210	4
PEES 219	3
PEES 226	3
PEES 228	3
PEES 305	3
PEES 310	3
PEES 311	4
PEES 318	3
PEES 320*	3
PEES 329*	1
PEES 420*	3
PEES 422*	3

PEES 429*	1
PEES 451*	3
PEES 499	1

MAJOR PROGRAM ADDITIONAL REQUIREMENTS

PEES 144	1
PEES 100-Level Sport/Fitness	1
PEES 100-Level Sport/Fitness	1
PEES 204	2
PEES 206	2
PEES 222	2
PEES 223	2
PEES 224	2
PEES 300 or PEES 424	3
PEES 402*	3
EDUC 204 or CIS 101	3

TOTAL MAJOR PROGRAM REQUIREMENTS 63

TEACHER CERTIFICATION REQUIREMENTS

EDUC 203	0.5
EDUC 240	3
EDUC 300* or EDUC 320*	3
EDUC 499*	1
PEES 461*	11

TOTAL TEACHER CERTIFICATION REQUIREMENTS 18.5

TOTAL FOR BS DEGREE 123.5

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

Additional requirements: CPR/FA card during 4 year period as a student

*Student must be admitted to Teacher Education Program.

See 4-year major guides for recommended order in which to take courses

<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

COLLEGE OF SCIENCE AND MATHEMATICS

David A. Slimmer, Ph.D.
Dean of the College of Science and Mathematics
Professor of Physics

Tammie Mallory, Administrative Assistant

Department of Biology

Timothy D. Maze, Ph.D.
Chair of the Department of Biology
Professor of Biology

Lindsey Bowen, BS
Instructor of Biology
Ann E. Butler, MS
Instructor of Biology
Pablo Chialvo, Ph.D.
Assistant Professor of Biology
Kerry A. Hansknecht, Ph.D.
Associate Professor of Biology
Mary Melissa Hayes, Ph.D.
Assistant Professor of Biology
Jason P. Lee, Ph.D.
Associate Professor of Biology
Jennifer J. Maze, Ph.D.
Professor of Biology

Timothy D. Maze, Ph.D.
Professor of Biology
Lisa McDonald, MS
Lecturer of Biology
Mark J. Pilgrim, Ph.D.
Associate Professor of Biology
Emily Prince, Ph.D.
Assistant Professor of Biology
Andrew B. Schwendemann, Ph.D.
Assistant Professor of Biology
Melissa N. Scott, BS
Instructor of Biology
Elisabeth C. Zimmerman, MA
Instructor of Biology

Department of Physical Sciences

Ralph C. Layland, Ph.D.
Chair of the Department of Physical Sciences
Professor of Chemistry

K. Lisa Brodhacker, Ph.D.
Professor of Chemistry
W. Jack Burton, BS
Instructor of Chemistry,
Chemistry Laboratory Manager
James E. Colbert, Ph.D.
Professor of Chemistry
Mary Lou Crowl-Powers, Ph.D.
Lecturer of Chemistry
Michelle L. Deady, Ph.D.
Lecturer of Physics
Diana L. Delach, Ph.D.
Assistant Professor of
Environmental Chemistry

Albert D. Dukes III, Ph.D.
Associate Professor of Chemistry
David E. Gardner, Ph.D.
Professor of Chemistry
Jeffrey M. Hollifield, MS
Lecturer of Chemistry
Ralph C. Layland, Ph.D.
Professor of Chemistry
M. Paige Ouzts, Ph.D.
Professor of Physics
Daniel L. Pardieck, Ph.D.
Professor of Environmental Geology
David A. Slimmer, Ph.D.
Professor of Physics

Department of Mathematics and Computing
Gina P. Dunn, M.Ed.
Chair of the Department of Mathematics and Computing
Associate Professor of Mathematics

Farha N. Ali, Ph.D.
Assistant Professor of
Computer Information Systems
Christopher E. Duncan, Ph.D.
Associate Professor of Mathematics
Gina P. Dunn, M.Ed.
Associate Professor of Mathematics
Teresa Honeycutt, Ed.S.
Lecturer of Mathematics
Salley P. Hyatt, MS
Lecturer of Mathematics

Gilliean Lee, Ph.D.
Professor of Computer Information Systems
André Michelle Lubecke, Ph.D.
Professor of Mathematics
Benjamin Reid, Ph.D.
Assistant Professor of Mathematics
Josie Ryan, Ph.D.
Associate Professor of Mathematics
Kelly C. Young, MMath
Lecturer of Mathematics

PROGRAMS OF STUDY IN THE COLLEGE OF SCIENCE AND MATHEMATICS

Department of Biology Degree Programs

BS in Biology
BS in Biology with Genetics Emphasis

Department of Physical Sciences Degree Programs

BS in Chemistry
BS in Chemistry/Engineering Dual Degree
BS in Chemistry with Forensic Science Emphasis
BS in Chemistry Education, Secondary Certification
BS in Environmental Science

Department of Mathematics and Computing Degree Programs

BS in Computer Information Systems with Software Development Emphasis
BS in Computer Information Systems with Networking Emphasis
BS in Computer Information Systems/Computer Engineering Dual Degree
BS in Mathematics/Engineering Dual Degree
BS in Mathematics
BS in Mathematics Secondary Teacher Certification

DEPARTMENT OF BIOLOGY

The Department of Biology offers the following undergraduate degree programs:

BS in Biology

BS in Biology with an emphasis in genetics

The course requirements for each of these degree programs are on the respective program requirements worksheets (See pages 220-223).

The biology department's webpage (<http://www.lander.edu/biology>) contains information about individual programs of study, a list of departmental scholarships available for students majoring in biology, a downloadable application for those scholarships, a link to on-line applications for these scholarships, and links to the home pages of biology faculty.

Students majoring in biology will gain a solid foundation in the discipline while having the flexibility to tailor the degree to their interests and career goals. Curriculum plans are available for students pursuing an emphasis in genetics as well as for those who wish to focus on cell and molecular biology or ecology and organismal biology. Additional curriculum plans are available for students interested in attending graduate school (to obtain an MS or Ph.D. degree) or one of the many professional school (to obtain a DDS, DVM, MD, OD, OT, PA, or PT degree) after graduation. In addition to specifying particular biology courses, most biology curriculum plans include recommended courses in chemistry, physics, and psychology to properly prepare students for immediate entry into the workforce or admission to graduate and professional schools. The various curriculum plans are presented as four-year registration guides on the registrar's office webpage (<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>).

The department also offers an honors program for outstanding biology majors as well as a minor for students majoring in other areas.

BIOLOGY MAJOR

Lander's degree program in biology provides comprehensive training in the life sciences. The curriculum is based on the Core Concepts and Core Competencies put forth in AAAS' *Vision and Change in Undergraduate Biology Education*. Students complete coursework geared toward mastering the five core concepts of biology: 1) evolution; 2) structure and function; 3) information flow, exchange, and storage; 4) pathways and transformations of energy and matter; and 5) systems. Through laboratory, research, and classroom experiences, students also accrue the following core competencies as demonstrated by their ability to 1) apply the process of science; 2) use quantitative reasoning; 3) use modeling and simulation; 4) tap into the interdisciplinary nature of science; 5) communicate and collaborate within and outside the discipline; and 6) understand the relationship between science and society.

The core concepts will be thoroughly addressed in each of the required courses and reinforced in the elective courses. To ensure exposure to all of the core concepts, students enroll in a suite of courses mapped to each of the core concepts by choosing from course groups based on the core concepts. Group 1 courses emphasize structure and function; Group 2 courses emphasize information flow, exchange, and storage; and Group 3 courses emphasize systems and the pathways and transformations of energy and matter. All courses taught in each of these groups include coverage of relevant evolutionary concepts and help students gain experience toward mastery of the core competencies described above.

The core requirements for a Bachelor of Science degree in biology are BIOL 111, BIOL 112, BIOL 299, BIOL 303, BIOL 312, BIOL 399, and BIOL 499. Further additional requirements include BIOL 213 or BIOL 214, one course from each of three concept groups (Group 1 – BIOL 308, BIOL 313, or BIOL 401; Group 2 – BIOL 307, BIOL 403, or BIOL 422; Group 3 – BIOL 306, BIOL 311, BIOL 415, or BIOL 421), and 8 hours of elective biology courses. At least 4 hours of the elective biology coursework must be at the 300-level or above. A biology major must also successfully complete CHEM 111, CHEM 112, and CHEM 221. Further additional course requirements for the emphasis in genetics include specify BIOL 307 for group 1 and include BIOL 403 (group 2 above), BIOL 412, and BIOL 498; CHEM 301; and PHYS 201 and PHYS 202 or PHYS 211 and PHYS 212.

CHEM 301 and PHYS 201 and PHYS 202 or PHYS 211 and PHYS 212 are strongly recommended and may be required for students anticipating secondary school teaching or admission to professional or graduate school.

A minimum grade of “C” must be earned in all biology courses counted toward the degree in Biology. In addition, a minimum cumulative GPA of 2.0 must be earned for all major program requirements (including CHEM and PHYS courses).

It is the student’s responsibility to be knowledgeable of the schedule of offerings and to plan carefully so that all requirements for the degree can be fulfilled by the desired graduation date. Required courses for the biology degree are normally offered according to the following schedule:

<u>Each Fall</u>	<u>Each Spring</u>
BIOL 111	BIOL 112
BIOL 202	BIOL 203
BIOL 213	BIOL 204
BIOL 303	BIOL 214
BIOL 307	BIOL 299
BIOL 311	BIOL 303
BIOL 312	BIOL 306
BIOL 399	BIOL 308
BIOL 415	BIOL 313
BIOL 421	BIOL 401
	BIOL 403
	BIOL 422
	BIOL 499

BIOLOGY DEGREE WITH AN EMPHASIS IN GENETICS

The genetics emphasis is designed for students interested in careers in genetics or biomedical science. Beginning with the solid foundation in biological sciences provided by the standard Bachelor of Science in biology, this program includes additional coursework and experiences in biochemistry, animal development and genetics. All students in the emphasis will complete a laboratory research project in genetics, the results of which will be presented in a public seminar.

Biology Honors Program

Students majoring in biology will qualify for a BS with Honors in Biology if the following requirements are met:

1. Successful completion of the program for the BS in Biology or the BS in Biology with an emphasis in genetics;
2. Completion of an additional 5 hours of biology coursework at the 300 level or above;
3. Cumulative grade point average of 3.5 in all biology courses;
4. Cumulative overall grade point average of 3.5 or better; and
5. Completion of a laboratory or field research project in which:
 - a) The research proposal is approved by a majority of the biology faculty. (*This would normally occur in the fall semester of the junior year.*)
 - b) The research is of sufficient quality to justify four semester hours credit (BIOL 407, BIOL 408, BIOL 409, BIOL 410, or BIOL 412).
 - c) The research results are presented as follows:
 1. by public seminar at Lander University
 2. at a scientific meeting and/or by submission of a paper for publication in an appropriate scientific journal.

Transfer students may graduate with Honors in Biology if they fulfill the above requirements and have a 3.5 GPA overall and in biology from their former institution(s) and complete their last 60 hours, including at least 20 hours of biology, at Lander University

BIOLOGY MINOR

A minor in biology includes BIOL 111 and BIOL 112, and either BIOL 213 or BIOL 214 plus an additional minimum of 7 hours of 300- or 400-level biology courses. Advisors and prospective minors should note that most biology courses have prerequisites and/or co-requisites which must be met. A grade of “C” or better is required in all biology courses taken for the minor.

PRE-PROFESSIONAL CURRICULA

Lander’s biology department offers curriculum plans in the following areas: pre-medicine, pre-dentistry, pre-optometry, pre-veterinary medicine, pre-pharmacy, pre-physical therapy, pre-occupational therapy, and pre-physician assistant.

The goals of these curriculum plans are to:

1. provide a well-respected and rigorous core curriculum that will make students who are applying to professional schools highly competitive;
2. offer the full variety of courses that are required or recommended for acceptance into most professional schools; and
3. help students navigate the application procedures and timelines specific to their professional-school goals.

These curriculum plans are presented as four-year registration guides available on the registrar’s office webpage (<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>).

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: BIOLOGY

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A. Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B. Behavioral and Social Perspectives (6 hours selected from 2 different disciplines)	6
C. Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required)	
CHEM 111	4
MATH 211	3
D. Core Academic Skills	
ENGL 101	3
ENGL 102	3
MATH 121 or MATH 123 or MATH 141	3-4
Foreign Language	3
LINK 101	1
FALS 101 (15 FALS-approved events)	0
E. General Education Electives	
CHEM 112	4
A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)	
Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.	
TOTAL GENERAL EDUCATION REQUIREMENTS	42

MAJOR PROGRAM CORE REQUIREMENTS

BIOL 111	4
BIOL 112	4
BIOL 299	1
BIOL 303	3
BIOL 312	4
BIOL 399	1
BIOL 499	1

MAJOR PROGRAM ADDITIONAL REQUIREMENTS

Organismal diversity (BIOL 213 or BIOL 214)	4
Group 1 (BIOL 308 or BIOL 313 or BIOL 401)	4
Group 2 (BIOL 307 or BIOL 403 or BIOL 422)	4
Group 3 (BIOL 306 or BIOL 311 or BIOL 415 or BIOL 421)	4
CHEM 221	4

MAJOR PROGRAM ELECTIVES*

BIOL 200-level or above	4
BIOL 300-level or above	4
TOTAL MAJOR PROGRAM REQUIREMENTS	46
ADDITIONAL ELECTIVES	32
TOTAL FOR BS DEGREE	120

*No more than 4 hours of 200-level elective biology courses will be counted toward major program requirements.

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses

<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: BIOLOGY
EMPHASIS: GENETICS

	Credit Hours
GENERAL EDUCATION REQUIREMENTS	
(For approved courses see the General Education section .)	
A. Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B. Behavioral and Social Perspectives (6 hours selected from 2 different disciplines)	6
C. Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required)	
CHEM 111	4
MATH 211	3
D. Core Academic Skills	
ENGL 101	3
ENGL 102	3
MATH 121, MATH 123, or MATH 141	3-4
Foreign Language	3
LINK 101	1
FALS 101 (15 FALS-approved events)	0
E. General Education Electives	
CHEM 112	4
A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)	
Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.	
TOTAL GENERAL EDUCATION REQUIREMENTS	42
MAJOR PROGRAM CORE REQUIREMENTS	
BIOL 111	4
BIOL 112	4
BIOL 299	1
BIOL 303	3
BIOL 312	4
BIOL 399	1
BIOL 499	1
MAJOR PROGRAM ADDITIONAL REQUIREMENTS	
Organismal diversity (BIOL 213 or BIOL 214)	4
Group 1 (BIOL 308 or BIOL 313 or BIOL 401)	4
Group 2 (BIOL 307)	4
Group 3 (BIOL 306 or BIOL 311 or BIOL 415 or BIOL 421)	4
CHEM 221	4

MAJOR PROGRAM EMPHASIS REQUIREMENTS

BIOL 403	4
BIOL 412	4
BIOL 498	1
CHEM 301	3
PHYS 201 or PHYS 211	4
PHYS 202 or PHYS 212	4
TOTAL MAJOR PROGRAM REQUIREMENTS	58
ADDITIONAL ELECTIVES	20
TOTAL FOR BS DEGREE	120

*No more than 4 hours of 200-level elective biology courses will be counted toward major program requirements.

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses

<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

DEPARTMENT OF PHYSICAL SCIENCES

The Department of Physical Sciences offers the following undergraduate degree programs:

BS in Chemistry

BS in Chemistry/Engineering (offered as a dual degree program with Clemson University)

BS in Chemistry with an emphasis in Forensic Science

BS in Chemistry Education, Secondary Certification

BS in Environmental Science

The course requirements for each of these degree programs are on the respective program worksheets on pages 231-240.

The Department's webpage (<http://www.lander.edu/science>) contains information about the individual programs of study, scholarships available for students majoring in Chemistry, Chemistry/Engineering Dual Degree, Chemistry with an emphasis in Forensic Science, Chemistry Education, or Environmental Science, a link to an on-line application for these scholarships, and links to the home pages of faculty members.

An honors program is available in chemistry. Minors are available in chemistry, and environmental science environmental science, and forensic science.

Curricular programs are also offered in pre-medicine, pre-pharmacy, pre-dentistry, and other pre-professional allied health science fields.

Courses in chemistry, physics, geology, and physical science are offered as support courses for professional, pre-professional, and general education areas of study.

CHEMISTRY MAJOR

Chemistry is an experimental science that has as its goal the development of an atomic and molecular interpretation of the properties and behavior of matter. The fundamental nature and extensive application of chemistry to other fields of science gives the chemistry graduate a variety of career choices and advanced study opportunities. Among these are industrial chemistry, government service, sales or supervision, secondary school teaching, and entry into graduate or professional schools. A program of maximum flexibility can best serve this wide variety of potential interests.

The student will have competency in the following areas prior to graduating from Lander University with a degree in chemistry:

1. Chemistry: Fundamental principles of analytical, inorganic, organic, and physical chemistry.
2. Mathematics: Fundamental principles of differential, integral, and multivariable calculus.
3. Physics: Fundamental principles of mechanics, heat, electricity, magnetism, and waves.

Chemistry Goals

Students graduating with a BS Degree in Chemistry will

1. have developed an understanding of modern scientific concepts and issues related to organic, inorganic, analytical, and physical chemistry;
2. demonstrate appropriate scientific communication skills to prepare and present a seminar presentation on a literature topic or undergraduate research experience; and
3. demonstrate skills necessary for safe and appropriate collection, analysis, and interpretation of data in chemistry laboratory experiments.

The core requirements for a Bachelor of Science degree in chemistry are CHEM 111-112, 221-222, 330, 331, 401-402 and PSCI 499. Additional requirements include CHEM 341, BIOL 111, plus a minimum of six hours of elective courses from the following: CHEM 301, 311, 351, 390, 407-410, 420, or PHYS 314. Required cognates include MATH 123 and MATH 211 or MATH 141 and MATH 211, PHYS 201-202 or PHYS 211-212, and a minimum of six hours of electives from the following: BIOL 112 or higher, CHEM 300 or higher, CIS 101 or higher, MATH 141

or higher, PHYS 203 or 314, ES 301 or higher, or GEOL 111 or higher. The program features extensive student participation in experimental laboratory work. In many instances, experiments are chosen to coincide with a student's specific needs and interests.

Chemistry courses are normally offered according to the following schedule:

<u>Every Fall</u>	<u>Every Spring</u>
CHEM 111	CHEM 112
CHEM 198	CHEM 199
CHEM 221	CHEM 222
CHEM 330	CHEM 260
CHEM 360	CHEM 299
CHEM 401	CHEM 301
	CHEM 331
	CHEM 341
	CHEM 402
	CHEM 420
	PSCI 499

Even Year Fall

CHEM 311

Other specialized courses may be offered as needed.

Chemistry Honors Program

A student graduating from Lander University with the Bachelor of Science degree in chemistry may qualify for the "Honors Degree in Chemistry" if the following conditions have been met:

1. Upon graduation, the student must have at least a GPA of 3.5 in both overall coursework and chemistry program requirements. There can be no grade below a "C" in any chemistry coursework, including repeated courses.
2. In addition to the normal course requirements, the following courses must be taken:
 - Calculus: MATH 141
 - Chemistry elective: CHEM 300 or above
3. The student must complete a research project in which:
 - a) The research is of sufficient quality to receive credit in CHEM 409 or CHEM 410;
 - b) The results are submitted for publication in a scientific journal or presentation at a scientific meeting (such as the South Carolina Academy of Science or the Western Carolinas Section of the American Chemical Society);
 - c) The results are presented in seminar format to the science faculty, students, and invited guests; and
 - d) The project may be completed entirely at Lander or initiated off campus during a summer research program.

Transfer students entering this program must have at least a 3.5 GPA overall and in chemistry program requirements from their former institution(s) and must meet the above guidelines.

CHEMISTRY EDUCATION MAJOR

The Chemical Education major is the fastest route to secondary chemistry certification. Individuals who want to teach chemistry rather than work in a laboratory will find that this program meets all their needs. Students will have the opportunity to engage with two different types of practitioners (scientists and experienced teachers) over the course of their education. A comprehensive chemistry education and state of the art technology will be introduced in classes such as inorganic, organic, instrumental, and biological chemistries. Classroom management, national science teaching standards, and educational technology will be introduced in education coursework. Students will

participate in a series of clinical experiences beginning with observations of local high school classrooms and leading to a semester long student-teaching position as part of the education coursework.

This program adheres to the College of Education teacher disposition and screening requirements; students will be required to achieve all of the benchmarks for the Department of Teacher Education in order to successfully complete the program. State regulations regarding teacher certification may change during pursuit of the Chemical Education degree.

In order to ensure that appropriate progress is being made, students majoring in Chemical Education are encouraged to meet with their advisor regularly (at least twice each semester) to stay abreast on any changes in licensure requirements.

Students enrolled in Secondary or PK-12:

Initial Level (First Year)

1. Participate in initial Advising and Induction.
2. Take PRAXIS Core or exempt with 22 ACT or 1100 SAT score.
3. Maintain a 3.0 GPA in all professional courses; achieve a grade of “B” or higher in each field experience; achieve a grade of “C” or higher in all EDUC, ECED, and SPED courses (see catalog for further details, including each department's GPA requirements within the specific content area).

Provisional Level (Second Year)

1. Complete Initial Level requirements.
2. Complete a SLED check.
3. Display professional dispositions and behavior at target levels.
4. Obtain a minimum 2.75 GPA on Lander coursework; maintain a 3.0 GPA in all professional courses; achieve a grade of “B” or higher in each field experience; achieve a grade of “C” or higher in all EDUC, ECED, and SPED courses (see catalog for further details, including each department's GPA requirements within the specific content area).
5. Pass PRAXIS Core or exempt with 22 ACT or 1100 SAT score.
6. Submit Sophomore Portfolio.
7. Gather and submit references.
8. Successfully complete an (April) oral interview with Teacher Education faculty.
9. Successfully complete other reviews as required by departments in specific content areas.

Formal Level (Third Year)

1. Complete Provisional Level requirements.
2. Display professional dispositions and behavior at target levels.
3. Obtain a minimum 2.75 GPA on Lander coursework; maintain a 3.0 GPA in all professional courses; achieve a grade of “B” or higher in each field experience; achieve a grade of “C” or higher in all EDUC, ECED, and SPED courses (see catalog for further details, including each department's GPA requirements within the specific content area).
4. Participate in Induction and Pinning Ceremony.
5. Successfully complete departmental requirements for PRAXIS II.
6. Successfully complete other departmental requirements, reviews, projects, or milestones.

Candidate Level (Fourth Year)

1. Complete Formal Level requirements.
2. Complete FALS requirements before student teaching semester.
3. Enter candidacy with formal admission to the teacher education program.
4. Display professional dispositions and behavior at target levels.
5. Obtain a minimum 2.75 GPA on Lander coursework; maintain a 3.0 GPA in all professional courses; achieve a grade of “B” or higher in each field experience; achieve a grade of “C” or higher in all EDUC, ECED, and SPED courses (see catalog for further details, including each department's GPA requirements within the specific content area).
6. Successfully complete departmental requirements for PRAXIS II.
7. Successfully complete departmental requirements for PLT.

8. Successfully complete other departmental requirements, reviews, projects, or milestones.

CHEMISTRY/ENGINEERING DUAL DEGREE

Students who wish to combine study in chemistry with further study in chemical engineering may do so under the Clemson University-Lander University Engineering Dual Degree Program. Under this cooperative agreement students will spend the first three years of their college career at Lander University in a chemistry program of study and the remaining two years at Clemson University in chemical engineering.

A student who completes this five-year program of study will have had the experience of dividing his or her academic career between the liberal arts environment of a small university campus and the engineering climate of a large technically oriented university. This unique combination of study on two differently oriented campuses will provide a student with excellent engineering and chemistry training, complemented by study in the humanities and social sciences. Thus, a graduate from this dual degree program will be well trained to pursue a technical career strongly oriented to problems relevant to today's society.

Students apply to Clemson for admission in their third academic year at Lander. They must be recommended by the Lander faculty. Those students who do not maintain a GPA which would be competitive for entrance to Clemson may not be recommended. A grade of "C" or better is required in all courses transferred to Clemson.

Acceptance into the Clemson engineering program is at the discretion of Clemson University. Clemson recommends that the prospective student attend summer school at Clemson following the sophomore or junior year at Lander.

All dual degree engineering majors will be able to enter Clemson University at a level competitive with students already at that university.

The student will have competency in the following areas prior to leaving for Clemson University:

1. Chemistry: Fundamental principles of analytical, inorganic, organic, and physical chemistry.
2. Mathematics: Differential, integral, and multivariable calculus, and differential equations.
3. Physics: Mechanics, fluids, heat, electricity, magnetism, atomic and nuclear physics.
4. Engineering: Engineering problem analysis, material and mass balances on chemical process systems, and engineering case studies.
5. Calculator: Proficiency in the use of an advanced scientific calculator.

CHEMISTRY WITH AN EMPHASIS IN FORENSIC SCIENCE

Students who pursue the forensic track will be able to obtain their Bachelor of Science degree in Chemistry while focusing on Crime lab applications. Coursework focuses on developing an understanding of how evidence collection and analysis can lead to conclusions about past actions, as well analytical skills that will not destroy trace evidence. Courses such as criminalistics, microscopical methods, and toxicology have been incorporated such that students have the hands-on experience and skills necessary to be competitive in the job market. Students that complete this major will be prepared to seek jobs with local, state, and federal criminalistics labs, as well as with museums and non-profit organizations.

ENVIRONMENTAL SCIENCE MAJOR

Environmental science is the study of the myriad interactions between us and the world. As our population continues to grow, as technology advances and our needs and wants increase, our impacts on the world become more widespread and severe, despite improvement in some areas. Environmental impacts, in turn, affect human health and wellbeing.

Environmental challenges are multidisciplinary in nature. That is, in order to understand each environmental challenge sufficiently well to develop effective solutions, we must assemble expertise in several disciplines. It is also important that environmental scientists and decision makers understand the different sciences sufficiently well to communicate with those of other specialties and to appreciate the importance of other disciplines in addressing the challenges.

The environmental science major at Lander University is an interdisciplinary program drawing on courses in biology, chemistry, geology, environmental science, physics, mathematics, computer information systems, political science, and economics designed to meet the demand for workers with expertise in environmental science.

Graduates are qualified for careers with industry, governmental service, environmental consulting firms, and non-governmental environmental organizations, as well as entry into graduate or professional schools.

The core requirements for a Bachelor of Science degree in environmental science are BIOL 111, BIOL 306, CHEM 112, CHEM 221, CHEM 330, CIS 101 or higher, CHEM 420, ES 301, ES 302, ES 310, ES 407 or ES 490, BIOL 415, GEOL 111 or PSCI 112, GEOL 405, and PSCI 499. Also, **two major electives** from the following courses: BIOL 213, BIOL 303, BIOL 421, CHEM 222, CHEM 260, CHEM 301, CHEM 331, CHEM 360 or ES 390. CHEM 420.

The program features extensive student participation in experimental field and laboratory work. Field and lab work are often chosen to accommodate the interests or needs of individual students. It is the student's responsibility to be aware of the schedule of course offerings and to plan carefully so that all requirements for the degree can be completed in the desired time. Major courses, including major electives, are normally offered according to the following schedule.

Every Fall Semester

BIOL 111
BIOL 213
BIOL 306
BIOL 421
CHEM 111
CHEM 221
CHEM 330
CHEM 360
ES 390
PHYS 201 or 211
PSCI 112

Even Year Fall

ES 301

Odd Year Fall

ES 310

Every Spring Semester

CHEM 112
CHEM 222
CHEM 260
CHEM 301
CHEM 331
BIOL 415
CHEM 420
GEOL 111
PSCI 499

Odd Year Spring

ES 302

Even Year Spring

GEOL 405

Other specialized courses may be offered as needed, including ES 407 or 490.

Environmental Science Goals

The goal of the environmental science program is to train environmental scientists and to produce graduates who are prepared for post-baccalaureate pursuits including graduate or professional schools or employment in the discipline.

Students graduating with a BS Degree in Environmental Science will

1. understand the scientific basis (chemistry, biology, geology, and environmental sciences) for environmental challenges and proposed solutions;
2. be able to use the scientific method and associated critical thinking skills to formulate questions, design experiments, and interpret and evaluate data to answer them;
3. have developed writing and presentation skills appropriate for students and practitioners in the discipline of environmental science; and
4. be able to develop and articulate well informed and reasoned views on environmental issues which include an understanding of the legal, ethical, social, political, and economic ramifications of environmental problems, policy, and decisions.

CHEMISTRY MINOR

A minor in chemistry consists of CHEM 111, CHEM 112, CHEM 221, plus a minimum of 6 hours of additional chemistry courses above CHEM 221, of which 3 hours are at the CHEM 300 or above level. (CHEM 381 may not

be used to satisfy the requirements of the chemistry minor.) A grade of “C” or better is required in all chemistry courses taken for the minor.

ENVIRONMENTAL SCIENCE MINOR

A minor in environmental science consists of BIOL 111, CHEM 111, GEOL 111 or PSCI 112, ES 301, and ES 302. A grade of “C” or better is required in all courses taken for the minor.

FORENSIC SCIENCE MINOR

A minor in forensic science consists of CHEM 101, CHEM 111, CHEM 112, CHEM 221, CHEM 260, CHEM 360, and BIOL 112 for a total of 25 semester hours. A grade of “C” or better is required in all courses taken for the minor.

PRE-PROFESSIONAL CURRICULA

Lander University offers curricular programs in the following areas: pre-medicine, pre-dentistry, pre-optometry, pre-veterinary medicine, pre-pharmacy, pre-physical therapy, and pre-occupational therapy. Because of the nature of the courses required to fulfill the requirements of these programs, most students in these programs major in Chemistry or Biology.

All pharmacy degree programs in the State of South Carolina are now 6-year Pharm. D. programs. As such, they require students to have a minimum of 66 semester hours before applying to pharmacy school.

Although most professional schools have common core curriculum requirements, there are variances. In addition, some schools have regular admission programs, early decision programs, and early admission programs. In the early admission program, the student can be accepted as early as the third semester of undergraduate study. There are variations in the number of hours and courses required by similar programs offered at different institutions. To better serve Lander’s students, each program has a designated faculty advisor. As soon as the decision to enter one of the health-related programs is made, the student and his/her advisement records will be turned over to the appropriate health program advisor in the Department of Physical Sciences.

Successful completion of the following Lander courses will allow a student to apply to pharmacy programs at both the Medical University of South Carolina, and the University of South Carolina, and Presbyterian College:

Courses	Hours
CHEM 111-112	8
BIOL 111-112	8
MATH 123 or 141	3 or 4
ENGL 101-102	6
MATH 211	3
CHEM 221-222	8
ECON 201 or 202	3
PHYS 201-202 or 211-212	8
SPCH 101	3
BIOL 202	4
BIOL 203 or 311	4
BIOL 204 or 421	4
HISTORY	3
FINE ARTS	3
PSYC	3
SOCIAL SCIENCE ELECTIVES (including psychology and history)	9

Successful completion of the following Lander courses will prepare students to score well on the MCAT and will make the students very competitive once admitted to a school of medicine. The prerequisites for medical school include:

Courses	Hours
CHEM 111-112	8
BIOL 111-112	8

MATH	6
CHEM 221-222	8
PHYS 201-202 or 211-212	8
ENGL 101-102	6
PSYC 101	3
SOCI 101	3

Other science courses are recommended in order to better prepare the student.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE

MAJOR: CHEMISTRY

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A. Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B. Behavioral and Social Perspectives (6 hours selected from 2 different disciplines)	6
C. Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required)	
MATH 211	3
PHYS 201 or PHYS 211	4
D. Core Academic Skills	
ENGL 101	3
ENGL 102	3
MATH 123 or MATH 141	3-4
Foreign Language	3
LINK 101	1
FALS 101 (15 FALS-approved events)	0
E. General Education Electives	
PHYS 202 or PHYS 212	4
CHEM 381 or ES 390	3

A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements.
(Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)

Δ **Global Issues and Cultures:** Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS	42
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MAJOR PROGRAM CORE REQUIREMENTS

CHEM 111	4
CHEM 112	4
CHEM 198	1
CHEM 199	1
CHEM 221	4
CHEM 222	4
CHEM 299	1
CHEM 330	5
CHEM 331	4
CHEM 401	4
PSCI 499	3

MAJOR PROGRAM ADDITIONAL REQUIREMENTS

BIOL 112	4
CHEM 260 or above (except CHEM 381)	3-4
CHEM 260 or above (except CHEM 381)	3-4
CHEM 300 or above (except CHEM 381) or PHYS 314	3-4
CHEM 341	4
CHEM 402	4
Choose two of the following:	6-8
BIOL 111 or higher	
CHEM 260 or higher	
CIS 101 or higher	
MATH 141 or higher	
PHYS 203 or PHYS 314	
ES 300 or higher	
GEOL 111 or higher	
TOTAL MAJOR PROGRAM REQUIREMENTS	62-67
ADDITIONAL ELECTIVES	10-16
TOTAL FOR BS DEGREE	120

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses

<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: CHEMISTRY
PROGRAM: DUAL ENGINEERING

	Credit Hours
GENERAL EDUCATION REQUIREMENTS	
(For approved courses see the General Education section .)	
A. Humanities and Fine Arts (6 hours selected from 2 different disciplines) ART 101, MUSI 101, or ENGL 200-level literature Humanities and Fine Arts elective (Taken at Clemson)	3 3
B. Behavioral and Social Perspectives (6 hours selected from different disciplines) ECON 101, HIST 111, POLS 101, POLS 103, or PSYC 101 Behavioral and Social Perspectives elective (Taken at Clemson)	3 3
C. Scientific and Mathematical Reasoning (8 hours selected from different disciplines, 1 lab science required) PHYS 211 Scientific and Mathematical Reasoning General Education Course (Taken at Clemson)	4 4
D. Core Academic Skills ENGL 101 ENGL 102 MATH 141 Foreign Language LINK 101 FALS 101 (15 FALS-approved events)	3 3 4 3 1 0
E. General Education Electives PHYS 212 Δ CHEM 381 PEES 176	4 3 1
<p>A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)</p> <p>Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.</p>	
TOTAL GENERAL EDUCATION REQUIREMENTS	42
MAJOR PROGRAM CORE REQUIREMENTS	
CHEM 111	4
CHEM 112	4
CHEM 198	1
CHEM 199	1
CHEM 221	4
CHEM 222	4
CHEM 299	1

CHEM 330	5
CHEM 331	4
CHEM 401	4
PSCI 499	3

MAJOR PROGRAM ADDITIONAL REQUIREMENTS

CIS 130	4
CIS 202	3
MATH 142	4
MATH 241	4
MATH 242	4
CHEM 351	4
CHEM 402	4
PHYS 314	4

TOTAL MAJOR PROGRAM REQUIREMENTS 66

ADDITIONAL ELECTIVES 12

TOTAL FOR BS DEGREE 120

SENIOR YEAR: STUDENT TRANSFERS TO CLEMSON UNIVERSITY.

Upon completion of the 3rd year at Lander, students will have completed 98 semester hours of coursework. However, students will have only completed 32 of the 42 hours of General Education requirements. In completing the Chemical Engineering degree at Clemson, 22 semester hours of Clemson coursework will be applied to satisfy the Lander required minimum of 120 semester hours needed for graduation. From those 22 hours, 10 semester hours must satisfy the remainder of the General Education requirements. Students must check with their advisor to make sure that the general education credits completed at Clemson satisfy the remainder of their Lander General Education requirements. In addition, students must complete the Clemson degree requirements for a BS in chemical engineering to obtain the BS degree in chemistry from Lander. This option is available ONLY to students who pursue a degree in CHEMICAL Engineering at Clemson.

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses

<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: CHEMISTRY
EMPHASIS: FORENSIC SCIENCE

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section.](#))

A. Humanities and Fine Arts	
(6 hours selected from 2 different disciplines)	6
B. Behavioral and Social Perspectives	
(6 hours selected from 2 different disciplines)	
PSYC 101	3
Behavioral and Social Perspectives elective	3
C. Scientific and Mathematical Reasoning	
(7 hours selected from different disciplines, 1 lab science required)	
MATH 211	3
PHYS 201 or PHYS 211	4
D. Core Academic Skills	
ENGL 101	3
ENGL 102	3
MATH 121 or MATH 123	3
Foreign Language	3
LINK 101	1
FALS 101 (15 FALS-approved events)	0
E. General Education Electives	
BIOL 112	4
CHEM 381 or ES 390	3

A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)

Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS	42
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MAJOR PROGRAM CORE REQUIREMENTS

CHEM 111	4
CHEM 112	4
CHEM 198	1
CHEM 199	1
CHEM 221	4
CHEM 222	4
CHEM 299	1
CHEM 330	5
CHEM 331	4
CHEM 401	4
PSCI 499	3

MAJOR PROGRAM EMPHASIS REQUIREMENTS

BIOL 312	4
CHEM 101	3
CHEM 260	3
CHEM 301	3
CHEM 360	3
Choose two of the following:	6-8
BIOL 421	
CHEM 311	
GEOL 111	
PHYS 202 or PHYS 212	
POLS 217	
POLS 313	
TOTAL MAJOR PROGRAM REQUIREMENTS	57-59
ADDITIONAL ELECTIVES	19-27
TOTAL FOR BS DEGREE	120

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses

<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: CHEMISTRY EDUCATION
PROGRAM: SECONDARY CERTIFICATION

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A. Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B. Behavioral and Social Perspectives (6 hours selected from 2 different disciplines)	6
C. Scientific and Mathematical Reasoning (7 hours selected from different disciplines, 1 lab science required)	
MATH 211	3
PHYS 201	4
D. Core Academic Skills (13 hours)	
ENGL 101	3
ENGL 102	3
MATH 121 or MATH 123	3
Foreign Language	3
LINK 101	1
FALS 101 (15 FALS-approved events)	0
E. General Education Electives	
BIOL 101	4
Δ CHEM 381 or Δ ES 390	3
A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)	
Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.	
TOTAL GENERAL EDUCATION REQUIREMENTS	42

MAJOR PROGRAM CORE REQUIREMENTS

CHEM 111	4
CHEM 112	4
CHEM 221	4
CHEM 331	4
CHEM 420	3
PHYS 202	4

MAJOR PROGRAM ELECTIVES

Choose two of the following:

CHEM 222	4
CHEM 260	3
CHEM 301	3
CHEM 341	4
CHEM 360	3
CHEM 401	3

TOTAL MAJOR PROGRAM REQUIREMENTS	29-31
TEACHER CERTIFICATION REQUIREMENTS	
PSCI 451	3
EDUC 203	0.5
EDUC 204	3
EDUC 223	3
EDUC 240	3
EDUC 320	3
EDUC 321	3
EDUC 329	0.5
EDUC 429	1
EDUC 461	11
EDUC 499	1
SPED 223	3
TOTAL TEACHER CERTIFICATION REQUIREMENTS	35
ADDITIONAL ELECTIVES	1-8
TOTAL FOR BS DEGREE	120

Freshman Year: State Basic Skills Exam (PRAXIS Core)

Sophomore Year: Application for admission to major in Teacher Education; screening interview; cumulative GPA of 2.75 or higher

Junior Year: Application for student teaching; professional education GPA 3.00 or higher; cumulative GPA of 2.75 or higher

Senior Year: Content Area Exams (PRAXIS II) and PLT; professional education GPA of 3.00 or higher; cumulative GPA of 2.75 or higher; Graduation Application; FALS

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses
<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: ENVIRONMENTAL SCIENCE

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A. Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B. Behavioral and Social Perspectives (6 hours selected from 2 different disciplines)	6
C. Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required)	
MATH 211	3
PHYS 201 or PHYS 211	4
D. Core Academic Skills	
ENGL 101	3
ENGL 102	3
*MATH 123 or MATH 141	3-4
Foreign Language	3
LINK 101	1
FALS 101 (15 FALS-approved events)	0
E. General Education Electives	
CHEM 111	4
Δ CHEM 381 or ES 390	3

A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)

Δ **Global Issues and Cultures:** Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS	42
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MAJOR PROGRAM CORE REQUIREMENTS

BIOL 111	4
BIOL 306	4
BIOL 415	4
CHEM 112	4
CHEM 221	4
CHEM 330	5
CHEM 420	3
ES 301	4
ES 302	4
ES 310	3
ES 407 or ES 490	3
GEOL 111 or PSCI 112	4
GEOL 405	3
PSCI 499	3

MAJOR PROGRAM ELECTIVES (Choose 3)

BIOL 213	4
BIOL 303	3
BIOL 421	4
CHEM 260	3
CHEM 301	3
CHEM 331	4
CHEM 360	3
ES 390	3
TOTAL MAJOR PROGRAM REQUIREMENTS	61-64
ADDITIONAL ELECTIVES	14-17
TOTAL FOR BS DEGREE	120

*Students anticipating graduate studies in environmental science are strongly encouraged to choose MATH 141.

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses
<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

DEPARTMENT OF MATHEMATICS AND COMPUTING

The Department of Mathematics and Computing provides students with opportunities to earn Bachelor of Science degrees in computer information systems or in mathematics. Honors programs and minors are also offered in both disciplines. A degree in engineering is available through Lander University's dual-degree program with Clemson University. Students who complete this five-year dual-degree program receive a bachelor's degree in Engineering from Clemson University and a bachelor's degree in either computer information systems or mathematics from Lander University.

The Department's webpage (<http://www.lander.edu/mathcis>) contains information about the individual programs of study, scholarships available for students majoring in computer information systems or mathematics, a link to an on-line application for these scholarships, and links to the home pages of faculty members.

COMPUTER INFORMATION SYSTEMS MAJOR

Computer information systems are prominent in the modern world. The Computer Information Systems (CIS) major allows students to develop the knowledge and skills required to understand these systems and participate in their creation and maintenance.

The computer information systems major at Lander has three components: core courses, an emphasis within CIS, and a minor outside CIS. The core requirements form the basis of the program by providing the fundamentals necessary for advanced study. The emphasis allows a student to develop a specialization within computer information systems. The minor provides a domain where CIS can be put into practice.

The curriculum and courses are designed and updated to accomplish the following program goals. All students graduating with a Bachelor of Science degree in Computer Information Systems will demonstrate:

- the skills needed to solve CIS problems;
- effective oral and written communications skills;
- the ability to independently research and complete a CIS project; and
- an understanding of the legal and ethical issues they may encounter as CIS professionals.

The CIS core includes courses in problem solving and programming skills (CIS 130, CIS 230, CIS 231, CIS 234), productivity tools, (CIS 102), information management (CIS 120, CIS 320), data communications (CIS 240), computer organization (CIS 335), analysis and design (CIS 321), and database design (CIS 360). It also includes the senior level capstone experience (CIS 499).

Students can choose an emphasis in software development, in networking, or in computer engineering. The software development emphasis requires advanced courses in emerging environments and software development. The networking emphasis covers data communications and computer networking in depth.

The computer engineering emphasis is part of Lander's dual-degree program with Clemson University. Students in the computer information systems/computer engineering dual-degree program must complete specific mathematics and science courses at Lander in order to meet the program requirements of Clemson University. Students completing this program will be awarded both a BS in computer information systems from Lander University with a minor in mathematics, and a BS in computer engineering from Clemson University.

The computer information systems major requires that each student complete a minor. This minor provides competency in a secondary area where CIS can be applied. Students may choose from a number of minors, as indicated in the table below. Other minors (or a second major) offered across campus are eligible for consideration as well. The mathematics minor is suggested for students interested in pursuing graduate studies and is required for students in the computer engineering emphasis.

Minor	Software Development	Networking	Dual Degree
Mathematics	√	√	√
Business	√	√	
Health Care Management	√	√	
Sociology	√	√	
Electronic Art	√		
Music	√		
Public Administration	√		
Cybersecurity	√	√	

In order to complete a computer information systems degree program in a timely fashion, students should complete the problem solving and programming skills sequence (CIS 130, CIS 230, CIS 231), along with CIS 102 and CIS 120, by the end of their third or fourth semester.

A grade of “C” or better is required in all computer information systems courses applied to the major, with the following exception: a grade of “D” will be allowed in at most one CIS course at the 300- or 400-level. Courses in oral and/or written communication skills (SPCH 101 and ENGL 275) are strongly encouraged.

All students pursuing a degree in computer information systems are required to participate in program assessment activities and an exit interview with the computer information systems faculty during their final year at Lander University.

The program requirements for the CIS major and the dual-degree program are articulated on the individual program worksheets. A successful graduate in the computer information systems major will have competency in the following areas:

Information System Principles. This includes systems theory and concepts, information systems in organizations, decision support systems, and evaluation of systems performance.

Programming Principles. This includes problem solving, algorithm development, and application programming using structured and object-oriented approaches that stress abstraction, programming style, two or more high-level languages, and various software development environments.

Data Organization and Management. This includes data and file structures, access methods, algorithm design and analysis, and relational database organization and design.

Computer Organization. This includes logical organization of computers, levels of abstraction, machine and assembly languages, data representation and addressing, and memory management.

Data Communications and Networking. This includes networking and telecommunications concepts and standards, distributed computing, networked information technologies, protocols, and e-commerce.

System Development Methodology. This includes requirements specifications, analysis, design, implementation, and testing. Also software tools, system prototyping, robustness of systems, documentation, efficiency, ethics, human-computer interaction, and software development in a team environment.

Information Systems Applications. Each student will have demonstrated competency in an approved application area through completion of a minor or second major in that area.

The following courses will be offered as indicated. (NOTE: PHYS 203 is offered in the Department of Physical Sciences.)

Every Fall

CIS 102
CIS 130
CIS 230
CIS 231
CIS 243
CIS 344

Every Spring

CIS 120
CIS 130
CIS 140
CIS 230
CIS 234
CIS 240
CIS 260
CIS 343
CIS 499
MATH 125

Even Year Fall

CIS 250
CIS 300
CIS 321
CIS 340

Odd Year Spring

CIS 360
CIS 440
PHYS 203
MATH 200

Odd Year Fall

CIS 202
CIS 335
CIS 341
CIS 498

Even Year Spring

CIS 320
CIS 330

Computer Information Systems Honors Program

Students majoring in computer information systems may earn a “BS Degree with Honors” in computer information systems. To qualify, a student must:

1. Complete the following courses:
MATH 141, MATH 142, MATH 325, CIS 330, CIS 498, and any two of CIS 340, CIS 341, or CIS 440.
2. Complete six semester hours of a foreign language. This foreign language may not be English or the student’s native language.
3. Submit a research proposal by January 15 of the junior year. The proposal must be approved by a majority of the computer information systems faculty and result in a finished product of sufficient quality to:
 - (a) Receive three semester hours credit (CIS 390), and
 - (b) Be accepted for publication or presented at a meeting of a computing society such as the Association for Computing Machinery; or be presented as a seminar to faculty, students, and guests.
4. Graduate with a BS degree in computer information systems with a grade point average of 3.5 in both overall coursework and in computer information systems coursework.

ENGINEERING DUAL-DEGREE PROGRAM

Students who wish to combine study in mathematics or computer information systems with a liberal arts program with further study in an engineering discipline may do so under the Lander University-Clemson University Engineering Dual-Degree Program. A student who completes this program of study will benefit from the experience of dividing their academic career between the liberal arts environment of a small university campus and the engineering climate of a large, technically-oriented university. This unique combination of study on two differently oriented campuses provides students with excellent engineering training strongly complemented by study in the humanities and social sciences.

This program can be applied to the following engineering disciplines at Clemson: biosystems and materials, ceramic, civil, computer, electrical, industrial, and mechanical. Computer engineering at Clemson may be combined

with either a mathematics or a computer information systems major at Lander. The other engineering disciplines are coupled with a mathematics major at Lander.

Students apply for admission to Clemson during their third academic year at Lander University. Acceptance into the Clemson engineering program is at the discretion of that university. Clemson recommends that prospective students enroll in a summer school session at Clemson following their sophomore or junior year at Lander.

A grade of “C” or better is required in all courses applied to the dual-degree program and in all courses which must transfer to Clemson University.

Dual-degree engineering majors enter Clemson University at a level competitive with students already at that university. Successful completion of the program will result in the student being awarded a Bachelor of Science degree in Engineering from Clemson University and a Bachelor of Science degree in their major from Lander University.

Students will have competency in the following areas prior to leaving for Clemson University:

A. COMPUTER INFORMATION SYSTEMS/ENGINEERING DUAL DEGREE

Information System Principles. This includes systems theory and concepts, information systems in organizations, decision support systems, and evaluation of systems performance.

Programming Principles. This includes problem solving, algorithm development, and application programming using structured and object-oriented approaches that stress abstraction, programming style, two or more high-level languages, and various software development environments.

Data Organization and Management. This includes data and file structures, access methods, algorithm design and analysis, and relational database organization and design.

Computer Organization. This includes logical organization of computers, levels of abstraction, machine and assembly languages, data representation and addressing, and memory management.

Data Communications and Networking. Includes networking and telecommunications concepts and standards, distributed computing, networked information technologies, protocols, and electronic commerce.

System Development Methodology. This includes requirements specifications, analysis, design, implementation, and testing. Also software tools, system prototyping, robustness of systems, documentation, efficiency, ethics, human-computer interaction, and software development in a team environment.

B. MATHEMATICS/ENGINEERING DUAL DEGREE

The Foundations of Mathematics. This includes first and foremost a firm grounding in the major concepts of mathematics needed for continued learning in the field of engineering. Students must learn to analyze a given situation, extract the pertinent facts, and then draw correct conclusions. Specifically included are basic algebraic operations, the elements of set theory, and the fundamentals of logic.

Advanced Algebra. This includes knowledge of the basic constructs of linear algebra.

Analysis. This includes both calculus and differential equations. Students must have knowledge of continuity, differentiation, integration, sequences and series, and multivariable calculus. Students must be able to solve the basic differential equations that arise in engineering applications.

Probability and Statistics. This includes the acquisition and analysis of data, probability, discrete and continuous probability distributions, estimation using confidence intervals, tests of hypotheses, and linear regression.

MATHEMATICS MAJOR

Mathematics is fundamental to both the theoretical and the practical problem-solving components of virtually every field of study. The goal of the mathematics major at Lander University is to provide students with the opportunity and the direction to enjoy the intellectual challenges of mathematics, and to develop the communication skills and the mathematical knowledge necessary to function competently in graduate school and/or in employment. A successful graduate with a mathematics major will have specific competency in:

1. *The Foundations of Mathematics*. This includes first and foremost a firm grounding in the major concepts and applications of mathematics needed for successful continued learning in the field. Students must learn to analyze a given situation, extract the pertinent facts, and then draw correct conclusions. Specifically included are basic algebraic operations, the elements of set theory, and the fundamentals of logic.
2. *Advanced Algebra*. This includes the fields of linear and abstract algebra. Specifically, the student must know the basic concepts and applications in these fields, including a basic understanding of groups, rings, fields, and vector spaces.
3. *Analysis*. This includes calculus and at least one of the fields of real or complex analysis. Students must know the basic concepts and applications of continuity, differentiation, integration, sequences and series, and multivariable calculus. Additionally, all students will be able to solve the basic differential equations that arise in common applications.
4. *Probability and Statistics*. Students must know the basic concepts and applications of acquisition and analysis of data, probability, discrete and continuous probability distributions, estimation using confidence intervals, tests of hypotheses, and linear regression.

The requirements for a degree in mathematics are as follows: twelve hours of calculus (MATH 141, 142, and 241), differential equations (MATH 242), linear algebra (MATH 308), probability and statistics (MATH 311), abstract algebra (MATH 421), real analysis (MATH 431), an introduction to abstract mathematics (MATH 134) the capstone course (MATH 499), calculus-based physics (PHYS 211-212), and CIS 130 and one of CIS 102, CIS 202, or CIS 230 (students obtaining secondary teacher certification take CIS 130 and MATH 450), completion of either the abstract algebra or analysis sequence (MATH 422 or MATH 432), plus at least twelve hours selected from MATH 212, or any mathematics content electives at the 300 level or above (except MATH 390, MATH 450 and MATH 451). Students obtaining secondary teacher certification are required to take courses in discrete mathematics, mathematics history, geometry, teaching technologies and teaching methods (MATH 325, MATH 350, MATH 351, MATH 450 and MATH 451, respectively).

A grade of “C” or better is required in all mathematics courses applied to the major with the following exception: a grade of “D” will be allowed in at most one mathematics course provided a GPA of 2.0 is maintained in mathematics courses applied to the major.

During their final year at Lander University, all students seeking a degree in mathematics are required to participate in program assessment activities including an assessment exam in mathematics and an exit interview with the mathematics faculty as part of the capstone course.

Mathematics, Secondary Teacher Certification

Student Eligibility

Students enrolled in Secondary or PK-12:

Initial Level (First Year)

1. Participate in initial Advising and Induction.
2. Take PRAXIS Core or exempt with 22 ACT or 1100 SAT score.
3. Maintain a 3.0 GPA in all professional courses; achieve a grade of “B” or higher in each field experience; achieve a grade of “C” or higher in all EDUC, ECED, and SPED courses (see catalog for further details, including each department's GPA requirements within the specific content area).

Provisional Level (Second Year)

1. Complete Initial Level requirements.
2. Complete a SLED check.
3. Display professional dispositions and behavior at target levels.
4. Obtain a minimum 2.75 GPA on Lander coursework; maintain a 3.0 GPA in all professional courses; achieve a grade of “B” or higher in each field experience; achieve a grade of “C” or higher in all EDUC, ECED, and SPED courses (see catalog for further details, including each department's GPA requirements within the specific content area).
5. Pass PRAXIS Core or exempt with 22 ACT or 1100 SAT score.
6. Submit Sophomore Portfolio.

7. Gather and submit references.
8. Successfully complete an (April) oral interview with Teacher Education faculty.
9. Successfully complete other reviews as required by departments in specific content areas.

Formal Level (Third Year)

1. Complete Provisional Level requirements.
2. Display professional dispositions and behavior at target levels.
3. Obtain a minimum 2.75 GPA on Lander coursework; maintain a 3.0 GPA in all professional courses; achieve a grade of “B” or higher in each field experience; achieve a grade of “C” or higher in all EDUC, ECED, and SPED courses (see catalog for further details, including each department's GPA requirements within the specific content area).
4. Participate in Induction and Pinning Ceremony.
5. Successfully complete departmental requirements for PRAXIS II.
6. Successfully complete other departmental requirements, reviews, projects, or milestones.

Candidate Level (Fourth Year)

1. Complete Formal Level requirements.
2. Complete FALS requirements before student teaching semester.
3. Enter candidacy with formal admission to the teacher education program.
4. Display professional dispositions and behavior at target levels.
5. Obtain a minimum 2.75 GPA on Lander coursework; maintain a 3.0 GPA in all professional courses; achieve a grade of “B” or higher in each field experience; achieve a grade of “C” or higher in all EDUC, ECED, and SPED courses (see catalog for further details, including each department's GPA requirements within the specific content area).
6. Successfully complete departmental requirements for PRAXIS II.
7. Successfully complete departmental requirements for PLT.
8. Successfully complete other departmental requirements, reviews, projects, or milestones.

The following mathematics courses will be offered as indicated.

Every Fall

MATH 141
MATH 241
MATH 308

Every Spring

MATH 134
MATH 141
MATH 142
MATH 212
MATH 242
MATH 499

Even Year Fall

MATH 300
MATH 325
MATH 431
MATH 451

Odd Year Spring

MATH 351
MATH 432

Odd Year Fall

MATH 311
MATH 421
MATH 450

Even Year Spring

MATH 422
MATH 350
MATH 422

Mathematics Honors Program

Students majoring in mathematics may earn a “BS Degree with Honors” in mathematics. To qualify, a student must meet the following conditions:

1. In addition to the normal course requirements for a BS degree in mathematics, the student must complete the following courses:
MATH 432, MATH 422, with a total of 30 credits of coursework in mathematics at the 300-level or above.
2. The student must complete six semester hours of a college level language. This language may not be English or the student’s native language.
3. The student must submit a project proposal no later than January 15 of the junior year. The proposal must be approved by a majority of the full-time mathematics faculty and result in a finished product of sufficient quality to:
 - a) Receive a grade of “A” or “B” (MATH 390) and
 - b) Be accepted for publication or presented at a meeting of a mathematical society; or be presented as a seminar to mathematics faculty, students, and guests.
4. Upon graduation, the student must have a cumulative GPA of 3.5 or better in both overall coursework and in mathematics coursework.

NOTE: In lieu of requirement 1 above, the student may complete an engineering degree at Clemson University under the engineering/mathematics dual-degree program. The student may then substitute an approved engineering project at Clemson for requirement 3 above.

Special situations may require a deviation from these requirements (such as for students seeking teacher certification in mathematics or those in the engineering program). All deviations must be approved by a majority of the mathematics faculty.

Transfer students who wish to pursue an Honors Program in Mathematics must spend at least four full-time semesters (fall or spring) at Lander University and complete at least 21 semester hours of mathematics courses at Lander University. They must also have an overall GPA of 3.5 on all courses transferred and a GPA of 3.5 on mathematics courses transferred.

MINORS OFFERED

Computer Information Systems Minor

- A minor in computer information systems consists of
- CIS 102, CIS 120, CIS 130, CIS 230, CIS 231, CIS 321, and
 - one of the following courses: MATH 125, MATH 212, MATH 270, MATH 308, MATH 311, MATH 325.

A grade of “C” or better is required in each course applied to the computer information systems minor.

Cybersecurity Minor

- A minor in cybersecurity consists of
- CIS 130, CIS 140, CIS 240, CIS 243, CIS 260, and
 - two of the following courses: CIS 343, CIS 344, CIS 345, CIS 443.

A grade of “C” or better is required in each course applied to the cybersecurity minor.

Information Technology Minor

A minor in information technology consists of

- a mathematics requirement: MATH 114, MATH 121, MATH 123, MATH 141, or MATH 211;
- introductory computer applications courses CIS 120 and either CIS 102 or CIS 202 (6 semester hours) (CIS 202 requires completion of MATH 141);
- problem solving and computer programming courses CIS 130 and CIS 230;
- one computer networks or advanced computer information systems course chosen from the following: CIS 240, CIS 250, CIS 320, CIS 321, CIS 360.

Students must maintain a 2.0 GPA in courses in the minor with a grade of “C” or better in both CIS 130 and CIS 230 (required for progressing to 200-level or 300-level CIS courses).

Mathematics Minor

A minor in mathematics consists of

- Twelve hours of Calculus (MATH 141, MATH 142, and MATH 241),
- Nine hours from the following: MATH 212, MATH 242 or any three hour 300- or 400-level mathematics content course.

A grade of “C” or better is required in each course applied to the mathematics minor.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: COMPUTER INFORMATION SYSTEMS
EMPHASIS: DUAL ENGINEERING

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A. Humanities and Fine Arts	
(6 hours selected from 2 different disciplines)	
MUSI 101 or THTR 201	3
ENGL 201, ENGL 202, ENGL 204, ENGL 205, ENGL 214, ENGL 221, or ENGL 241	3
B. Behavioral and Social Perspectives	
(6 hours selected from 2 different disciplines)	
PSYC 101, SOCI 101, POLS 101, or POLS 103	3
Second course from PSYC 101, SOCI 101, POLS 101, or POLS 103	3
C. Scientific and Mathematical Reasoning	
(8 hours selected from 2 different disciplines, 1 lab science required)	
PHYS 211	4
CHEM 111	4
D. Core Academic Skills	
ENGL 101	3
ENGL 102	3
MATH 141	4
Foreign Language	3
LINK 101	1
FALS 101 (15 FALS-approved events)	0
E. General Education Electives	
Δ CHEM 381	3
HIST 101, HIST 102, or POLS 103	3

A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; or Foreign Language; or courses approved for category E)

Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS	42
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MAJOR PROGRAM CORE REQUIREMENTS

CIS 120	3
CIS 130	4
CIS 230	4
CIS 231	4
CIS 234	1
CIS 240	3
CIS 320	3
CIS 321	3

ECE 272 (at Clemson)	4
<i>Students must take ECE 272 (Computer Organization) at Clemson in place of CIS 335, which is a core requirement at Lander.</i>	
CIS 360	3
CIS 499	3

MAJOR PROGRAM ADDITIONAL REQUIREMENTS

CIS 202	3
PHYS 212	4
MATH 308 or MATH 325**	3
MATH 211 or MATH 311	3

Note: Computer Engineering courses at Clemson complete the requirements in this area.

REQUIRED MATHEMATICS MINOR

MATH 142	4
MATH 241	4
MATH 242	4
Electives^	6

TOTAL MAJOR PROGRAM REQUIREMENTS 66

ADDITIONAL ELECTIVES^^ 12

TOTAL FOR BS DEGREE 120

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

**These mathematics courses are required for the Computer Engineering Degree from Clemson. Students should take at least one at Lander.

^MATH 212 or any three hours 300- or 400-level mathematics content course.

^^Students in this program must complete Clemson University requirements for a BS in Computer Engineering. Credits transferred from Clemson complete the required hours for graduation at Lander.

See 4-year major guides for recommended order in which to take courses
<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: COMPUTER INFORMATION SYSTEMS
EMPHASIS: NETWORKING

	Credit Hours
GENERAL EDUCATION REQUIREMENTS	
(For approved courses see the General Education section.)	
A. Humanities and Fine Arts (*6 hours selected from 2 different disciplines)	6
B. Behavioral and Social Perspectives (*6 hours selected from 2 different disciplines)	6
C. Scientific and Mathematical Reasoning (7-8 hours selected from 2 different disciplines, 1 lab science required)	
PHYS 203	4
*MATH 212 or MATH 142	3-4
D. Core Academic Skills	
ENGL 101	3
ENGL 102	3
MATH 121, MATH 123, or MATH 141	3-4
Foreign Language	3
LINK 101	1
FALS 101 (15 FALS-approved events)	0
E. General Education Electives	
CIS 130	4
<p>A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; or Foreign Language; or courses approved for category E)</p>	
<p>Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.</p>	
TOTAL GENERAL EDUCATION REQUIREMENTS	42
MAJOR PROGRAM CORE REQUIREMENTS	
CIS 120	3
CIS 230	4
CIS 231	4
CIS 234	1
CIS 240	3
CIS 320	3
CIS 321	3
CIS 335	3
CIS 360	3
CIS 499	3
MAJOR PROGRAM EMPHASIS REQUIREMENTS	
CIS 102 or successful completion of exemption exam; or CIS 202	0-3
CIS 250	3
CIS 340	3

CIS 341	3
CIS 440	3
MAJOR PROGRAM ADDITIONAL REQUIREMENTS	
MATH 200, MATH 242, MATH 300, or MATH 308	3-4
MATH 211-MATH 212 or MATH 311	3-6
*MATH 125 or MATH 325	3
TOTAL MAJOR PROGRAM REQUIREMENTS	51-58
ADDITIONAL ELECTIVES (including required minor*)	20-27
TOTAL FOR BS DEGREE	120

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

*Select appropriate courses according to the minor chosen. Approved minors are listed in the description for the major.

See 4-year major guides for recommended order in which to take courses
<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: COMPUTER INFORMATION SYSTEMS
EMPHASIS: SOFTWARE DEVELOPMENT

	Credit Hours
GENERAL EDUCATION REQUIREMENTS	
(For approved courses see the General Education section.)	
A. Humanities and Fine Arts (*6 hours selected from 2 different disciplines)	6
B. Behavioral and Social Perspectives (*6 hours selected from 2 different disciplines)	6
C. Scientific and Mathematical Reasoning (7-8 hours selected from 2 different disciplines, 1 lab science required)	
PHYS 203	4
*MATH 212 or MATH 142	3-4
D. Core Academic Skills	
ENGL 101	3
ENGL 102	3
MATH 121, MATH 123, or MATH 141	3-4
Foreign Language	3
LINK 101	1
FALS 101 (15 FALS-approved events)	0
E. General Education Electives	
CIS 130	4
A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; or Foreign Language; or courses approved for category E)	
Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.	
TOTAL GENERAL EDUCATION REQUIREMENTS	42
MAJOR PROGRAM CORE REQUIREMENTS	
CIS 120	3
CIS 230	4
CIS 231	4
CIS 234	1
CIS 240	3
CIS 320	3
CIS 321	3
CIS 335	3
CIS 360	3
CIS 499	3
MAJOR PROGRAM EMPHASIS REQUIREMENTS	
CIS 102 or successful completion of exemption exam; or CIS 202	0-3
CIS 250	3
CIS 330	3

CIS 498	3
MAJOR PROGRAM ADDITIONAL REQUIREMENTS	
MATH 200, MATH 242, MATH 300, or MATH 308	3-4
MATH 211-MATH 212 or MATH 311	3-6
*MATH 125 or MATH 325	3
TOTAL MAJOR PROGRAM REQUIREMENTS	48-55
ADDITIONAL ELECTIVES (including required minor*)	23-30
TOTAL FOR BS DEGREE	120

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

*Select appropriate courses according to the minor chosen. Approved minors are listed in the description for the major.

See 4-year major guides for recommended order in which to take courses
<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: MATHEMATICS

	Credit Hours
GENERAL EDUCATION REQUIREMENTS	
(For approved courses see the General Education section.)	
A. Humanities and Fine Arts (6 hours selected from different disciplines)	6
B. Behavioral and Social Perspectives (6 hours selected from different disciplines)	6
C. Scientific and Mathematical Reasoning (8 hours selected from different disciplines, 1 lab science required)	
PHYS 211	4
MATH 142	4
D. Core Academic Skills	
ENGL 101	3
ENGL 102	3
MATH 141	4
Foreign Language	3
LINK 101	1
FALS 101 (15 FALS-approved events)	0
E. General Education Electives CIS 130	4
<p>A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; or Foreign Language; or courses approved for category E)</p> <p>Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.</p>	
TOTAL GENERAL EDUCATION REQUIREMENTS	42
MAJOR PROGRAM CORE REQUIREMENTS	
MATH 241	4
MATH 242	4
MATH 308	3
MATH 311	3
MATH 499	1
MAJOR PROGRAM ADDITIONAL REQUIREMENTS	
CIS 102, CIS 202, or CIS 230	3-4
PHYS 212	4
MATH 134	2
MATH 421	3
MATH 431	3
MATH 422 or MATH 432	3
MAJOR PROGRAM ELECTIVES*	12
TOTAL MAJOR PROGRAM REQUIREMENTS	45-46

ADDITIONAL ELECTIVES

32-33

TOTAL FOR BS DEGREE

120

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

* MATH 212 or 300- or 400-level math content courses except MATH 450 and MATH 451

See 4-year major guides for recommended order in which to take courses

<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: MATHEMATICS
PROGRAM: DUAL ENGINEERING

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A. Humanities and Fine Arts	
(6 hours selected from 2 different disciplines)	
MUSI 101 or THTR 201	3
ENGL 201, ENGL 202, ENGL 204, ENGL 205, ENGL 214, ENGL 221, or ENGL 241	3
B. Behavioral and Social Perspectives	
(6 hours selected from 2 different disciplines)	
PSYC 101, SOCI 101, POLS 101, or POLS 103	3
Second course from PSYC 101, SOCI 101, POLS 101, or POLS 103	3
C. Scientific and Mathematical Reasoning	
(8 hours selected from 2 different disciplines, 1 lab science required)	
PHYS 211	4
MATH 142	4
D. Core Academic Skills	
ENGL 101	3
ENGL 102	3
MATH 141	4
Foreign Language	3
LINK 101	1
FALS 101 (15 FALS-approved events)	0
E. General Education Electives	
Δ CHEM 381	3
HIST 101, HIST 102, or POLS 103	3
A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; or Foreign Language; or courses approved for category E)	
Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.	
TOTAL GENERAL EDUCATION REQUIREMENTS	42

MAJOR PROGRAM CORE REQUIREMENTS

MATH 241	4
MATH 242	4
MATH 308	3
MATH 311	3
MATH 499	1

MAJOR PROGRAM ADDITIONAL REQUIREMENTS

MATH 134	2
MATH 421 or MATH 431	3

PHYS 212	4
MAJOR PROGRAM ELECTIVES**	9
<i>Students in the Mechanical Engineering program are strongly encouraged to take MATH 300.</i>	
<i>Students in the Electrical Engineering program are strongly encouraged to take MATH 431 or 432.</i>	
MAJOR PROGRAM EMPHASIS REQUIREMENTS	
CIS 130	4
CIS 202	3
CHEM 111	4
CHEM 112 or GEOL 111 as required by engineering field	0-4
<i>Industrial, Mechanical, and Computer Engineering programs require only CHEM 111.</i>	
<i>The Civil Engineering program requires CHEM 111 and GEOL 111. All other engineering programs require CHEM 111 and CHEM 112.</i>	
TOTAL MAJOR PROGRAM REQUIREMENTS	44-48
ADDITIONAL ELECTIVES^	30-34
TOTAL FOR BS DEGREE	120

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

** MATH 212 or 300- or 400-level math content courses except MATH 450 and MATH 451

^ Students in this program must complete Clemson University requirements for a BS in Engineering. Credits transferred from Clemson complete the required hours for graduation at Lander.

SPCH 101 is strongly encouraged for all students in Ceramic and Materials, Electrical, and Industrial engineering programs.

CIS 230 is recommended for electrical engineering.

CIS 231 is recommended for computer engineering.

See 4-year major guides for recommended order in which to take courses
<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: MATHEMATICS
CERTIFICATION: SECONDARY TEACHER

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A. Humanities and Fine Arts	
(6 hours selected from 2 different disciplines)	
ART 101, MUSI 101, or THTR 201	3
Humanities and Fine Arts elective	3
B. Behavioral and Social Perspectives	
(6 hours selected from 2 different disciplines)	
PSYC 101	3
Behavioral and Social Perspectives elective	3
C. Scientific and Mathematical Reasoning	
(8 hours selected from 2 different disciplines, 1 lab science required)	
PHYS 211	4
MATH 142	4
D. Core Academic Skills	
ENGL 101	3
ENGL 102	3
MATH 141	4
Foreign Language	3
LINK 101	1
FALS 101 (15 FALS-approved events)	0
E. General Education Electives	
CIS 130	4
A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; or Foreign Language; or courses approved for category E)	

Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS	42
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MAJOR PROGRAM CORE REQUIREMENTS

MATH 241	4
MATH 242	4
MATH 308	3
MATH 311	3
MATH 499	1

MAJOR PROGRAM ADDITIONAL REQUIREMENTS

PHYS 212	4
MATH 134	2
MATH 325	3
MATH 350	3
MATH 351	3
MATH 421	3
MATH 422 or MATH 432	3
MATH 431	3
MATH 450	3
MATH 451	3

TOTAL MAJOR PROGRAM REQUIREMENTS 45

TEACHER CERTIFICATION REQUIREMENTS

EDUC 203	0.5
EDUC 223	3
EDUC 240	3
EDUC 320	3
EDUC 321	3
EDUC 329	0.5
EDUC 429	1
EDUC 461	11
EDUC 499	1
SPED 223	3

TOTAL TEACHER CERTIFICATION REQUIREMENTS 29

ADDITIONAL ELECTIVES 4

TOTAL FOR BS DEGREE 120

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses

<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

THE WILLIAM PRESTON TURNER SCHOOL OF NURSING

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Clinical Instructor of Nursing

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Julie Crawford, MSN
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Leisa Weston Myers, MSN, PMHCNS-BC, CNE
Associate Professor of Nursing

Stephanie Yonce, MSN
Assistant Professor of Nursing

PROGRAMS OF STUDY IN THE WILLIAM PRESTON TURNER SCHOOL OF NURSING

Degree Programs

BS in Nursing (Prelicensure)

BS in Nursing (Completion for Registered Nurses)

MSN: Clinical Nurse Leader (Please see the Lander University Graduate Catalog for details)

THE WILLIAM PRESTON TURNER

SCHOOL OF NURSING

Lander University's William Preston Turner 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 baccalaureate program is to prepare graduates within a liberal arts environment in for the professional nursing roles of care provider, leader, consumer of research, candidate applicant for advanced study studies, and contributing member of the nursing profession.

The graduates are prepared to:

1. Apply the nursing process according to the Neuman Systems Model to promote an optimal level of wellness through the use of primary, secondary, and tertiary prevention/intervention strategies for individuals, families and communities;
2. Synthesize nursing theory with knowledge from selected other disciplines as a basis for care giving, communication, therapeutic interventions, and critical thinking;
3. Use appropriate problem-solving approaches in varied settings to promote wellness for diverse client systems;
4. Demonstrate leadership strategies to advance nursing practice and the nursing profession;
5. Utilize nursing research findings to improve the quality of nursing practice;
6. Incorporate established standards of professional nursing as the foundation for own nursing practice; and
7. Prelicensure program graduates are eligible to take the licensing examination to qualify as registered nurses.

Accreditation

The Bachelor of Science in Nursing program is approved by the State Board of Nursing for South Carolina and is accredited by the Commission on Collegiate Nursing Education. One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.

Curriculum

The prelicensure nursing curriculum is designed for completion in four academic years. Registered nurses may complete an RN-BSN option (see pages 272-273). Prelicensure students may be admitted to the nursing major following completion of 30 semester hours college credit. Students must successfully complete required English, science, and mathematics courses to be considered for admission to the major.

NURSING MAJOR

Admission Requirements

Application to the University must be made before applying to Nursing. The William Preston Turner School of Nursing criteria for admission, progression, and graduation differ from those of other colleges within the University. The nature of nursing as an applied discipline requiring mastery of complex academic and clinical knowledge for entry into practice necessitates different specific criteria.

Application Procedure to Lander University

Application materials are obtained from the Lander University Admissions Office or an application can be completed online. The completed application must be returned to the Admissions Office. Applicants are responsible for ensuring that all materials are submitted by required deadlines.

Students who meet the admission qualifications listed below are admitted into prenursing or as a nursing applicant. Following successful completion of courses required in the freshman year, students are admitted into the nursing major at the sophomore level, and progress through the program of study based on meeting the MINIMUM progression requirements at each level. (In the event there are more qualified applicants than available space, admission will be determined by the nursing faculty based upon current admission criteria at the time of application.)

Eligibility to become licensed as a registered nurse in South Carolina

Students are advised that the following requirements apply to persons seeking to become licensed as registered nurses in South Carolina:

1. Age – at least eighteen years (filing of birth certificate required).
2. Completion of all requirements for graduation from an approved educational program of nursing.
3. The State Board of Nursing for South Carolina “has determined that criminal convictions or pending criminal charges for any of the following crimes should be treated as prima facie evidence that an applicant or lapsed licensee is unfit or unsuited to engage in the profession of nursing:
 - a. Crimes of violence (e.g. murder, manslaughter, criminal sexual assault, crimes involving the use of deadly force, assault and battery of a high and aggravated nature, assault and battery with intent to kill)
 - b. Crimes involving the distribution of illegal drugs
 - c. Crimes that involve moral turpitude (excluding fraudulent checks and shoplifting)” (See South Carolina Board of Nursing website <http://www.lnr.state.sc.us>).
 - d. The Board of Nursing requires a criminal background check as part of the application process to take the NCLEX-RN.
4. Earned a passing grade on the NCLEX-RN examination.

Requirements for Admission and Progression

Students enrolled in an undergraduate nursing program must meet specific requirements to enter into and progress through the nursing education program. Progression through the nursing education program occurs in three stages: (1) Initial Status (freshman year), (2) Provisional Status (sophomore year), and (3) Formal Status (junior and senior year). Program specific requirements must be met before students move from one stage to the next. The progression for each program is explained below. (Transfer and second degree students please note special sections.)

Nursing Major Admission and Progression

Progression through the undergraduate nursing program occurs in three stages:

- I. Initial Status (Freshman Year),
- II. Provisional Status (Sophomore Year), and
- III. Formal Status (Junior and Senior years).

Students must meet specific requirements to progress to Provisional Status. Major specific requirements must be met before students move from one stage to the next. The progression for each status is explained below. Transfer and second degree students please note: Admission and Progression Policy, Section II, Letter B, Numbers 2 and 3 (Progression to Provisional Status Requirements).

I. Initial Status (Freshmen Year) Requirements

- A. Requirement: Meet the university requirements for admission
- B. Preferential seating for required science courses
 1. Students who score a 1080 on the SAT or 22 on the ACT will be given preferential seating in the required science courses. SAT and ACT scores are required because these tests are established indicators of academic ability. The nursing curriculum coursework emphasizes chemistry, math, and other applied sciences which require a high level of cognitive ability.
 2. Those students who do not meet the above requirements may be able to register for seating in the required courses if space is available. If a student chooses to retest on the SAT or ACT and makes at least a 1080 on the SAT or at least a 22 composite score on the ACT prior to entering Lander University, the student can be reconsidered for preferential seating.

B. Information for progression to Provisional Status

1. Progression to Provisional Status is selective. Students meeting the requirements described in II. A-C will be ranked by GPA earned from the seven prerequisites. The top forty (40) students will be offered Provision Status contingent upon meeting the requirements in II. D.
2. Students progressing in the nursing major may only have two unsuccessful required courses, regardless of where or when the student took the course. These courses include the seven prerequisites and all major program nursing courses (NURS or NURN).
3. The student who has a grade of less than “C” on three courses required in the nursing major will be ineligible to progress to provisional status in the nursing program and ineligible to remain in the nursing program dismissed from the nursing major. The student is ineligible upon the third unsuccessful required course. For example, if a student with Initial Status earned less than “C” in CHEM 105, BIOL 202, and MATH 121, they would be ineligible to progress to Provisional Status and ineligible to remain in the nursing program the student would be dismissed from the nursing major.

* An additional example would be if a student with Provisional Status made less than a C in CHEM 105, MATH 211, and NURS 165 they would be ineligible to continue in the nursing program.

II. Provisional Status (Sophomore Year) Requirements

- A. Grade Requirements: “C” or higher in the seven required prerequisites: ENGL 101 and ENGL 102; MATH 121 or MATH 123 or MATH 141; CHEM 105 or CHEM 111; CHEM 106 or CHEM 112; BIOL 202 (Human Anatomy), and BIOL 203 (Human Physiology).
- B. GPA and Credit Hour requirements:
 1. A current Lander student:
 - a. Must have taken at least 30 semester hours of college-level coursework
 - b. Must have a Lander Institutional GPA of at least 2.8
 - c. Must have a GPA of at least a 2.8 on the seven required prerequisite courses as listed above II. A INCLUDING THOSE TAKEN AT ANY INSTITUTION OF HIGHER EDUCATION.
 2. A transfer student:
 - a. At least 30 semester hours of college-level coursework including 12 semester hours at Lander
 - b. Must have a cumulative Lander Institutional GPA of at least 2.8
 - c. Must have a GPA of at least a 2.8 on seven required prerequisite courses as listed above in II. A INCLUDING THOSE TAKEN AT ANY INSTITUTION OF HIGHER EDUCATION.
 3. A student who already possesses a baccalaureate degree:
 - a. Must first be admitted to Lander University
 - b. Must have at least cumulative GPA of 2.8 (not rounded) on previous baccalaureate degree college work
 - c. Must have a GPA of at least 2.8 on seven required prerequisite courses as listed above in II. A INCLUDING THOSE TAKEN AT ANY INSTITUTION OF HIGHER EDUCATION; otherwise, must meet transfer student GPA requirements (listed in II.2.b and c above).
- C. TEAS V requirement: Students must score a level of “Proficient” or above on the Test of Essential Academic Skills (TEAS V) to progress to the Provisional Status. Students are allowed multiple attempts on the TEAS V.
- D. Screening requirement: Progression to Provisional Status is contingent upon completion of clinical agency health screening requirements by specified deadline to include but not limited to: negative drug screen, clean background check, and documented ability to complete core performance standards.
- E. Progression Requirement: Students may have only one unsuccessful (grade of “D” or “F”) major program nursing course (NURS or NURN). This does not include elective or General Education nursing courses. Upon the second grade of less than “C” in a major program nursing course (NURS or NURN), the student will be dismissed from the nursing major. The student who earns a grade of less than “C” on three courses required in the nursing major (seven required prerequisites, MATH 211, BIOL 204, and major program

nursing courses) will be dismissed from the nursing major. For example, if a student earned less than a “C” in CHEM 105, BIOL 202, and MATH 211, the student would be dismissed from the nursing major. An additional example would be if a student earned less than a “C” in CHEM 105, MATH 211, and NURS 165, they would be dismissed from the nursing major.

- F. Students wishing to pursue a nursing degree from Lander University with any failures of nursing courses from other nursing programs will be considered on a case-by-case basis with the following considerations:
 - 1. Students with any unsuccessful nursing courses (“D” or “F”) from any other institution will be required to complete ALL of the nursing curriculum at Lander.
 - 2. Students may be asked to furnish a letter from the previous nursing school’s dean or chair speaking to their eligibility for readmission or progression in their program.
 - 3. Students may be asked to participate in an interview with Lander nursing faculty. Providing requested documents or participating in an interview does not guarantee admission into Lander University William Preston Turner School of Nursing.

III. Formal Status (Junior and Senior Years)

Nursing education is a cumulative process, in which the prerequisite course sequence establishes a foundation for subsequent content mastery in nursing courses and successful entry into practice.

- A. Progression requirement: Students must earn a grade of “C” or higher in all Provisional Status nursing coursework, including MATH 211 and BIOL 204.
- B. Students must continue to earn a grade of “C” or higher in all major program nursing courses (NURS or NURN) to progress in the major.
- C. Students progressing through the major may have only one unsuccessful major program nursing course (NURS or NURN). This does not include elective or General Education nursing classes. Upon the second grade of less than “C” in a major program nursing course (NURS or NURN course), the student is dismissed from the nursing major.
- D. Meet all affiliated clinical agencies’ requirements for negative criminal background checks and drug screenings. (Students denied access to clinical sites as a result of criminal background checks and/or drug screenings will be ineligible to continue in the nursing major).
- E. Earn Level II competency on specified ATI test or successfully complete the ATI remediation plan.
- F. Following successful completion of NURS 232, each student is required to pass a Medication Calculation Test (MCT) to assess medication administration competency. Students must complete the Medication Calculation Tests with 95% accuracy at the beginning of each clinical semester in which the student will be enrolled in a nursing course with a clinical laboratory component. The student has a maximum of three attempts to pass the competency exams. A student who is unable to meet the 95% competency by the third exam will not be allowed to remain in a clinical course for that semester. The student must drop the clinical nursing course(s) by the University Drop/Add date. It is the student’s responsibility to determine if they need to add other classes. The student will be designated as out-of-sequence and must apply for readmission to the program/class on a space-available basis.

Out-of-Sequence Students

Any student who fails to meet the cumulative Lander institutional grade point average requirement each semester will be reclassified by the school of nursing as “out-of-sequence” and must reapply to the William Preston Turner School of Nursing to be reconsidered for readmission to the Provisional or Formal Status upon attainment of the requirements and space availability in that class. Exceptions to the above requirements will be considered based on a written letter of petition to the nursing faculty.

Following admission to the nursing major, Students who earn a “D” or lower in a required nursing, science, or mathematics course will be classified internally as “out-of-sequence”. Such students may rejoin the sequence **on a space available basis** when course prerequisite criteria and progression criteria have been successfully met. A student who earns less than a “C” in a nursing course and has an Lander institutional GPA below 2.8 as a result of the grade, may repeat the nursing course the next semester (if the student has not violated the earned grade

requirement policy listed under Graduation Requirements), but may not progress in the major until all progression criteria have been met. In the event there is insufficient space available in that class, the student who is out-of-sequence is obliged to make alternative academic decisions (i.e., delay major, change major, take other courses, etc.).

Students already progressing in the class have priority for space in a class. Students returning to resuming the nursing program after having been out of sequence as a result of withdrawal, violation of earned grade requirement, or Lander institutional GPA less 2.8 must make application for readmission Provisional or Formal Status by completing the *Readmission to Major for Out-of-Sequence Students Nursing Out-of-Sequence Form*. A readmission decision will be made by the Nursing Faculty Organization. Students must be advised by their nursing faculty advisor before registering for any nursing courses.

Graduation Requirements

1. Completion of Lander University requirements for graduation.

In addition students:

2. Must complete required nursing, mathematics (MATH 121 or MATH 123 or MATH 141, and MATH 211, writing (ENGL 101 and ENGL 102), and science (CHEM 105 or CHEM 111 and CHEM 106 or CHEM 112, BIOL 202, BIOL 203, and BIOL 204) courses with a minimum grade of “C”, INCLUDING COURSES TAKEN AT ANY INSTITUTION OF HIGHER EDUCATION;
3. Must complete required nursing major courses within five years prior to graduation;
4. Must not earn a grade of less than “C” in any one required course, more than once each, at any institution of higher education; and
5. Must not earn a grade below “C” in more than two (2) required courses taken at any institution of higher education; only one of which may be a required nursing course major program nursing courses (NURS or NURN courses). (Students wishing to repeat required nursing courses major program nursing courses (NURS or NURN courses) in which a grade of “C” or above was earned must request approval by letter of petition to the nursing faculty.)

Nursing program graduation requirements exceed those of the university as indicators that the student has developed a current (within five years after admission to the sophomore level) and comprehensive nursing knowledge base supported by an adequate foundation in science and mathematics.

Honors for Bachelor of Science in Nursing

Lander University offers an opportunity for honors in the William Preston Turner School of Nursing. The purpose is to promote development of the graduate nurse as scholar, leader, and world citizen. The requirements for nursing honors include:

1. Lander institutional GPA of 3.3 or higher in both overall coursework and nursing courses upon graduation.
2. Completion of nursing honors synthesis project (NURS 480 or NURN 480) that exemplifies scholarship within the discipline of nursing through discovery (research), practice (application), teaching, or integration.

This project will be guided by the nursing faculty member who is selected by the student and agrees to serve as the student’s mentor for the honors project. The faculty mentor will serve as the course coordinator for NURS/NURN 480 during the student’s Senior II semester. Students are encouraged to select the faculty mentor in the Junior II semester. Students interested in participating in the nursing honors opportunity must submit a typed proposal on the appropriate form to the selected faculty mentor for the project by the official midterm of the Senior I semester. The proposal will be presented to NFO by the student’s mentor for the project and must be approved by a majority vote of the nursing faculty.

The project will be of sufficient quality to receive three (3) hours credit in NURS 480 or NURN 480: Nursing Honors Synthesis, and will be submitted for publication in a professional journal or be submitted for presentation in a professional meeting, and will be presented to nursing faculty, students, and practicing nurses. The faculty mentor will be responsible for assuring that all criteria, including required GPA upon graduation, are met in order for the student to receive nursing honors.

THE WILLIAM PRESTON TURNER SCHOOL OF NURSING POLICIES FOR PRELICENSURE AND RN-BSN STUDENTS

Faculty Advisors

A faculty advisor is assigned to each student for academic planning. A nursing faculty advisor is assigned to each nursing major for academic planning. The advisor serves as a resource person for academic and other concerns related to student experiences while enrolled in the nursing program.

NURS/NURN Hours Required for Transfer Students

A maximum of 93 semester hours will be accepted for graduation credit for students transferring from regionally accredited four year colleges. Students must complete at least 25% (30 hours) of the total semester hours through instruction by Lander University. (Lander University policy)

1. Prelicensure nursing students who are allowed to transfer nursing credits from other institutions must complete a minimum of 23 semester hours (including 7 laboratory hours*) of required nursing major courses through Lander University in order to earn a Bachelor of Science degree at Lander University.
2. RN-BSN students who transfer nursing credits from other institutions must complete a minimum of 12 semester hours in required nursing courses through instruction at Lander University in order to earn a Bachelor of Science degree.

*A laboratory hour is defined as the semester hour credit allocated for the campus or clinical laboratory component of required nursing courses. For example, NURS 412 or NURN 412 (four semester hours) allocates 2 credit hours to lecture and 2 credit hours to clinical laboratory.

The nursing courses required for transfer students will be determined on an individual basis based on review of transcript(s) and/or course syllabi by the Dean/Associate Dean with input from the Nursing Faculty.

Special Expenses

In addition to University tuition and fees, nursing students will have additional expenses.

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). Copies are available in the [Nursing Student Handbook](#) from the William Preston Turner School of Nursing website.

Drug Screening

Students are required to comply with drug screen requirements as documented in the *Nursing Student Handbook*.

Petitioning

Students have the right to request an exception to the application of academic policies of the William Preston Turner School of Nursing. To do so, the student must submit the request in writing to the Dean of Nursing.

Scholarships/Awards

All nursing students are eligible to be considered for scholarships available through the William Preston Turner School of Nursing. These scholarships are listed in the *Nursing Student Handbook*. Additional information is available from faculty advisors.

Student Organizations and Activities

All nursing students are encouraged to participate in the pre-professional nursing organization through membership in the local, state, and national levels of the Student Nurses' Association. Annual dues are approximately \$35.00 to \$45.00. Registered nurse students are encouraged to participate in the American Nurses Association.

The William Preston Turner School of Nursing provides the academic base for the Mu Zeta Chapter of the Honor Society of Nursing, Sigma Theta Tau International. Students are invited to membership based on academic and leadership criteria in their senior year.

Nursing students are encouraged to join University student organizations and committees.

Regulations for Clinical Nursing Courses

In addition to the regulations of the University as a whole, the following additional regulations apply to students in nursing. These provisions are required to meet regulations of health care agencies used for clinical laboratory experiences.

1. Attendance at Clinical Laboratories

Students must meet all William Preston Turner School of Nursing requirements for clinical nursing courses, as listed on the Initial Health Screening Form and the Annual Update Form. These requirements must be met each year by July 17 (fall semester) and December 1 (spring semester). Students are required to attend all nursing laboratories with absences permitted only because of sickness or other unavoidable occurrences.

2. Criminal Background Checks and Drug Screenings

Students must complete a criminal background check and drug screening annually and must report to the Director of the William Preston Turner School of Nursing any arrests and/or criminal charges or convictions filed subsequent to completion of the criminal background check.

3. Health Requirements

In addition to meeting the health requirements of the University, students taking clinical nursing courses are required to provide evidence of initial 2-step tuberculosis (TB) screening (PPD), then annual single-step TB screening (PPD); annual 10-panel drug screen; documentation of rubella (German measles) immunization or immune titer (if titer is negative for rubella, vaccine is required); evidence of varicella (chicken pox) immunizations or immune titer (if titer is negative for varicella, vaccine is required); and 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 Healthcare Provider BLS CPR course, must be submitted to the vendor assigned by the William Preston Turner School of Nursing by the required deadline date.

4. Insurance Requirements.

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

5. Transportation to Clinical Practice Sites

Each student is responsible for transportation to and from hospital and other clinical resources. Each student is expected to have access to an automobile to allow participation in client care in local and surrounding communities.

BSN COMPLETION OPTION FOR REGISTERED NURSES

Lander University offers an option for licensed registered nurses to complete a Bachelor of Science in Nursing degree with learning experiences concentrated in physical assessment, community health, nursing leadership, and research. The nursing courses in the BSN completion option for Registered Nurses are offered in an asynchronous online format. The online option features web based delivery of nursing courses that will enable students to attend class at home and at any time of day via the Internet. Graduates will acquire professional level knowledge and skills to practice nursing in traditional and diverse settings and to enter graduate study in nursing and related fields. The option is a part of the BSN nursing program which is approved by the State Board of Nursing for South Carolina and accredited by the Commission on Collegiate Nursing Education. One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.

Admission and Progression Policies

1. Complete Lander University admission process. Transfer credit from previous schools will be evaluated.
2. Complete Admission to RN-BSN Option application and submit to William Preston Turner School of Nursing. Applications to RN-BSN option are available through the William Preston Turner School of Nursing website (<http://www.lander.edu/nursing>) or the Lander Admissions Office.

Requirements for admission as RN-BSN student.

1. Maintain a current nursing license as an RN in state where student will be doing clinicals.
2. Earn “C” or higher in 6 required courses – ENGL 101, ENGL 102, BIOL 202 (Human Anatomy), BIOL 203 (Human Physiology) (2 semesters combined A&P course accepted from South Carolina Technical Schools), BIOL 204 (Microbiology), and MATH 211 (Statistics).
3. Achieve cumulative GPA of at least 2.8 (not rounded) at last school attended.
4. Submit application to the Admissions Office of Lander University prior to applying for admission to the nursing program.
5. Submit application to the school of nursing by respective deadline (April 30 for fall, and October 15 for spring).

Additional information about RN-BSN option:

1. Most RN’s choose to take classes on a part-time basis.
2. May start online nursing courses (NURN 307) in the fall or spring semester, although some required courses are only taught online once a year.
3. Must complete all required nursing, biology, and general education courses, including a minimum of 30 semester hours from Lander in order to graduate.
4. Articulation agreements are in force with some SC Technical Colleges.

Requirements for progression in the RN-BSN option

1. Earn advanced standing credit that satisfies up to 39 hours of required nursing courses upon the successful completion of the bridging course NURN 307: Professional Transition for Registered Nurses with a grade of “B” or higher.
2. Maintain institutional (Lander) GPA of 2.8 or higher (not rounded).
3. Complete required nursing, mathematics (MATH 211), writing (ENGL 101, ENGL 102), and science (CHEM 105 or CHEM 111, BIOL 202, BIOL 203, BIOL 204, BIOL 304 or NURN 304) with a minimum grade of “C”.
4. Must not earn a grade of less than “C” in any required course from any institution of higher education more than once each and
5. Must not earn a grade less than “C” in more than two (2) required courses from any institution of higher education, only one of which may be a required nursing course.

Requirements for graduation in RN-BSN option

1. Complete curriculum requirements. Refer to Program Requirements worksheet.
2. Must earn at least 25% (30 hours) of total semester hour credit through instruction by Lander University.
3. Must earn a minimum of 12 semester hours of nursing credit through instruction by Lander University.
4. Must complete all degree requirements within five years of admission to the RN-BSN option (entry into NURN 307).

Students enrolled in an on-line degree program are not required to satisfy the FALS requirement but may need to complete elective hours to meet the minimum degree hour requirement.

SCHOOL OF NURSING POLICIES SPECIFIC TO RN-BSN STUDENTS

Student Organization and Activities. Registered nurse students are encouraged to participate in the American Nurses Association and other professional nursing organizations. RN-BSN Nursing students are encouraged to join University student organizations and committees.

Clinical Laboratory Experiences. Clinical experiences for RN-BSN students will be arranged collaboratively with the student, course faculty, and health care agencies. Students are expected to adhere to any arranged schedule unless other arrangements are made prior to a scheduled experience. Unavoidable absences will be made up based on the availability of clinical facilities.

Insurance Requirements. RN-BSN students enrolled in the clinical nursing courses must carry tort and professional liability insurance for coverage as a registered nurse, and must carry personal health and accident insurance.

Partial Exemption for Prior Learning. Partial academic exemption may be earned for documented experiential learning. For example, registered nurse students may exempt components of a course for documented professional certification and work (employment experience). Partial exemption will be determined by the nursing faculty on an individual basis.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: NURSING
OPTION: (PRELICENSURE)

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A.	Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B.	Behavioral and Social Perspectives (6 hours selected from 2 different disciplines)	6
C.	Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required) CHEM 105 or CHEM 111 MATH 211	4# 3
D.	Core Academic Skills ENGL 101 ENGL 102 MATH 121, MATH 123 or MATH 141 Foreign Language LINK 101 FALS 101 (15 FALS-approved events)	3# 3# 3-4# 3 1 0
E.	General Education Electives CHEM 106 or CHEM 112	4#

A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)

Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS	42
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MAJOR PROGRAM CORE REQUIREMENTS

BIOL 202	4†
BIOL 203	4†
BIOL 204	4†
NURS 232	2†
NURS 233	3†
NURS 235	3†
NURS 242	5†
NURS 345	5†
NURS 346	5†
NURS 392	4†
NURS 393	4†
NURS 408	4†
NURS 409	4†

MAJOR PROGRAM ADDITIONAL REQUIREMENTS

NURS 165	2†
NURS 240	3†
NURS 303	3†
NURS 304	3†
NURS 412	4†
NURS 417	5†
NURS 460	2†
NURS 499	2†
TOTAL MAJOR PROGRAM REQUIREMENTS	75
ADDITIONAL ELECTIVES	3
TOTAL FOR BS DEGREE	120

†Must earn a “C” or better in each course.

Clinical Laboratory Credit Ratio: 1 hour credit for 3 hours contact time per week.

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses
<http://www.lander.edu/Academics/Registrar-Office/Resources/Major-Guides.aspx>.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: NURSING
OPTION: COMPLETION FOR REGISTERED NURSES

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

Required for graduation from Lander University (may be taken at any regionally accredited college or university).

A. Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B. Behavioral and Social Perspectives (6 hours selected from 2 different disciplines)	6
C. Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required) CHEM 105 MATH 211	4* 3#
D. Core Academic Skills (12-13 credit hours) ENGL 101 ENGL 102 MATH 121, MATH 123 or MATH 141 Foreign Language	3# 3# 3-4 3
E. General Education Electives A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)	
Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.	
TOTAL GENERAL EDUCATION REQUIREMENTS	42

MAJOR PROGRAM CORE REQUIREMENTS

(Completed as prerequisites or advance placement standing given after completion of NURN 307 with at least a "B".)

BIOL 202	4*#
BIOL 203	4*#
BIOL 204	4*#
NURS 232	2!
NURS 233	3!
NURS 235	3!
NURS 242	5!
NURS 345	5!
NURS 346	5!
NURS 392	4!
NURS 393	4!
NURS 408	4!
NURS 409	4!

MAJOR PROGRAM ADDITIONAL REQUIREMENTS

NURN 303	3†
NURN 304	3†
NURN 307	4†
NURN 340	3†
NURN 412	4†
NURN 417	3†
NURN 499	2†
TOTAL MAJOR PROGRAM REQUIREMENTS	73
ADDITIONAL ELECTIVES	5
TOTAL FOR BS DEGREE	120

*Registered nurses may meet the Lander University general education requirement in laboratory science by completing a minimum of 16 hours of laboratory science courses that include 4 hours of chemistry.

Prerequisite courses for admission to the BSN Completion Option

! Earned advanced standing credit based on current nursing license and completion of NURN 307 with a grade of “B” or better

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

Registered nurses with an Associate Degree in Nursing from a South Carolina technical college are encouraged to contact the School of Nursing at 864-388-8337 for information on current articulation agreements.

INTERDISCIPLINARY STUDIES

Brian Hamm
Coordinator of the Interdisciplinary Studies Program

Interdisciplinary Studies Advisory Council

Amir Bhochihbhoya, Ph.D.
Assistant Professor of Nursing
Jerry Bilbrey, Ph.D.
Assistant Professor of Management
Matthew Collier, MA
Lecturer of Teacher Education

Laura Hester, MMC
Associate Professor of Mass Communications
Gilliean Lee, Ph.D.
Professor of Computer Information Systems
William Ramsey, Ph.D.
Professor of History

PROGRAMS OF STUDY IN INTERDISCIPLINARY STUDIES

Degree Programs

- BS in Interdisciplinary Studies: Allied Health Studies
- BS in Interdisciplinary Studies: Educational Psychology for Special Populations
- BS in Interdisciplinary Studies: Environmental Health
- BS in Interdisciplinary Studies: Equine-Assisted Activities and Therapies
- BS in Interdisciplinary Studies: Financial Services and Public Relations
- BS in Interdisciplinary Studies: Graphic Design and Marketing
- BS in Interdisciplinary Studies: Health Promotion and Wellness: Behavioral Health
- BS in Interdisciplinary Studies: Health Promotion and Wellness: Healthcare Management
- BS in Interdisciplinary Studies: Health Promotion and Wellness: Human Services
- BS in Interdisciplinary Studies: Health Promotion and Wellness: Policy
- BS in Interdisciplinary Studies: International Environment and Sustainability
- BS in Interdisciplinary Studies: Management, Public Relations
- BS in Interdisciplinary Studies: Studies in Early Childhood Education and Psychology
- BS in Interdisciplinary Studies: Studies in Early Childhood with Special Needs
- BS in Interdisciplinary Studies: Studies in Special Education Facility or Education Organization Management
- BS in Interdisciplinary Studies: Teaching and Learning for Diverse Elementary Students (Reading/Media)

The Interdisciplinary Studies (IDS) program provides students with an enhanced education through the study of two disciplines in a planned and purposeful approach. The program is designed to accommodate students who are interested in fields of study that are not offered as specific major programs at Lander University.

Interdisciplinary Studies (IDS) students may select an existing IDS module that meets their needs or interests, or they may work with the coordinator of the IDS program and the chairs of two disciplines to develop a new module tailored to their individual interests or career needs.

PROGRAM OBJECTIVES

The IDS program will

1. Provide an interdisciplinary academic experience for students with career interests that are not satisfied by current discipline-based programs at Lander.
2. Provide an appropriate academic program for adults in the community for whom a major in one discipline is too limiting.
3. Offer students opportunities to explore emerging fields through innovative program design using existing course offerings.

PROGRAM LEARNING OBJECTIVES

Students completing an IDS program will

1. gain college level understanding of the fundamentals of the two disciplines in their IDS module;
2. analyze and critically evaluate information in those two disciplines;
3. demonstrate the ability to integrate the two disciplines into a comprehensive body of knowledge; and
4. demonstrate the ability to communicate understanding of the inter-disciplinary links to others, both orally and in writing, or in other media as appropriate to their module.

APPLYING TO THE IDS PROGRAM

To be admitted to the IDS program, a student must

1. Have a freshman or sophomore class standing (i.e., less than 60 semester credit hours earned)
2. Have a GPA of 2.5 or higher on at least 12 semester credit hours earned at Lander.

New and returning Students interested in the IDS program are encouraged to contact the IDS Program Coordinator upon acceptance into Lander University. This will provide a suitable amount of time to develop and obtain approval for a new module in the IDS Program, if necessary. It is expected that students will have a reasonably clear idea of what they hope to accomplish through the IDS program at Lander University, for example, a particular career path or exploring a newly developed or developing field of study.

For Students proposing a new module, should allow time for development and approval by the Department Chairs of the two disciplines that will contribute to the module. Acceptance into the IDS program is contingent on the approval of the proposed module by all faculty bodies. Students may select from modules already approved.

PROGRAM REQUIREMENTS

An IDS program consists of general education courses, two IDS courses, courses in the two disciplines of the module, and additional elective hours. The program may result in either a Bachelor of Arts degree or a Bachelor of Science degree depending on the design of the module.

All Lander University general education requirements must be met in completing an IDS program. Specific general education courses may be required in some categories in order to complete or complement the particular module selected or developed. These module-specific courses will be indicated on the approved module program requirements pages.

The two courses required of all IDS students are IDS 101 and IDS 499. The first provides an introduction to interdisciplinary studies and the second is the capstone course in the major.

Courses in an IDS module will include a minimum of 30 semester hours at the 300-level or higher in the two represented disciplines, 18 hours in one and 12 hours in the other. Additional courses that are either foundational for the module or which are prerequisites for the upper-level courses may also be required.

Students in the IDS program must maintain an average GPA of 2.8 or higher on course work completed for the two modules. At most, two courses required in the two modules may be repeated, at most once each.

PROGRAM REQUIREMENTS FOR AN IDS PROGRAM WITH A MODULE IN EDUCATION

Students selecting an IDS module with an Education field listed as MAJOR PROGRAM #1 or MAJOR PROGRAM #2 must meet the following program requirements:

1. An ACT composite score of 22, a combined SAT score of 1600, or PRAXIS scores of 151 in Reading, 157 in Writing, and 145 in Math, a score of 1100 on the redesigned SAT exam administered by the College Board beginning March 5, 2016.
2. A current Institutional GPA of at least a 2.75
3. “At Target” scores on the Department of Teacher Education’s Professional Dispositions requirements

To remain in an IDS Program in with a module in Education, students must earn a “C” or better in all ECED, EDUC, or SPED courses and maintain “At Target” on all Professional Dispositions. Failure to meet these requirements may result in dismissal from Education Major Program #1 or Education Major Program #2.

All IDS majors with an EDUCATION MAJOR PROGRAM an IDS Education Major Program #1 or IDS Education Major Program #2 are required to complete internships. The internships will be designed specifically for the program in order to prepare the student for employment following graduation. Failure to complete the assigned internship or issues with Professional Dispositions during the internship may result in dismissal from Education Major Program #1 or Education Major Program #2.

APPROVED PROGRAMS (MODULES) IN INTERDISCIPLINARY STUDIES

BS in Interdisciplinary Studies: Allied Health Studies

BS in Interdisciplinary Studies: Educational Psychology for Special Populations

BS in Interdisciplinary Studies: Environmental Health

BS in Interdisciplinary Studies: Equine-Assisted Activities and Therapies

BS in Interdisciplinary Studies: Financial Services and Public Relations

BS in Interdisciplinary Studies: Graphic Design and Marketing

BS in Interdisciplinary Studies: Health Promotion and Wellness: Behavioral Health

BS in Interdisciplinary Studies: Health Promotion and Wellness: Healthcare Management

BS in Interdisciplinary Studies: Health Promotion and Wellness: Human Services

BS in Interdisciplinary Studies: Health Promotion and Wellness: Policy

BS in Interdisciplinary Studies: International Environment and Sustainability

BS in Interdisciplinary Studies: Management, Public Relations

BS in Interdisciplinary Studies: Studies in Early Childhood Education and Psychology

BS in Interdisciplinary Studies: Studies in Early Childhood with Special Needs

BS in Interdisciplinary Studies: Studies in Special Education Facility or Education Organization Management

BS in Interdisciplinary Studies: Teaching and Learning for Diverse Elementary Students (Reading/Media)

(See IDS Program Coordinator for information on IDS modules pending approval.)

PROPOSING A NEW IDS MODULE

Students or faculty members wishing to propose a new IDS module may do so in consultation with the IDS Program Coordinator and the Department Chairs of the two disciplines in the proposed module. A program proposal form bearing the signatures of the department chairs will be completed and returned to the IDS Program Coordinator. The module will then be submitted to the appropriate faculty bodies on campus for approval. Modifications to a proposed module may occur throughout the approval process. Students are not to consider their program of study as officially determined until the module has successfully passed all levels of approval.

The IDS Program Coordinator will serve as the initial academic advisor for all incoming IDS students, and will inform students of the official approval of any newly proposed modules.

MODEL MODULE PROGRAM REQUIREMENTS TEMPLATES
2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF ARTS
MAJOR: INTERDISCIPLINARY STUDIES:
AREA 1:
AREA 2:

Credit Hours

GENERAL EDUCATION REQUIREMENTS

A.	Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B.	Behavioral and Social Perspectives (6 hours selected from 2 different disciplines)	6
C.	Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required)	7
D.	Core Academic Skills	
	ENGL 101	3
	ENGL 102	3
	Mathematics	3
	Foreign Language	3
	LINK 101	1
	FALS 101 (15 FALS-approved events)	0
E.	General Education Electives	
	A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)	
	Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.	
	TOTAL GENERAL EDUCATION REQUIREMENTS	42

***MAJOR PROGRAM CORE REQUIREMENTS**

IDS 101	3
IDS 499	3

***MAJOR PROGRAM #1 REQUIREMENTS (18 hours 300-level or higher)**

Major Program #1 (300-level or higher)	3
Major Program #1 (300-level or higher)	3
Major Program #1 (300-level or higher)	3
Major Program #1 (300-level or higher)	3
Major Program #1 (300-level or higher)	3
Major Program #1 (300-level or higher)	3

*MAJOR PROGRAM #2 REQUIREMENTS (12 hours 300-level or higher)	
Major Program #2 (300-level or higher)	3
Major Program #2 (300-level or higher)	3
Major Program #2 (300-level or higher)	3
Major Program #2 (300-level or higher)	3
ADDITIONAL REQUIREMENTS	
102-level Foreign Language	3
200-level Foreign Language	3
TOTAL MAJOR PROGRAM REQUIREMENTS	42
ADDITIONAL ELECTIVES	36
TOTAL FOR BA DEGREE	120

*Students must earn a “C” or better in all program requirement courses.

Coursework must include at least 30 hours earned in 300- or above level courses, of which 12 hours must be in the major.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: INTERDISCIPLINARY STUDIES:
AREA 1:
AREA 2:

Credit Hours

GENERAL EDUCATION REQUIREMENTS

- | | | |
|-----------|--|---|
| A. | Humanities and Fine Arts
(6 hours selected from 2 different disciplines) | 6 |
| B. | Behavioral and Social Perspectives
(6 hours selected from 2 different disciplines) | 6 |
| C. | Scientific and Mathematical Reasoning
(7 hours selected from 2 different disciplines, 1 lab science required) | 7 |
| D. | Core Academic Skills | |
| | ENGL 101 | 3 |
| | ENGL 102 | 3 |
| | Mathematics | 3 |
| | Foreign Language | 3 |
| | LINK 101 | 1 |
| | FALS 101 (15 FALS-approved events) | 0 |
| E. | General Education Electives | |
| | A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E) | |

Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS	42
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*MAJOR PROGRAM CORE REQUIREMENTS

IDS 101	3
IDS 499	3

*MAJOR PROGRAM #1 REQUIREMENTS (18 hours 300-level or higher)

Major Program #1 (300-level or higher)	3
Major Program #1 (300-level or higher)	3
Major Program #1 (300-level or higher)	3
Major Program #1 (300-level or higher)	3
Major Program #1 (300-level or higher)	3
Major Program #1 (300-level or higher)	3

*MAJOR PROGRAM #2 REQUIREMENTS (12 hours 300-level or higher)	
Major Program #2 (300-level or higher)	3
Major Program #2 (300-level or higher)	3
Major Program #2 (300-level or higher)	3
Major Program #2 (300-level or higher)	3
TOTAL MAJOR PROGRAM REQUIREMENTS	36
ADDITIONAL ELECTIVES	42
TOTAL FOR BS DEGREE	120

*Students must earn a “C” or better in all program requirement courses.

Coursework must include at least 30 hours earned in 300- or above level courses, of which 12 hours must be in the major.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: INTERDISCIPLINARY STUDIES: Allied Health Studies
AREA 1: Biology
AREA 2: Physical Education and Exercise Science

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A. Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B. Behavioral and Social Perspectives (6 hours selected from 2 different disciplines)	
PSYC 101	3
Behavioral and Social Perspectives elective	3
C. Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required)	
CHEM 111	4
MATH 211	3
D. Core Academic Skills (13 hours)	
ENGL 101	3
ENGL 102	3
Mathematics (MATH 121)	3
Foreign Language	3
LINK 101	1
FALS 101 (15 FALS-approved events)	0
E. General Education Electives	
CHEM 112	4
Δ NURS 310 or Δ CHEM 381	3
PEES 175	2
PEES 176	1

A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; or Foreign Language; or courses approved for category E)

Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS	42
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*MAJOR PROGRAM CORE REQUIREMENTS

IDS 101	3
IDS 499	3

*MAJOR PROGRAM #1 REQUIREMENTS (18 hours 300-level or higher)

BIOL 111	4
BIOL 202	4
BIOL 203	4
BIOL 204	4
CHEM 301	3
BIOL 307	4

BIOL 312	4
BIOL 401	4
BIOL 422	4
CHEM 221	4
*MAJOR PROGRAM #2 REQUIREMENTS (12 hours 300-level or higher)	
PEES 310	3
PEES 311	4
PEES 362	3
PEES 490	3
TOTAL MAJOR PROGRAM REQUIREMENTS	58
ADDITIONAL ELECTIVES	20
TOTAL FOR BS DEGREE	120

*Students must earn a "C" or better in all program requirement courses.

Coursework must include at least 30 hours earned in 300- or above level courses, of which 12 hours must be in the major.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: INTERDISCIPLINARY STUDIES: Educational Psychology for Special Populations
AREA 1: Psychology
AREA 2: Special Education

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A. Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B. Behavioral and Social Perspectives (6 hours selected from 2 different disciplines) HIST 101, HIST 102, HIST 111, HIST 112, HIST 121, HIST 122 PSYC 101	3 3
C. Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required)	7
D. Core Academic Skills (13 hours) ENGL 101 ENGL 102 Mathematics Foreign Language LINK 101 FALS 101 (15 FALS-approved events)	3 3 3 3 1 0
E. General Education Electives A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; or Foreign Language; or courses approved for category E)	
Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.	
TOTAL GENERAL EDUCATION REQUIREMENTS	42

*MAJOR PROGRAM CORE REQUIREMENTS

IDS 101	3
IDS 499	3

*MAJOR PROGRAM #1 REQUIREMENTS (18 hours 300-level or higher)

PSYC 203	3
PSYC 251	3
PSYC 303	3
PSYC 314	3
PSYC 315	3
PSYC 416	3
PSYC Elective at 300-level or higher	3
PSYC Elective at 300-level or higher	3

***MAJOR PROGRAM #2 REQUIREMENTS (12 hours 300-level or higher)**

EDUC 223	3
EDUC 240	3
SPED 223	3
SPED 240	3
SPED 356	3
EDUC 490 (may be taken over several semesters)	9
TOTAL MAJOR PROGRAM REQUIREMENTS	54
ELECTIVES	24
TOTAL FOR BS DEGREE	120

*Students must earn a “C” or better in all program requirement courses.

Coursework must include at least 30 hours earned in 300- or above level courses, of which 12 hours must be in the major.

PROGRAM REQUIREMENTS FOR AN IDS PROGRAM IN EDUCATION

Students selecting an IDS module with an Education field listed as MAJOR PROGRAM #1 or MAJOR PROGRAM #2 must meet the following program requirements:

1. An ACT composite score of 22, a combined SAT score of 1600, or PRAXIS scores of 151 in Reading, 157 in Writing, and 145 in Math.
2. A current Institutional GPA of at least a 2.75
3. “At Target” scores on the Department of Teacher Education’s Professional Dispositions requirements

To remain in an IDS Program in Education, students must earn a “C” or better in all ECED, EDUC, or SPED courses and maintain “At Target” on all Professional Dispositions. Failure to meet these requirements may result in dismissal from Education Major Program #1 or Education Major Program #2.

All IDS majors with an IDS Education Major Program #1 or IDS Education Major Program #2 are required to complete internships. The internships will be designed specifically for the program in order to prepare the student for employment following graduation. Failure to complete the assigned internship or issues with Professional Dispositions during the internship may result in dismissal from Education Major Program #1 or Education Major Program #2.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: INTERDISCIPLINARY STUDIES: Environmental Health
AREA 1: Biology
AREA 2: Environmental Science

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section.](#))

A. Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B. Behavioral and Social Perspectives (6 hours selected from 2 different disciplines) ANTH 104 or SOCI 101 Behavioral and Social Perspectives elective	3 3
C. Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required) CHEM 111 MATH 211	4 3
D. Core Academic Skills (13 hours) ENGL 101 ENGL 102 Mathematics (MATH 121, MATH 123, or MATH 141) Foreign Language LINK 101 FALS 101 (15 FALS-approved events)	3 3 3-4 3 1 0
E. General Education Electives Δ NURS 310 or CHEM 381 CHEM 112	3 4

A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements.
(Select from categories A, B, or C; Global Issues and Cultures; or Foreign Language; or courses approved for category E)

Δ **Global Issues and Cultures:** Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS 42

*MAJOR PROGRAM CORE REQUIREMENTS

IDS 101	3
IDS 499	3

*MAJOR PROGRAM #1 REQUIREMENTS (must include 18 hours 300-level or higher)

BIOL 111	4
BIOL 202	4
BIOL 203	4
CHEM 301	3
BIOL 306	4
**BIOL 421	4
**BIOL 422	4
NURS 304	3

** BIOL 421 and BIOL 422 must be taken during the final year of the program.

***MAJOR PROGRAM #2 REQUIREMENTS (must include 12 hours 300-level or higher)**

CHEM 221	4
CHEM 420	3
ES 301	3
ES 302	3
ES 310	3
ES 390	3
GEOL 111	4
TOTAL MAJOR PROGRAM REQUIREMENTS	59
ADDITIONAL ELECTIVES	19
TOTAL FOR BS DEGREE	120

*Students must earn a "C" or better in all program requirement courses.

Coursework must include at least 30 hours earned in 300- or above level courses, of which 12 hours must be in the major.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: INTERDISCIPLINARY STUDIES: Equine-Assisted Activities and Therapies
AREA 1: Physical Education/Exercise Science
AREA 2: Special Education

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A. Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B. Behavioral and Social Perspectives (6 hours selected from 2 different disciplines)	6
C. Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required)	4
MATH 211	3
D. Core Academic Skills (13 hours)	
ENGL 101	3
ENGL 102	3
Mathematics (MATH 121)	3
Foreign Language	3
LINK 101	1
FALS 101 (15 FALS-approved events)	0
E. General Education Electives	
PEES 175	2
Δ PEES 325 (recommended) or Δ EDUC 309 (recommended)	3

A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; or Foreign Language; or courses approved for category E)

Δ **Global Issues and Cultures:** Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS	42
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MAJOR PROGRAM CORE REQUIREMENTS*

IDS 101	3
IDS 499	3

*MAJOR PROGRAM #1 REQUIREMENTS (18 hours 300-level or higher)

PEES 210	4
PEES 226 (prerequisite PEES 223 waived for this IDS module only)	3
PEES 228	3
PEES 300	3
PEES 305	3
PEES 311	4
PEES 318	3
PEES 420	3
PEES 424	3

***MAJOR PROGRAM #2 REQUIREMENTS (12 hours 300-level or higher)**

SPED 150	3
SPED 223	3
SPED 240	3
SPED 250	3
SPED 260	3
SPED 270	3
SPED 356	3
EDUC 490 (may be taken over several semesters)	9
TOTAL MAJOR PROGRAM REQUIREMENTS	65
ELECTIVES	13
TOTAL FOR BS DEGREE	120

*Students must earn a “C” or better in all program requirement courses.

Coursework must include at least 30 hours earned in 300- or above level courses, of which 12 hours must be in the major.

PROGRAM REQUIREMENTS FOR AN IDS PROGRAM IN EDUCATION

Students selecting an IDS module with an Education field listed as MAJOR PROGRAM #1 or MAJOR PROGRAM #2 must meet the following program requirements:

1. An ACT composite score of 22, a combined SAT score of 1600, or PRAXIS scores of 151 in Reading, 157 in Writing, and 145 in Math.
2. A current Institutional GPA of at least a 2.75
3. “At Target” scores on the Department of Teacher Education’s Professional Dispositions requirements

To remain in an IDS Program in Education, students must earn a “C” or better in all ECED, EDUC, or SPED courses and maintain “At Target” on all Professional Dispositions. Failure to meet these requirements may result in dismissal from Education Major Program #1 or Education Major Program #2.

All IDS majors with an IDS Education Major Program #1 or IDS Education Major Program #2 are required to complete internships. The internships will be designed specifically for the program in order to prepare the student for employment following graduation. Failure to complete the assigned internship or issues with Professional Dispositions during the internship may result in dismissal from Education Major Program #1 or Education Major Program #2.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: INTERDISCIPLINARY STUDIES: Financial Services and Public Relations
AREA 1: Business Administration: Financial Services
AREA 2: Mass Communication: Public Relations

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A. Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B. Behavioral and Social Perspectives (6 hours selected from 2 different disciplines)	
ECON 101	3
Behavioral and Social Perspectives elective	3
C. Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required)	
MATH 211	3
1 lab science	4
D. Core Academic Skills (13 hours)	
ENGL 101	3
ENGL 102	3
Mathematics	3
Foreign Language	3
LINK 101	1
FALS 101 (15 FALS-approved events)	0
E. General Education Electives A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)	
Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.	
TOTAL GENERAL EDUCATION REQUIREMENTS	42

MAJOR PROGRAM CORE REQUIREMENTS*

IDS 101	3
IDS 499	3

MAJOR PROGRAM #1 REQUIREMENTS* (18 hours 300-level or above)

ACCT 201	3
BA 101	3
BA 309	3
ENGL 275	3
FINA 301	3
MGMT 301	3
MKT 301	3
One 300-level above elective from FINA or ECON approved by the Major Program #1 advisor	3
One 300-level above elective from ACCT, BA, ECON, FINA, HCMT, MGMT, or MKT approved by the Major Program #1 advisor	3

MAJOR PROGRAM #2 REQUIREMENTS* (12 hours 300-level or above)

JOUR 201	3
MEDA 101	3
SPCH 101	3
MEDA 341	3
MEDA 343	3
MEDA 342 or MEDA 360	3
MEDA elective 300-level or above approved by the Major Program #2 advisor	3
TOTAL MAJOR PROGRAM REQUIREMENTS	54
ADDITIONAL ELECTIVES	24
TOTAL FOR BS DEGREE	120

*Students must earn a “C” or better in all program requirement courses.

Coursework must include at least 30 hours earned in 300- or above level courses, of which 12 hours must be in the major.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: INTERDISCIPLINARY STUDIES: Graphic Design and Marketing
AREA 1: Visual Arts: Graphic Design
AREA 2: Business Administration: Management/Marketing

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section.](#))

A.	Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B.	Behavioral and Social Perspectives (6 hours selected from 2 different disciplines)	6
C.	Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required)	
	MATH 211	3
	1 lab science	4
D.	Core Academic Skills (13 hours)	
	ENGL 101	3
	ENGL 102	3
	Mathematics (MATH 121 or MATH 123)	3
	Foreign Language	3
	LINK 101	1
	FALS 101 (15 FALS-approved events)	0
E.	General Education Electives A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)	
	Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.	

TOTAL GENERAL EDUCATION REQUIREMENTS	42
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*MAJOR PROGRAM CORE REQUIREMENTS

IDS 101	3
IDS 499	3

*MAJOR PROGRAM #1 REQUIREMENTS (18 hours 300-level or higher)

ART 103	3
ART 104	3
ART 105	3
ART 106	3
ART 204	3
ART 203	3
ART 304	3
ART 308	3
ART 315 or ART 371	3
ART 404	3
ART 408	3

ART elective (Studio Art, 300-level or higher)	3
*MAJOR PROGRAM #2 REQUIREMENTS (12 hours 300-level or higher)	
ACCT 201	3
BA 101	3
ECON 202	3
ENGL 275	3
MGMT 301	3
MKT 301	3
MKT 305	3
MKT 325	3
TOTAL MAJOR PROGRAM REQUIREMENTS	66
ADDITIONAL ELECTIVES	12
TOTAL FOR BS DEGREE	120

*Students must earn a “C” or better in all program requirement courses.

Coursework must include at least 30 hours earned in 300- or above level courses, of which 12 hours must be in the major.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE

**MAJOR: INTERDISCIPLINARY STUDIES: Health Promotion and Wellness:
Behavioral Health**

AREA 1: Nursing

AREA 2: Psychology

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A.	Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B.	Behavioral and Social Perspectives (6 hours selected from 2 different disciplines)	
	PSYC 101	3
	SOCI 101	3
C.	Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required)	
	CHEM 105 or CHEM 111	4
	MATH 211	3
D.	Core Academic Skills	
	ENGL 101	3
	ENGL 102	3
	MATH 121 or MATH 123 or MATH 141	3-4
	Foreign Language	3
	LINK 101	1
	FALS 101 (15 FALS-approved events)	0
E.	General Education Electives	
	CHEM 106 or CHEM 112	4
	Δ PHIL 325	3
	POLS 101	3

A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)

Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS	42
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*MAJOR PROGRAM CORE REQUIREMENTS

IDS 101	3
IDS 499	3
TOTAL MAJOR PROGRAM CORE REQUIREMENTS	6

***MAJOR PROGRAM #1 REQUIREMENTS (18 hours 300-level or higher)**

Nursing science and nursing theory are the foundation for the IDS Health Promotion and Wellness Program, therefore, students selecting this module must meet the following program requirements:

1. Complete the following nursing prerequisite courses with a “C” or better: ENGL 101, ENGL 102, CHEM 105/CHEM 111, CHEM 106/CHEM 112, BIOL 202, BIOL 203, and MATH 121 or MATH 123 or MATH 141.
2. Complete the following level 1 courses of the nursing major with a “C” or better: NURS 165, NURS 235, NURS 304, and MATH 211.
3. Have a current institutional GPA of at least 2.8 at the time of admission to the program and maintain an institutional GPA of 2.8 throughout the program.
4. Interview with and be recommended by the Dean of Nursing or designated advisor for the program.

Once these requirements are met the prerequisites for the remaining NURS/NURN courses will be waived.

NURS 165	2
NURS 232	2
NURS 235	3
NURS 291	3
NURS 303	3
NURS 304	3
Δ NURS 310	3
NURS 372	3
NURN 373 or NURS 373	3
NURS 415	3
NURS 425	3
NURS 435	3
TOTAL MAJOR PROGRAM # 1 REQUIREMENTS	34

***MAJOR PROGRAM #2 REQUIREMENTS (12 hours 300-level or higher)**

PSYC 203	3
PSYC 212	3
PSYC 251	3
PSYC 362	3
Select 3 of the following:	
PSYC 303	3
PSYC 304	3
PSYC 306	3
PSYC 314	3
PSYC 315	3
Δ PSYC 405	3
TOTAL MAJOR PROGRAM # 2 REQUIREMENTS	21

ADDITIONAL PROGRAM REQUIREMENTS

BIOL 202	4
BIOL 203	4
HCMT 201	3
TOTAL ADDITIONAL REQUIREMENTS	11
TOTAL MAJOR PROGRAM REQUIREMENTS	75
ADDITIONAL ELECTIVES	6
TOTAL FOR BS DEGREE	120

* Students must earn a “C” or better in all program requirement courses.

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE

**MAJOR: INTERDISCIPLINARY STUDIES: Health Promotion and Wellness:
Healthcare Management**

AREA 1: Nursing

AREA 2: Business Administration: Healthcare Management

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A.	Humanities and Fine Arts	6
	(6 hours selected from 2 different disciplines)	
B.	Behavioral and Social Perspectives	
	(6 hours selected from 2 different disciplines)	
	ECON 101	3
	POLS 101	3
C.	Scientific and Mathematical Reasoning	
	(7 hours selected from 2 different disciplines, 1 lab science required)	
	CHEM 105 or CHEM 111	4
	MATH 211	3
D.	Core Academic Skills	
	ENGL 101	3
	ENGL 102	3
	MATH 121, MATH 123, or MATH 141	3-4
	Foreign Language	3
	LINK 101	1
	FALS 101 (15 FALS-approved events)	0
E.	General Education Electives	
	CHEM 106 or CHEM 112	4
	PSYC 101	3
	SOCI 101	3
	A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)	

Δ **Global Issues and Cultures:** Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS	42
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MAJOR PROGRAM CORE REQUIREMENTS*

IDS 101	3
IDS 499	3
TOTAL MAJOR PROGRAM CORE REQUIREMENTS	6

*MAJOR PROGRAM #1 REQUIREMENTS (18 hours 300-level or higher)

Nursing science and nursing theory are the foundation for the IDS Health Promotion and Wellness Program, therefore, students selecting this module must meet the following program requirements:

1. Complete the following nursing prerequisite courses with a “C” or better: ENGL 101, ENGL 102, CHEM 105/CHEM 111, CHEM 106/CHEM 112, BIOL 202, BIOL 203, and MATH 121 or MATH 123 or MATH 141.
2. Complete the following level 1 courses of the nursing major with a “C” or better: NURS 165, NURS 235, NURS 304, and MATH 211.
3. Have a current institutional GPA of at least 2.8 at the time of admission to the program and maintain an institutional GPA of 2.8 throughout the program.
4. Interview with and be recommended by the Dean of Nursing or designated advisor for the program.

Once these requirements are met the prerequisites for the remaining NURS/NURN courses will be waived.

NURS 165	2
NURS 232	2
NURS 233	3
NURS 235	3
NURS 240	3
NURS 242	5
NURS 303	3
NURS 304	3
Δ NURS 310	3
NURS 372	3
NURN 373 or NURS 373	3
NURS 415	3
NURS 425	3
NURS 435	3
TOTAL MAJOR PROGRAM # 1 REQUIREMENTS	42

***MAJOR PROGRAM #2 REQUIREMENTS (12 hours 300-level or higher)**

BA 101	3
ENGL 275	3
ACCT 201	3
HCMT 201	3
HCMT 301	3
HCMT 315	3
MGMT 301	3
MGMT 315	3
TOTAL MAJOR PROGRAM # 2 REQUIREMENTS	24

ADDITIONAL PROGRAM REQUIREMENTS

BIOL 202	4
BIOL 203	4
TOTAL ADDITIONAL PROGRAM REQUIREMENTS	8
TOTAL FOR BS DEGREE	122

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE

MAJOR: INTERDISCIPLINARY STUDIES: Health Promotion and Wellness: Human Services

AREA 1: Nursing

AREA 2: Sociology

	Credit Hours
GENERAL EDUCATION REQUIREMENTS	
(For approved courses see the General Education section .)	
A. Humanities and Fine Arts	6
(6 hours selected from 2 different disciplines)	
B. Behavioral and Social Perspectives	
(6 hours selected from 2 different disciplines)	
PSYC 101	3
SOCI 101	3
C. Scientific and Mathematical Reasoning	7
(7 hours selected from 2 different disciplines, 1 lab science required)	
CHEM 105 or CHEM 111	4
MATH 211	3
D. Core Academic Skills	
ENGL 101	3
ENGL 102	3
MATH 121 or MATH 123 or MATH 141	3-4
Foreign Language	3
LINK 101	1
FALS 101 (15 FALS-approved events)	0
E. General Education Electives	
CHEM 106 or CHEM 112	4
Δ PHIL 325	3
POLS 101	3
A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)	
Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.	
TOTAL GENERAL EDUCATION REQUIREMENTS	42
MAJOR PROGRAM CORE REQUIREMENTS*	
IDS 101	3
IDS 499	3
TOTAL MAJOR PROGRAM CORE REQUIREMENTS	6

***MAJOR PROGRAM #1 REQUIREMENTS (18 hours 300-level or higher)**

Nursing science and nursing theory are the foundation for the IDS Health Promotion and Wellness Program, therefore, students selecting this module must meet the following program requirements:

1. Complete the following nursing prerequisite courses with a “C” or better: ENGL 101, ENGL 102, CHEM 105/CHEM 111, CHEM 106/CHEM 112, BIOL 202, BIOL 203, and MATH 121 or MATH 123 or MATH 141.
2. Complete the following level 1 courses of the nursing major with a “C” or better: NURS 165, NURS 235, NURS 304, and MATH 211.
3. Have a current institutional GPA of at least 2.8 at the time of admission to the program and maintain an institutional GPA of 2.8 throughout the program.
4. Interview with and be recommended by the Dean of Nursing or designated advisor for the program.

Once these requirements are met the prerequisites for the remaining NURS/NURN courses will be waived.

NURS 165	2
NURS 232	2
NURS 235	3
NURS 291	3
NURS 303	3
NURS 304	3
Δ NURS 310	3
NURS 372	3
NURN 373 or NURS 373	3
NURS 415	3
NURS 425	3
NURS 435	3
TOTAL MAJOR PROGRAM # 1 REQUIREMENTS	34

***MAJOR PROGRAM #2 REQUIREMENTS (12 hours 300-level or higher)**

SOCI 202	3
Δ SOCI 301	3
SOCI 311	3
SOCI 314	3
SOCI 321	3
SOCI 322	3
TOTAL MAJOR PROGRAM # 2 REQUIREMENTS	18

ADDITIONAL PROGRAM REQUIREMENTS

BIOL 202	4
BIOL 203	4
HCMT 201	3
TOTAL ADDITIONAL PROGRAM REQUIREMENTS	11

ADDITIONAL ELECTIVES 9

TOTAL FOR BS DEGREE	120
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* Students must earn a “C” or better in all program requirement courses.

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: INTERDISCIPLINARY STUDIES: Health Promotion and Wellness: Policy
AREA 1: Nursing
AREA 2: Political Science

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A.	Humanities and Fine Arts	6
	(6 hours selected from 2 different disciplines)	
B.	Behavioral and Social Perspectives	
	(6 hours selected from 2 different disciplines)	
	POLS 101	3
	SOCI 101	3
C.	Scientific and Mathematical Reasoning	
	(7 hours selected from 2 different disciplines)	
	CHEM 105 or CHEM 111	4
	MATH 211	3
D.	Core Academic Skills	
	ENGL 101	3
	ENGL 102	3
	MATH 121, MATH 123, or MATH 141	3-4
	Foreign Language	3
	LINK 101	1
	FALS 101 (15 FALS-approved events)	0
E.	General Education Electives	
	CHEM 106 or CHEM 112	4
	Δ PHIL 325	3
	PSYC 101	3

A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)

Δ **Global Issues and Cultures:** Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS	42
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MAJOR PROGRAM CORE REQUIREMENTS*

IDS 101	3
IDS 499	3
TOTAL MAJOR PROGRAM CORE REQUIREMENTS	6

MAJOR PROGRAM #1 REQUIREMENTS* (18 hours 300- or higher level)

Nursing science and nursing theory are the foundation for the IDS Health Promotion and Wellness Program, therefore, students selecting this module must meet the following program requirements:

1. Complete the following nursing prerequisite courses with a “C” or better: ENGL 101, ENGL 102, CHEM 105/CHEM 111, CHEM 106/CHEM 112, BIOL 202, BIOL 203, and MATH 121 or MATH 123 or MATH 141.
2. Complete the following level 1 courses of the nursing major with a “C” or better: NURS 165, NURS 235, NURS 304, and MATH 211.
3. Have a current institutional GPA of at least 2.8 at the time of admission to the program and maintain an institutional GPA of 2.8 throughout the program.
4. Interview with and be recommended by the Dean of Nursing or designated advisor for the program.

Once these requirements are met the prerequisites for the remaining NURS/NURN courses will be waived.

NURS 165	2
NURS 232	2
NURS 235	3
NURS 291	3
NURS 303	3
NURS 304	3
Δ NURS 310	3
NURS 372	3
NURN 373 or NURS 373	3
NURS 415	3
NURS 425	3
NURS 435	3
TOTAL MAJOR PROGRAM # 1 REQUIREMENTS	34
MAJOR PROGRAM #2 REQUIREMENTS* (12 hours 300- or higher level)	
POLS 103	3
POLS 217	3
POLS 318	3
POLS 371	3
POLS 379, Δ POLS 390, or Δ POLS 445	3
POLS 386	3
TOTAL MAJOR PROGRAM # 2 REQUIREMENTS	18
ADDITIONAL PROGRAM REQUIREMENTS	
BIOL 202	4
BIOL 203	4
HCMT 201	3
TOTAL ADDITIONAL REQUIREMENTS	11
ADDITIONAL ELECTIVES	9
TOTAL FOR BS DEGREE	120

* Students must earn a “C” or better in all program requirement courses.

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: INTERDISCIPLINARY STUDIES: International Environment and Sustainability
AREA 1: Environmental Science
AREA 2: Political Science (International Studies)

	Credit Hours
A. Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B. Behavioral and Social Perspectives (6 hours selected from 2 different disciplines) HIST 101, HIST 102, HIST 111, HIST 112, HIST 121, or HIST 122	3
Behavioral and Social Perspectives elective	3
C. Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines) CHEM 111	4
MATH 211	3
D. Core Academic Skills ENGL 101	3
ENGL 102	3
MATH 121, MATH 123, or MATH 141	3-4
Foreign Language	3
LINK 101	1
FALS 101 (15 FALS-approved events)	0
E. General Education Electives BIOL 111	4
<p>A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)</p> <p>Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.</p>	
TOTAL GENERAL EDUCATION REQUIREMENTS	42
MAJOR PROGRAM CORE REQUIREMENTS*	
IDS 101	3
IDS 499	3
MAJOR PROGRAM #1 CORE REQUIREMENTS* (18 hours 300- or higher level)	
GEOL 111	4
ES 301	4
ES 302	4
ES 310	3
Δ ES 390	3
BIOL 306	4

MAJOR PROGRAM #2 CORE REQUIREMENTS* (12 hours 300- or higher level)

Δ POLS 303 3

Δ POLS 366 3

One of the following:

Δ HIST 306

Δ HIST 307

Δ HIST 322

Δ HIST 370

Δ HIST 371

Δ HIST 375

Δ HIST 376 3

Two of the following:

Δ POLS 305

Δ POLS 325

Δ POLS 361

POLS 490 6

TOTAL MAJOR PROGRAM REQUIREMENTS 43

ADDITIONAL ELECTIVES 35

TOTAL FOR BS DEGREE 120

*Students must earn a "C" or better in all program requirement courses.

Coursework must include at least 30 hours earned in 300- or above level courses, of which 12 hours must be in the major.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: INTERDISCIPLINARY STUDIES: Management, Public Relations
AREA 1: Business Administration: Management/Marketing
AREA 2: Mass Communication: Public Relations

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A. Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B. Behavioral and Social Perspectives (6 hours selected from 2 different disciplines) ECON 101 Behavioral and Social Perspectives elective	3 3
C. Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required) MATH 121 1 lab science	3 4
D. Core Academic Skills (13 hours) ENGL 101 ENGL 102 Mathematics (MATH 211) Foreign Language LINK 101 FALS 101 (15 FALS-approved events)	3 3 3 3 1 0
E. General Education Electives A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; or Foreign Language; or courses approved for category E)	
Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.	
TOTAL GENERAL EDUCATION REQUIREMENTS	42

MAJOR PROGRAM CORE REQUIREMENTS*

IDS 101	3
IDS 499	3

MAJOR PROGRAM #1 REQUIREMENTS* (18 hours 300-level or higher)

ACCT 201	3
BA 101	3
MGMT 301	3
MGMT 315	3
MGMT 340	3
MKT 301	3
Two 300-level or higher electives from BA, MGMT, or MKT approved by area 1 advisor	6

MAJOR PROGRAM #2 REQUIREMENTS* (12 hours 300-level or higher)

ENGL 275	3
JOUR 201	3
MEDA 101	3
SPCH 101	3
MEDA 341	3
MEDA 343	3
MEDA 342 or MEDA 360	3
MEDA 300-level or higher	3
TOTAL MAJOR PROGRAM REQUIREMENTS	54
ADDITIONAL ELECTIVES	24
TOTAL FOR BS DEGREE	120

*Students must earn a “C” or better in all program requirement courses.

Coursework must include at least 30 hours earned in 300- or above level courses, of which 12 hours must be in the major.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: INTERDISCIPLINARY STUDIES: Studies in Early Childhood Education and Psychology
AREA 1: Early Childhood Education
AREA 2: Psychology

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A. Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B. Behavioral and Social Perspectives (6 hours selected from 2 different disciplines)	
PSYC 101	3
HIST 101, HIST 102, HIST 111, HIST 112, HIST 121, or HIST 122	3
C. Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required)	
1 lab science	4
Mathematics	3
D. Core Academic Skills (13 hours)	
ENGL 101	3
ENGL 102	3
Mathematics	3
Foreign Language	3
LINK 101	1
FALS 101 (15 FALS-approved events)	0
E. General Education Electives	
Δ EDUC 309	3
PEES 175	2
PEES 176	1

A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements.
 (Select from categories A, B, or C; Global Issues and Cultures; or Foreign Language; or courses approved for category E)

Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS	42
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MAJOR PROGRAM CORE REQUIREMENTS*

IDS 101	3
IDS 499	3

*MAJOR PROGRAM #1 REQUIREMENTS (18 hours 300-level or higher)

ECED 222	3
ECED 307	3
ECED 320	3
ECED 323	3
ECED 405	3

ECED 415	3
ECED 421	3
EDUC 202	3
EDUC 203	0.5
EDUC 210	3
EDUC 223	3
EDUC 490	3
MATH 203	3
*MAJOR PROGRAM #2 REQUIREMENTS (12 hours 300-level or higher)	
PSYC 203	3
PSYC 251	3
PSYC 314	3
PSYC 315	3
PSYC 416	3
PSYC 300-level or higher elective approved by major program #2 advisor	3
TOTAL MAJOR PROGRAM REQUIREMENTS	60.5
ADDITIONAL ELECTIVES	17.5
TOTAL FOR BS DEGREE	120

*Students must earn a “C” or better in all program requirement courses.

Coursework must include at least 30 hours earned in 300- or above level courses, of which 12 hours must be in the major.

PROGRAM REQUIREMENTS FOR AN IDS PROGRAM IN EDUCATION

Students selecting an IDS module with an Education field listed as MAJOR PROGRAM #1 or MAJOR PROGRAM #2 must meet the following program requirements:

4. An ACT composite score of 22, a combined SAT score of 1600, or PRAXIS scores of 151 in Reading, 157 in Writing, and 145 in Math.
5. A current Institutional GPA of at least a 2.75
6. “At Target” scores on the Department of Teacher Education’s Professional Dispositions requirements

To remain in an IDS Program in Education, students must earn a “C” or better in all ECED, EDUC, or SPED courses and maintain “At Target” on all Professional Dispositions. Failure to meet these requirements may result in dismissal from Education Major Program #1 or Education Major Program #2.

All IDS majors with an IDS Education Major Program #1 or IDS Education Major Program #2 are required to complete internships. The internships will be designed specifically for the program in order to prepare the student for employment following graduation. Failure to complete the assigned internship or issues with Professional Dispositions during the internship may result in dismissal from Education Major Program #1 or Education Major Program #2.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: INTERDISCIPLINARY STUDIES: Studies in Early Childhood with Special Needs
AREA 1: Special Education
AREA 2: Early Childhood Education

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section](#).)

A. Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B. Behavioral and Social Perspectives (6 hours selected from 2 different disciplines)	
PSYC 101	3
HIST 101, HIST 102, HIST 111, HIST 112, HIST 121, or HIST 122	3
C. Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required)	
1 lab science	4
Mathematics	3
D. Core Academic Skills (13 hours)	
ENGL 101	3
ENGL 102	3
Mathematics	3
Foreign Language	3
LINK 101	1
FALS 101 (15 FALS-approved events)	0
E. General Education Electives	
Δ EDUC 309	3
PEES 175	2
PEES 176	1

A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; or Foreign Language; or courses approved for category E)

Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS 42

MAJOR PROGRAM CORE REQUIREMENTS*

IDS 101	3
IDS 499	3

*MAJOR PROGRAM #1 REQUIREMENTS (18 hours 300-level or higher)

SPED 223	3
SPED 240	3
SPED 321	3
SPED 341	3
SPED 356	3
SPED 423	3
SPED 434	3

EDUC 490	3
*MAJOR PROGRAM #2 REQUIREMENTS (12 hours 300-level or higher)	
MATH 203	3
EDUC 106	0.5
EDUC 210	3
EDUC 223	3
ECED 222	3
ECED 307	3
EDUC 321	3
ECED 323	3
Any one of the following:	3
ECED 405	
EDUC 306	
EDUC 322	
ECED 421	
ECED 427	
TOTAL MAJOR PROGRAM REQUIREMENTS	54.5
ADDITIONAL ELECTIVES	23.5
TOTAL FOR BS DEGREE	120

*Students must earn a “C” or better in all program requirement courses.

Students are not required to be formally admitted into the Teacher Education program for this degree.

Coursework must include at least 30 hours earned in 300- or above level courses, of which 12 hours must be in the major.

PROGRAM REQUIREMENTS FOR AN IDS PROGRAM IN EDUCATION

Students selecting an IDS module with an Education field listed as MAJOR PROGRAM #1 or MAJOR PROGRAM #2 must meet the following program requirements:

1. An ACT composite score of 22, a combined SAT score of 1600, or PRAXIS scores of 151 in Reading, 157 in Writing, and 145 in Math.
2. A current Institutional GPA of at least a 2.75
3. “At Target” scores on the Department of Teacher Education’s Professional Dispositions requirements

To remain in an IDS Program in Education, students must earn a “C” or better in all ECED, EDUC, or SPED courses and maintain “At Target” on all Professional Dispositions. Failure to meet these requirements may result in dismissal from Education Major Program #1 or Education Major Program #2.

All IDS majors with an IDS Education Major Program #1 or IDS Education Major Program #2 are required to complete internships. The internships will be designed specifically for the program in order to prepare the student for employment following graduation. Failure to complete the assigned internship or issues with Professional Dispositions during the internship may result in dismissal from Education Major Program #1 or Education Major Program #2.

2018-2019 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: INTERDISCIPLINARY STUDIES: Teaching and Learning for Diverse Elementary Students (Reading/Media)
AREA 1: Elementary Education
AREA 2: Special Education

	Credit Hours
GENERAL EDUCATION REQUIREMENTS	
(For approved courses see the General Education section.)	
A. Humanities and Fine Arts (6 hours selected from 2 different disciplines)	6
B. Behavioral and Social Perspectives (6 hours selected from 2 different disciplines) HIST 101, HIST 102, HIST 111, HIST 112, HIST 121, HIST 122 Behavioral and Social Perspectives elective	3 3
C. Scientific and Mathematical Reasoning (7 hours selected from 2 different disciplines, 1 lab science required) 1 lab science Mathematics	4 3
D. Core Academic Skills (13 hours) ENGL 101 ENGL 102 Mathematics Foreign Language LINK 101 FALS 101 (15 FALS-approved events)	3 3 3 3 1 0
E. General Education Electives Δ EDUC 309 PEES 175 PEES 176	3 2 1
A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; or Foreign Language; or courses approved for category E)	
Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.	
TOTAL GENERAL EDUCATION REQUIREMENTS	42

MAJOR PROGRAM CORE REQUIREMENTS*

IDS 101	3
IDS 499	3

*MAJOR PROGRAM #1 REQUIREMENTS (18 hours 300-level or higher)

Prerequisites for the following courses will be required. Exceptions must be requested through the Teacher Education Chair and Dean.

MATH 203 May be taken by only Early Childhood Education, Elementary Education, and Special Education majors.	3
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EDUC 202 Co-requisite: Enrollment in EDUC 203	3
EDUC 203 Prerequisite: 30 semester hours and concurrent enrollment in EDUC 202	0.5
EDUC 210 Prerequisite: ENGL 101	3
EDUC 223	3
EDUC 240	3
EDUC 300 Prerequisite: Formal admission to Teacher Education Program	3
EDUC 302 Prerequisite: Formal admission to Teacher Education Program	3
EDUC 321 Prerequisite: Formal admission to Teacher Education Program	3
EDUC 322 Two science courses and formal level of admittance to Teacher Education Program	3
EDUC 327 Prerequisite: Formal admission to Teacher Education Program	3
EDUC 345 or EDUC 421 or EDUC 430	3
Prerequisites for EDUC 345: Formal admission to Teacher Education Program. Elementary and special education majors must concurrently enroll in the associated integrated arts course.	
Prerequisites for EDUC 421: EDUC 321 or permission of instructor, formal admission to Teacher Education Program.	
Prerequisite for EDUC 320: Formal admission to Teacher Education Program.	

***MAJOR PROGRAM #2 REQUIREMENTS (12 hours 300-level or higher)**

Prerequisites for the following courses will be required. Exceptions must be requested through the Teacher Education Chair and Dean.

SPED 223	3
SPED 240	3
SPED 321 Prerequisite: Formal admission to Teacher Education Program	3
SPED 341 Prerequisites: SPED 223. Formal admission to Teacher Education Program required. Co-requisite: SPED 329.	3
EDUC 490 Prerequisite: 45 hours in the major area and/or permission of the Department chair.	6

TOTAL MAJOR PROGRAM REQUIREMENTS 57.5

ADDITIONAL ELECTIVES 20.5

TOTAL FOR BS DEGREE 120

*Students must earn a “C” or better in all program requirement courses.

Coursework must include at least 30 hours earned in 300- or above level courses, of which 12 hours must be in the major.

PROGRAM REQUIREMENTS FOR AN IDS PROGRAM IN EDUCATION

Students selecting an IDS module with an Education field listed as MAJOR PROGRAM #1 or MAJOR PROGRAM #2 must meet the following program requirements:

1. An ACT composite score of 22, a combined SAT score of 1600, or PRAXIS scores of 151 in Reading, 157 in Writing, and 145 in Math.
2. A current Institutional GPA of at least a 2.75
3. “At Target” scores on the Department of Teacher Education’s Professional Dispositions requirements

To remain in an IDS Program in Education, students must earn a “C” or better in all ECED, EDUC, or SPED courses and maintain “At Target” on all Professional Dispositions. Failure to meet these requirements may result in dismissal from Education Major Program #1 or Education Major Program #2.

All IDS majors with an IDS Education Major Program #1 or IDS Education Major Program #2 are required to complete internships. The internships will be designed specifically for the program in order to prepare the student for employment following graduation. Failure to complete the assigned internship or issues with Professional Dispositions during the internship may result in dismissal from Education Major Program #1 or Education Major Program #2.

UNDERGRADUATE COURSES OF STUDY

ACADEMIC SUPPORT

ASC 290.ASC TUTORIAL PRACTICUM

By serving as a peer tutor, the student will receive the practical experience of helping others to learn. Such experience should enhance the student's knowledge of skills and concepts relevant in the discipline in which the student is tutoring. The student must provide a minimum of 15 hours of tutoring contact during the semester under faculty/staff supervision and attend all mandatory training. Prerequisite: Recommendation by one of the faculty within the discipline in which the student tutors. *One semester hour.*

ACCOUNTING

ACCT 201.FINANCIAL ACCOUNTING PRINCIPLES

The study of accounting principles underlying financial reporting of organizations to external users. The accounting model for capturing and processing the economic effects of financing, investing, and operating activities as well as the financial statements provided by the model are developed. Focus is placed on reading, interpreting, and applying the financial information in decision-making process. *Three semester hours.*

ACCT 202.MANAGERIAL ACCOUNTING PRINCIPLES

The study of accounting information underlying financial reporting of organizations to internal users. Topics include product and process costing, cost systems, cost terminology and cost behavior. Focus is placed on management use of accounting information in production, merchandising and service decision-making. Prerequisites: "C" or better in both ACCT 201 and MATH 121. *Three semester hours.*

ACCT 301.INTERMEDIATE ACCOUNTING I

This course studies financial accounting theory and problems for the corporate form of organization. Preparation and presentation of financial statements according to generally accepted accounting principles is addressed. The analysis and interpretation of financial statements and other accounting problems are emphasized. Prerequisite: "C" or better in ACCT 202. For business majors additional prerequisites include completion of 45 semester hours, institutional GPA of 2.5 or better, completion of MATH 211 or BA 225, ECON 101 or ECON 201 or ECON 202, and ENGL 275 with a "C" or better. *Three semester hours.*

ACCT 302.INTERMEDIATE ACCOUNTING II

This course studies financial accounting theory and problems for the corporate form of organization. Preparation and presentation of financial statements according to generally accepted accounting principles is addressed. The analysis and interpretation of financial statements and other accounting problems are emphasized. Prerequisite: "C" or better in ACCT 301 and an institutional GPA of 2.5 or better. *Three semester hours.*

ACCT 307.GOVERNMENTAL AND INSTITUTIONAL ACCOUNTING

This course studies fund accounting and reporting with primary emphasis on governmental and not-for-profit entities. Prerequisite: "C" or better in ACCT 301 or permission of instructor and an institutional GPA of 2.5 or better. *Three semester hours.*

ACCT 321.INCOME TAX I

This course studies the Internal Revenue Code related to the determination of individual income tax liability. Major topics include filing status, gross income, exemptions, and deductions. Prerequisite: "C" or better in ACCT 202. For business majors additional prerequisites include completion of 45 semester hours, institutional GPA of 2.5 or better, completion of MATH 211 or BA 225, ECON 101 or ECON 201 or ECON 202, and ENGL 275 with a "C" or better. *Three semester hours.*

ACCT 322.INCOME TAX II

This course is a continuation of ACCT 321 with emphasis upon the Internal Revenue Code sections related to the determination of the income tax liability for corporations, partnerships, estates, and trusts. Prerequisite: "C" or better in ACCT 321 and an institutional GPA of 2.5 or better. *Three semester hours*

ACCT 331.COST/MANAGEMENT ACCOUNTING I

This course is an intensive study of cost concepts and their role in the planning, controlling, and decision-making of internal users of accounting. Major topics include cost terminology, cost systems, the information needs of

managers, costing of products and services, and cost allocations. Prerequisite: “C” or better in ACCT 202. For business majors additional prerequisites include completion of 45 semester hours, institutional GPA of 2.5 or better, completion of MATH 211 or BA 225, ECON 101 or ECON 201 or ECON 202, and ENGL 275 with a “C” or better. *Three semester hours.*

ACCT 332.COST/MANAGEMENT ACCOUNTING II

This course is a continuation of ACCT 331 with primary emphasis placed on budgeting, performance measurement, specialized cost accounting topics, inventory management techniques, transfer pricing, and quality issues. Prerequisite: “C” or better in ACCT 331 and an institutional GPA of 2.5 or better. *Three semester hours.*

ACCT 352.COMMERCIAL LAW

This course studies contracts, commercial paper, agency, personal property and bailments, real property, estates, sales, security documents, partnerships and corporations. Course objectives include aiding the students in becoming aware of special legal problems of business and assisting students in gaining a background for the CPA examination. Prerequisite: BA 251 and MGMT 301 with a “C” or better or permission of instructor. For business majors additional prerequisites include completion of 45 semester hours, institutional GPA of 2.5 or better, completion of ACCT 201, MATH 211 or BA 225, ECON 101 or ECON 201 or ECON 202, and ENGL 275 with a “C” or better. *Three semester hours.*

ACCT 369.SPECIAL TOPICS IN ACCOUNTING

This elective course allows for the study of various accounting topics which are not a part of the regular course offerings. Special topics will be announced in advance and this course may be repeated for additional credit as the topic changes. To repeat the course in order to improve a grade; the topic, the course number, and the semester hours must be the same. Prerequisite: Permission of the instructor. For business majors additional prerequisites include completion of 45 semester hours, institutional GPA of 2.5 or better, completion of ACCT 201, MATH 211 or BA 225, ECON 101 or ECON 201 or ECON 202, and ENGL 275 with a “C” or better. *One to six semester hours.*

ACCT 402.AUDITING I

This course studies the authoritative literature’s generally accepted auditing standards, providing guidance for the independent audit of financial statements. The process used by the independent auditor to conduct an examination of and render a report on a set of financial statements is reviewed. Prerequisite: “C” or better in ACCT 302 and an institutional GPA of 2.5 or better. *Three semester hours.*

ACCT 403.ACCOUNTING INFORMATION SYSTEMS

This course studies the design and operation of the accounting information systems that collect, process, and report economic data generated by the major transaction/business cycles. Additionally, students will examine the system controls and legal requirements necessary for information and reporting integrity. Prerequisites: “C” or better in both ACCT 302 and BA 304, and an institutional GPA of 2.5 or better. *Three semester hours.*

ACCT 490.ACCOUNTING INTERNSHIP

This course is designed to give students a practical work experience in their emphasis field. The student works through an approved agency or business under the supervision of professional employees and a faculty member from the School of Management. The grade is based on the requirements stated in the course syllabus, which will include evaluations by the field supervisor and the course instructor as well as written reports rendered by the student. Prerequisites: Junior/Senior status in major; minimum of a 2.5 institutional GPA and permission of instructor. For business majors using this course as an elective, additional prerequisites include completion of 45 semester hours, institutional GPA of 2.5 or better, completion of ACCT 201, ACCT 202, MATH 211 or BA 225, ECON 101 or ECON 201 or ECON 202, and ENGL 275 with a “C” or better. Dependent upon availability of positions. *One to six semester hours.*

ACCT 491.ACCOUNTING INTERNSHIP II

The course is designed to give students additional practical work experience in their emphasis field. The student works through an approved agency or business under the supervision of professional employees and a faculty member from the School of Management. The grade is based on the requirements stated in the course syllabus, which will include evaluations by the field supervisor and the course instructor as well as written reports rendered by the student. May be taken for additional credit for a maximum of six hours; only three hours may be used as a business elective. Internships are dependent upon availability of positions. Prerequisites: ACCT 490, senior status in the major, minimum of a 2.5 institutional GPA, and permission of instructor. *One to six semester hours.*

ANTHROPOLOGY

ANTH 104.CULTURAL ANTHROPOLOGY

Exploration of world cultural similarities and differences. The course focuses on universal aspects of the human experience including language, kinship, marriage and family patterns, worldwide migration, and culture change. Required for minor. (General Education – Behavioral and Social Perspectives) *Three semester hours.*

ANTH 271.TOPICS IN ANTHROPOLOGY/ARCHAEOLOGY

Exploration of topics and issues not currently included in the anthropology curriculum. This course is designed as an in depth study of topics of anthropological/archaeological interest. May be taken for additional credit as topic changes. “C” or better in either ANTH 104 or SOCI 101 recommended. *Three semester hours.*

ANTH 321.MEDICAL ANTHROPOLOGY

This class is organized around holistic exploration of ways in which health, illness and medical practices are socially patterned across diverse human cultures. A focus will be how processes and structures within economic systems (including poverty, political violence, and toxic waste disposal) impact well-being. Cross-listed with SOCI 321. Prerequisites: Grade of “C” or better in ANTH 104, or SOCI 101 and sophomore/junior/senior status recommended. *Three semester hours.*

ART

ART 101.INTRODUCTION TO ART

A study of the basic visual vocabulary of art; line, tone, color, shape, and texture, etc. A study of the development by artists in various periods and cultures from prehistoric to contemporary times. (General Education – Humanities and Fine Arts) *Three semester hours.*

ART 103.DRAWING I

Development of basic visual awareness as it relates to two and three-dimensional structure. Problems in line, form, and space with various media. Should be taken in the freshman year. Two three-hour labs or three two-hour labs. *Three semester hours.*

ART 104.DRAWING II

Exploration of drawing ideas with emphasis on developing contrasting systems of material and media. Experimentation in generating alternative approaches to drawing problems. Should be taken in the freshman year. Two three-hour labs or three two-hour labs. Prerequisite: ART 103. *Three semester hours.*

ART 105.BASIC DESIGN I

A general studio course in the creative use of the elements of two and three-dimensional design. Should be taken in the freshman year. Two three-hour labs or three two-hour labs. *Three semester hours.*

ART 106.BASIC DESIGN II

Introduction to the visual organization of 3-dimensional form and space; and the use of hand and power tools. Should be taken in the freshman year. Two three-hour labs or three two-hour labs. Prerequisite: ART 105. *Three semester hours.*

ART 111.ART HISTORY I

This course will serve as an introduction to the history of Western art addressing the burial complexes of Ancient Egypt, the classical civilizations of Greece and Rome, the earliest Christian imagery in subterranean catacombs, the arts of the Byzantine Empire, the advent of Islam, the development of monastic culture, and the multi-media environment of Gothic Cathedrals. Select art works or sites representative of these periods in their physical, historical and social context will be considered. Although the course will focus primarily on developments in architecture, sculpture, and painting, lectures will also touch on the so-called “minor arts” (ceramics, small-scale metalwork and ivory carving, textiles, manuscript illumination, etc.) where possible. Emphasis will be placed on both visual analysis (honoring the student’s descriptive, analytical, and interpretive skills) and contextual history. *Three semester hours.*

ART 112.ART HISTORY II

This course will serve as an introduction to the history of Western art addressing the rebirth of classical form during the Renaissance, the age of the Reformation, the Counter-Reformation, the Enlightenment and its legacy, the rise of Modernism, the development of Modernist art, and art from the later 20th century. Select art works or sites representative of these periods in their physical, historical and social contexts will be considered. Although

the course will focus primarily on developments in architecture, sculpture, and painting, lectures will also touch on ceramics, small-scale metalwork and ivory carving, textiles, and prints where possible. Emphasis will be placed on both visual analysis (honing the student's descriptive, analytical, and interpretive skills) and contextual history. Prerequisite: ART 111. **Three credit hours.**

ART 113.HISTORY OF GRAPHIC DESIGN

This course examines the history of graphic design and visual communications from ancient times to the present, with an emphasis on graphic design ideas/thinking, theories, aesthetics, and movements. Students examine the history of the visual form and message as well as the impact of graphic design on the cultural, social, political, and economic life both past and present. **Three semester hours.**

ART 202.SCULPTURE I

Introduction to sculptural materials, techniques, and processes. Prerequisites: ART 103 and ART 104 and ART 105 and ART 106 or permission of the instructor. Two three-hour labs or three two-hour labs. **Three semester hours.**

ART 203.PHOTOGRAPHY I

Explores the fundamental nature of photography covering both digital photography and black and white photography – including creative camera controls, exposure, digital imaging software, film processing, darkroom procedures, black and white printmaking, evaluating prints, the aspects of design, composition, and content in images. The course concentrates on assignments, critiques, demonstrations, lectures and a personal project to provide a foundation for creatively experiencing the photographic medium. A SLR DIGITAL camera with manual controls is required. Prerequisites: ART 103, ART 104, ART 105 and ART 106. Two three-hour labs or three two-hour labs. **Three semester hours.**

ART 204.DIGITAL ART AND DESIGN

Introduction to computer imaging for graphic design applications. Studio lab experience in creatively using graphic design industry standard software including Adobe Photoshop, Illustrator and InDesign. Prerequisites: ART 103, 104 and 105. Two three-hour labs or three two-hour labs. **Three semester hours.**

ART 205.PAINTING I

Basic approaches to painting including color theory and interaction of materials, tools and expressive concerns. Prerequisites: ART 103, ART 104, and ART 105 or permission of the instructor. Two three-hour labs or three two-hour labs. **Three semester hours.**

ART 206.PRINTMAKING

Materials and methods of printmaking techniques; relief, intaglio, collagraph, and silkscreen. Prerequisites: ART 103, ART 104, and ART 105 or permission of the instructor. Two three-hour labs or three two-hour labs. **Three semester hours.**

ART 207.CERAMICS I

Introduction to ceramic design. Focus on various hand building techniques for the construction process of both functional and sculptural forms. Introduction into surface design. Prerequisites: ART 103, 104, 105 and 106 or permission of the instructor. Six hours of lab contact per week. **Three semester hours.**

ART 221.VISUAL LITERACY AND CRITICAL INQUIRY

Technology in contemporary society generates a broad range of images that students must comprehend, negotiate, and make meaning of. This course will introduce students to critical thinking processes that will enable them to “read” and communicate with images. Students will explore how art can be used to understand other areas of study such as history, science, literature, and mathematics. Basic instructional design processes will be introduced as a means to apply the skills and concepts of the course. (General Education – Humanities or Literature) **Three semester hours.**

ART 224.DIGITAL ART AND DESIGN II

This course builds on what was learned in ART 204 with intermediate proficiency development of industry standard software for graphic design. Studio lab experience in creatively using graphic design software including Photoshop, Illustrator, and InDesign. Prerequisite: ART 204. **Three semester hours.**

ART 260.TYPOGRAPHY I

This course introduces students to the essential qualities of typography in the context of design practice where typography is explored as both an art form and visual communication tool. Students complete a variety of

projects that use type as an element of graphic design composition. They gain an understanding for recognition and classification; explore alignment, hierarchy and legibility. This course introduces students to universal and essential qualities of typography in the context of design practice, serving as a foundation for upper level design classes. Prerequisites: ART105 or permission of the instructor. *Three semester hours.*

ART 301.ART, CULTURE AND COMMUNITY

Art is a product of human work and thought, embedded in culture. In this course, students will explore art as an element of culture in global communities both past and present. Students will determine the attitudes of the local community that may support or hinder the use and expression of art for its members. Local data/information will be used to determine how culture can influence local and state school curricula. Instructional design processes that include developing objectives, assessments, and learning activities will be used to learn and apply content. (General Education – Humanities or Literature) *Three semester hours.*

ART 302.SCULPTURE II

This course covers the development of contemporary sculptural techniques and processes with emphasis on sculptural exhibits. This course may be repeated for additional credit. Prerequisites: ART 202 or permission of the instructor. Two three-hour labs or three two-hour labs. *Three semester hours.*

ART 303.PHOTOGRAPHY II

This course expands upon the topics covered in Photography I – including digital printing, lighting controls, imaging software skills, the creative process, medium format photography, film scanning, and portfolio presentation. Various mediums will be explored. A photographic themed project will be produced for the final project. An SLR digital camera with manual controls is required. This course may be repeated for additional credit. Prerequisites: ART 203 or permission of the instructor. Two three-hour labs or three two-hour labs. *Three semester hours.*

ART 304.GRAPHIC DESIGN STUDIO I

Studio graphics course in intermediate graphic design. Greater specialization and individual problem solving in areas such as typography, layout, corporate identity design, illustration, advertising, self-promotion, etc. Prerequisite: ART 204 or permission of the instructor. Student laptop with Adobe Creative Suite software is required for this course. Two three-hour labs or three two-hour labs. *Three semester hours.*

ART 305.PAINTING II

This course covers exploration and development of color relationships and compositional forms. The course may be repeated for additional credit. Prerequisites: ART 205 or permission of the instructor. Two three-hour labs or three two-hour labs. *Three semester hours.*

ART 306.PRINTMAKING II

This course covers further exploration of materials and methods of printmaking and personal expression in the media through various construction techniques and surface design. The course may be repeated for additional credit. Prerequisites: ART 305 or permission of the instructor. Two three-hour labs or three two-hour labs. **Three semester hours.**

ART 307.CERAMICS II

Intermediate ceramics design. Continued development of skill and process knowledge in ceramic media through various construction techniques and surface design. Prerequisites: ART 207. May be repeated for additional credit. Six hours of lab contact per week. *Three semester hours.*

ART 308.WEB DESIGN I

An introductory course in Web Design, where students will learn basic web terminology including HTML language and the artistic and practical aspects of creating effective web pages. Students will spend time in the lab environment learning about the foundations of website creation, develop a historical understanding of the evolution of the web, and conduct research on industry-standard design guidelines and trends. The focus of this course over the semester will be based on the planning, designing and development of a student's own unique portfolio website using the latest Adobe software. Prerequisites: ART214 or permission of the instructor. *Three semester hours.*

ART 309.WESTERN ART FROM PREHISTORY TO THE RENAISSANCE

Studies in ancient, medieval, Gothic and early Renaissance periods of Art History. *Three semester hours.*

ART 310.WESTERN ART FROM THE RENAISSANCE TO THE TWENTIETH CENTURY

Studies beginning with High Renaissance and continuing to the present. *Three semester hours.*

ART 311.ART OF THE TWENTIETH CENTURY

Major developments in painting and sculpture from Impressionism to the present. *Three semester hours.*

ART 312.ISLAMIC ART AND CULTURE

This course examines the beginning and development of Islamic art and architecture around the world from the 7th to the 19th century. Beginning with a discussion of Islam, Muhammad, the Qur'an, and a definition of "Islamic" art, the roles and meanings of divine structures such as the Ka'ba in Mecca and the Dome of the Rock in Jerusalem will be discussed. The rapid spread of Islam to the east and west during the 9th -11th centuries created a new vocabulary for Islamic art and architecture, combining existing Byzantine and Persian models with Islamic motifs. Subjects covered will include: the roles of the written word and epigraphy, ritual and pilgrimage, private vs. public spaces, and political propaganda through the visual arts. Junior/senior status recommended. (General Education –Global Issues and Cultures and General Education Electives) *Three semester hours.*

ART 314.FAR EASTERN ART HISTORY

A survey of the art and culture of China, Japan, Korea, and India. Junior/senior status recommended. (General Education – Global Issues and Cultures and General Education Electives) *Three semester hours.*

ART 315.HISTORY OF PHOTOGRAPHY

Examines the role photography has played reflecting and shaping culture from its emergence in the 19th century to the digital revolution currently underway. Emphasizes what it means to photograph, to be photographed, and to view photographers as part of an audience. Although the emphasis is on photography as a fine art and its relationship to the other arts, topics include documentary photography and photojournalism, fashion and portraiture, and the use of photography in mass media. *Three semester hours.*

ART 316.HISTORY OF AMERICAN ART

A survey of the history of art in American from the age of Columbus to modern times. The history will include painting, sculpture, architecture and printmaking. *Three semester hours.*

ART 320.INVESTIGATION OF LINE

This studio course for majors and minors is designed to further develop skills in idea generation and new approaches to materials and media. This course focuses on line and engenders problem solving in both 2D and 3D applications using a variety of mixed media. The course may be repeated for additional credit up to a total of six credit hours. Only one ART 320 may be taken per semester. Prerequisites: ART 103, ART 104, ART 105, and ART 106 or permission of the instructor. Six hours of lab contact per week. *Three semester hours.*

ART 350.SPECIAL TOPICS IN ART

This course focuses on selected topics in the visual arts. Topics will be announced prior to early registration. This course may be repeated for additional credit as the topic changes. Prerequisite: ART 103, ART 104, ART 105 and ART106 or by permission of the instructor. *Three semester hours.*

ART 351.ENVIRONMENTAL GRAPHIC DESIGN

Studio elective course for majors in Visual Arts with Graphic Design emphasis. Theory, design, and fabrication of graphic design and wayfinding systems for museum, corporate, educational, and other public use spaces. Prerequisites: Art major status; grade of "C" or above in ART 224 and ART 308. Six hours of lab contact per week. *Three semester hours.*

ART 352.TRAVEL STUDIO RESPONSE

This course is a studio response to participation in a summer study tour. Students will use studio time to create artwork inspired by the study tour to be included in a final exhibit. Study tour locations change annually and are announced prior to early registration. This course may be repeated for elective credit as the study tour location changes. Prerequisite: ART 103, ART 104, ART 105, and ART 106 or by permission of the instructor. *Three semester hours.*

ART 371.TOPICS IN ART HISTORY

These special courses in art history are to be announced by the department. They include subjects unlikely to be offered more than once in a great while. These courses are not sequential. *Three semester hours.*

ART 372.TRAVEL RELATED ART HISTORY

This course is an art history course taken by students following participation in a summer study tour. Topic will be related to the summer study tour. Study tour locations change annually and are announced prior to early registration. This course may be repeated for elective credit as the study tour location changes. Prerequisite: ART 103, ART 104, ART 105, and ART 106 or by permission of the instructor. *Three semester hours.*

ART 402.SCULPTURE III

Further exploration and development in sculpture with emphasis on conceptual development and public art installations. Prerequisite: ART 302 or permission of the instructor. ART 402 may be repeated for additional credit. Two three-hour labs or three two-hour labs. *Three semester hours.*

ART 403.PHOTOGRAPHY PORTFOLIO PROJECT

This course is designed to provide students experience in identifying the characteristics of successful photographic themes, developing a personal thematic element through repetition and emphasis, editing, and creating a portfolio of meaningful images. Students also produce an independent photographic project that expands on the knowledge gained from previous courses. A SLR Digital camera with manual controls is required. May be repeated for additional credit. Prerequisite: ART 303 or permission of the instructor. Two three-hour labs or three two-hour labs. *Three semester hours.*

ART 404.GRAPHIC DESIGN STUDIO II

Studio graphics course in advanced graphic design. Greater specialization and individual problem solving in areas such as typography, layout, corporate identity design, illustration, advertising, self-promotion, etc. Focus on production for portfolio. ART 404 may be repeated for additional credit. Prerequisite: ART 304 or permission of the instructor. Student laptop with Adobe Creative Suite software is required for this course. Two three-hour labs or three two-hour labs. *Three semester hours.*

ART 405.PAINTING III

This course continues the exploration and the development of visual relationships, painting technique, and compositional forms as they relate to contemporary painting. It includes an increased emphasis on conceptual development and alternative image-making strategies. The course may be repeated for additional credit. Prerequisites: ART 305 or permission of the instructor. Two three-hour labs or three two-hour labs. **Three semester hours.**

ART 406.PRINTMAKING III

Further exploration of materials and methods of printmaking and personal expression in the media. ART 406 may be repeated for additional credit. Prerequisites: ART 306 or permission of the instructor. Two three-hour labs or three two-hour labs. *Three semester hours.*

ART 407.CERAMICS III

Design and processes for hand building, firing, and finishing ceramic art forms. ART 407 may be repeated for additional credit. Prerequisites: Grade of "C" or better in ART 103, ART 104, ART 105, ART 106, ART 207, and ART 307 or permission of instructor. Two three-hour labs or three two-hour labs. *Three semester hours.*

ART 408.WEB DESIGN II

An advanced course in web design and web-based animation. Studio lab experience in creatively using graphic design industry standard software including Adobe Photoshop, Illustrator, InDesign, Muse and Animate. In addition, this course will give students the practical knowledge to effectively plan, create and deliver web interfaces for Computers and Mobile Devices. An examination of the concepts and methodologies used in emerging technologies will enable students to begin to start thinking 'mobile'. Students will research mobile technologies and develop projects around their research, with an emphasis on making their portfolio site responsive. Student laptop with Adobe Creative Suite software is required for this course. Prerequisites: ART308 or permission of the instructor. *Three semester hours.*

ART 410.SENIOR STUDIO

Student will do independent work on special projects approved by studio advisor. Course is repeatable to a total of 6 hours. Course is to be taken by Bachelor of Fine Arts degree candidates in their senior year or by permission of the instructor. Prerequisites: Senior standing; 12 hours of 300-level and/or 400-level coursework in 2D or 3D and permission of instructor. Six contact hours. *Three semester hours.*

ART 424.INTEGRATED ARTS INSTRUCTIONAL STRATEGIES: ART

Elementary education students (grades 2-6) learn to (1) develop a unit of instruction integrating instructional strategies of art and social studies pedagogy, (2) use visual arts as a primary means of communication as well as (3) use the visual arts to make connections with other arts disciplines. Prerequisite: Restricted to Early Childhood, Elementary, and Special Education majors. Co-requisite: Taken concurrently with EDUC 424. *One semester hour.*

ART 451.SECONDARY METHODS FOR THE ART TEACHER

Involves the student in creative activities with a variety of media, as well as the process of designing lesson plans, assessments, technology for teaching, and curriculum structures. Prerequisite: ART 221 or permission of instructor. *Three semester hours.*

ART 490.INTERNSHIP

Student participates in practical work experience related to the field of art. Internship is supervised by one faculty member. *One to nine semester hours.*

ART 499.ART ISSUES

A capstone professional practices course in visual art. Team-taught as seminars and workshops, topics include art ethics, graduate schools, job connections, portfolio preparation, resumes, interviewing, senior exhibit, exit assessment evaluations, and study of works and lifestyles of contemporary/living artists. To be taken in senior year. *One semester hour.*

ART 550.SPECIAL TOPICS IN ART

Identified topics in education available for a specific group of professional personnel with common concerns. Topics included may be designed to provide recertification credit for elementary and secondary school teachers. This course may be repeated for additional credit as topics change. *Three semester hours.*

BIOLOGY**BIOL 101.GENERAL BIOLOGY**

This laboratory science course provides non-majors with an introduction to the foundational themes of biology. Topics include scientific inquiry, cellular processes, reproduction, genetics, evolution, ecology, and conservation biology. This course cannot be used to satisfy the requirements for the biology major or biology minor. Three hours lecture, three hours laboratory weekly. (General Education – Scientific and Mathematical Reasoning) *Four semester hours.*

BIOL 102.ORGANISMAL BIOLOGY

This laboratory science course provides non-majors with a survey of biological diversity. Students will examine the major groups of prokaryotes, protists, plants, fungi, and animals in both classroom and field settings. Form and function, ecology, and evolutionary relationships are emphasized. This course cannot be used to satisfy the requirements for the biology major or biology minor. Three hours lecture, three hours laboratory weekly. (General Education – Scientific and Mathematical Reasoning) *Four semester hours.*

BIOL 103.PLANTS AND PEOPLE

This is a survey course that examines the interdependence of humans and plants. Emphasis is placed on the aspects of plant biology that supply humans with food, medicine, clothing, shelter, and material goods as well as those that produce stimulating, intoxicating, or harmful effects. Students will learn basic principles of plant taxonomy, structure, physiology, genetics, and defense, as well as the history of plant use by humans. This course cannot be used to satisfy the requirements for the biology major or biology minor. Three hours lecture, three hours laboratory weekly. (General Education – Scientific and Mathematical Reasoning) *Four semester hours.*

BIOL 111.PRINCIPLES OF BIOLOGY I

One half of a two-semester introduction to biology designed to prepare the student for further study in scientific and medical fields. Topics include the scientific method and biological inquiry, genetics, ecology, evolution, and the history of life. Three hours lecture, three hours laboratory weekly. General Education – Scientific and Mathematical Reasoning) *Four semester hours.*

BIOL 112.PRINCIPLES OF BIOLOGY II

One half of a two-semester introduction to biology designed to prepare the student for further study in scientific and medical fields. Topics include the scientific method and biological inquiry, cell structure, metabolism, the cell

cycle, and inheritance. Three hours lecture, three hours laboratory weekly. (General Education – Scientific and Mathematical Reasoning) *Four semester hours.*

BIOL 202.HUMAN ANATOMY

Each organ system of the human body is studied. Both gross and microscopic anatomy are covered, with emphasis placed on the relationship between structure and function. No prerequisite. Three lecture hours and three laboratory hours weekly. *Four semester hours.*

BIOL 203.HUMAN PHYSIOLOGY

The course uses an organ system approach. The normal functions of each organ system are covered with a strong emphasis on functions at the cellular level as well as the organ level. A strong chemistry background is essential for the successful completion of this course. Prerequisites: a grade of “C” or better in BIOL 202. Three hours lecture and three hours laboratory weekly. *Four semester hours.*

BIOL 204.MICROBIOLOGY

A study of microorganisms with emphasis placed on those directly related to health problems, with special references to epidemiology and diagnostic procedures. Three hours lecture and three hours laboratory weekly. (Does not fulfill Biology degree requirements.) Prerequisites: CHEM 105-106 or CHEM 111-112, “C” or better in BIOL 202-203. *Four semester hours.*

BIOL 213.BOTANY

This course covers evolution, diversity, reproduction, development, structure, and function of the Plantae. Three hours lecture, three hours laboratory weekly. Prerequisite: “C” or better in BIOL 111. *Four semester hours.*

BIOL 214.ZOOLOGY

This course provides a survey of invertebrate and vertebrate animals covering their diversity, morphology, behavior, and evolution. Three hours lecture, three hours laboratory weekly. Prerequisites: “C” or better in both BIOL 111 and BIOL 112. *Four semester hours.*

BIOL 270.SPECIAL TOPICS IN BIOLOGY

Designed to provide students with a broader knowledge and understanding of biology, this course will involve the study of topics not currently included, or not covered in depth, in the regular curriculum. Possible formats include (but are not limited to) seminar, field study, laboratory study, lecture, or a combination of these, depending on the topic covered. May be taken for additional credit as topic changes. Prerequisite: Permission of instructor. *One to four semester hours.*

BIOL 299.SOPHOMORE SEMINAR IN BIOLOGY

The first in a series of three required academic and professional development courses, this offering will include instruction and active learning in the following areas: careers in biology and admissions requirements for graduate and professional schools, bioethics, plagiarism, finding reputable sources of scientific information, and communication skills pertaining to the sciences. Pre-requisite: “C” or better in BIOL 111 and BIOL 112. *One semester hour.*

BIOL 303.EVOLUTION

This course introduces students to the principles of evolutionary biology through discussion and lecture. Topics include the history of evolutionary biology, mechanisms of evolution, population genetics, history of life, relationships between speciation and extinction, basic phylogenetic methods, coevolution, and human evolution. Three hours lecture weekly. Prerequisites: “C” or better in both BIOL 111 and BIOL 112. *Three semester hours.*

BIOL 304.PATHOPHYSIOLOGY

A study of the underlying principles of physiologic dysfunction; to include circulatory, metabolic, immune, and endocrine disturbances, degenerative processes, genetic disorders, the inflammatory process, and neoplasia. Three hours lecture. Prerequisite: “C” or better is BIOL 203. *Three semester hours.*

BIOL 306.ECOLOGY

This course is a study of the relationships between organisms and their environment. Topics will include population dynamics, community interactions, and ecosystem processes. Laboratory and field exercises provide experience with experimental design in ecology as well as data analysis and interpretation. Three hours lecture, three hours laboratory weekly. Prerequisites: MATH 211, “C” or better in BIOL 111, and either BIOL 213, 214, 303 or GEOL 111. *Four semester hours.*

BIOL 307.ANIMAL DEVELOPMENT

This course is a study of animal development and embryogenesis in both vertebrate and invertebrate model systems. Emphasis is placed upon the cellular, molecular, and genetic mechanisms underlying differentiation, morphogenesis, and developmental pattern formation. Three hours lecture, three hours laboratory weekly. Prerequisite: "C" or better in BIOL 312. *Four semester hours.*

BIOL 308.COMPARATIVE VERTEBRATE ANATOMY

This course is an in-depth comparative survey of the organ systems of vertebrate animals with emphasis on phylogeny and functional morphology. Three hours lecture, three hours laboratory weekly. Prerequisite: "C" or better in BIOL 214. *Four semester hours.*

BIOL 311.ANIMAL PHYSIOLOGY

This course stresses the physical and chemical bases underlying physiological functions and regulatory processes in the organ systems of vertebrates. Three hours lecture, three hours laboratory weekly. Prerequisite: BIOL 299. *Four semester hours.*

BIOL 312.GENETICS

This course is an introduction to the history and fundamental principles of genetics and patterns of inheritance. Topics include classical Mendelian genetics, genetic mapping, and a survey of microbial, biochemical, human, and population genetics. The laboratory provides an introduction to the basic methods of genetic research and genetic analysis. Three hours lecture, three hours laboratory weekly. Prerequisites: CHEM 221 and "C" or better in BIOL 111, BIOL 112, and BIOL 299. *Four semester hours.*

BIOL 313.PLANT ANATOMY

A study of the structure and development of vascular plant cells, tissues, and organs. Emphasis is placed on the relationships between structure and function as well as the evolutionary origins of major plant structures. Three hours lecture, three hours laboratory weekly. Prerequisite: "C" or better in BIOL 213 or permission of the instructor. *Four semester hours.*

BIOL 399.JUNIOR SEMINAR IN BIOLOGY

The second in a series of three required academic and professional development courses, this offering is designed to improve student facility in sourcing, interpreting, critiquing, summarizing, and presenting biological information from the primary literature. Additional goals include guiding students in preparation for graduate and professional school exams and the assembly of their academic portfolios. Prerequisite: BIOL 299 and "C" or better in either BIOL 213, BIOL 214, or BIOL 303. *One semester hour.*

BIOL 401.CELL BIOLOGY

A study of the structure, function, and organization of cells, including subcellular compartmentalization, membrane systems, protein targeting, cell transport, energetics, the cytoskeleton, cell motility, the extracellular matrix, regulation of the cell division cycle, signal transduction and cell-cell interactions. Three hours lecture, three hours laboratory weekly. Prerequisites: CHEM 221, "C" or better in BIOL 112 and 312. *Four semester hours.*

BIOL 403.MOLECULAR GENETICS

This course is a study of the structure, organization, and regulation of genetic material. Emphasis is placed on the molecular and biochemical regulation of genome replication, gene expression, and on the molecular techniques used in DNA manipulation. Three hours lecture, three hours laboratory weekly. Prerequisites: "C" or better in BIOL 312. *Four semester hours.*

BIOL 406, 407, 408, 409, 410. BIOLOGY RESEARCH

This course involves directed laboratory or field research in biology. Students will be responsible for writing a research proposal; designing experiments; collecting, analyzing, and interpreting data; and communicating their findings to the biology faculty. Prerequisite: "C" or better in BIOL 299 and permission of supervising faculty member. *Zero to four semester hours.*

BIOL 412.GENETICS RESEARCH

This course involves directed laboratory research in genetics. Projects are expected to be of sufficient depth and breadth to encompass a minimum of two semesters of laboratory research. Students will register for credit during their final semester of research. A public seminar on research results must be presented during the semester in which course credit is granted. Prerequisite: "C" or better in BIOL 312. *Four semester hours.*

BIOL 415.LIMNOLOGY

This course is a study of the biological, physical, and chemical characteristics of freshwater systems. Emphasis will be placed on the ecology of lakes, streams, and rivers. Laboratory exercises provide experience with experimental design and data analysis through investigations of limnological concepts in field and laboratory settings. Three hours lecture, three hours laboratory weekly. Prerequisites: MATH 211 and a grade of "C" in either BIOL 303 or BIOL 306. *Four semester hours.*

BIOL 421.GENERAL MICROBIOLOGY

Using examples from bacteria, protozoa, fungi, and viruses, the following concepts will be emphasized: evolution, microbial structures and functions, metabolic diversity, microbial genetics, interactions within systems, impact of microbes on the environment and humans, and microbial control. Laboratory skills in manipulating, culturing, enumerating, and identifying microbes will also be emphasized. Three hours lecture, three hours laboratory weekly. Prerequisites: CHEM 221 and "C" or better in BIOL 299 and BIOL 303 or permission of instructor. *Four semester hours.*

BIOL 422.IMMUNOLOGY AND SEROLOGY

This course is an introduction to the following concepts: evolution and the structures and functions of the mammalian immune system, genetic and molecular mechanisms of diverse immune responses, and coordination of immune responses and their dysfunction. Laboratory skills include performing fundamental immunological & serological techniques. Three hours lecture, three hours laboratory weekly. Prerequisites: CHEM 221, "C" or better in BIOL 299 and BIOL 303, or permission of instructor. *Four semester hours.*

BIOL 430-431.MEDICAL TECHNOLOGY INTERNSHIP

Internship for a minimum of twelve months under the direction of hospital instructional staff. Coursework will generally include 10 hours clinical chemistry, 4 hours blood banking, 5 hours hematology & hemostasis, 3 hours immunology, 8 hours clinical microbiology, 2 hours urinalysis, and 2 hours special topics in medical technology. The Professional Concerns general education requirement is an integral component of special topics in medical technology. Prerequisites: Required courses and hospital accreditation by NAACLS. These courses are not sequential. *Fifteen semester hours per course.*

BIOL 470.SPECIAL TOPICS IN BIOLOGY

Designed to provide students with a broader knowledge and understanding of biology, this course will involve detailed study of advanced topics not currently included, or not covered in depth, in the regular curriculum. Possible formats include (but are not limited to) seminar, field study, laboratory study, lecture, or a combination of these, depending on the topic covered. May be taken for additional credit as topic changes. Prerequisite: Permission of instructor. *One to four semester hours.*

BIOL 490.BIOLOGY INTERNSHIP

This course involves practical experience in an approved biology-related work situation. The experience will be supervised by a site supervisor as well as a member of the Biology faculty, who will make at least one visit to the job site. The student will maintain and submit a folio of experiences and write a final paper summarizing the experience and the knowledge gained from it. The student is responsible for meeting all living and travel expenses. A minimum of 6 hours per week of on-the-job experience for at least 13 weeks is required for each hour of credit. Prerequisites: C or better in BIOL 299 and BIOL 303, a minimum 2.6 science GPA, and a minimum 2.75 institutional GPA. *One to three semester hours.*

BIOL 498.SENIOR SEMINAR IN GENETICS

An examination of current research in genetics. May include reading and analysis of research papers, research seminars presented by students or by invited guest geneticists. Graded pass/fail. Prerequisites: "C" or better in BIOL 312 and senior class standing. *One semester hour.*

BIOL 499.SENIOR SEMINAR IN BIOLOGY

The third in a series of three required academic and professional development courses, this offering is designed to be taken during the student's final spring semester at Lander. It will include an oral presentation of a faculty approved literature-based research topic in biology, which should represent a culmination of biological knowledge and communication skills gained in the prerequisite courses. This course will include end-of-program assessments. Prerequisites: BIOL 299 and BIOL 399 and at least 16 hours of BIOL 300-400 level coursework with a "C" or better and permission of the instructor. *One semester hour.*

BUSINESS ADMINISTRATION

BA 101.INTRODUCTION TO BUSINESS

A course open to all students interested in a survey of the activities that occur in a business organization. The dynamics of how business influences the consumer, the nation, and world are emphasized. *Three semester hours.*

BA 205.MANAGEMENT INFORMATION SYSTEMS I

An introduction to computers emphasizing concepts of computer hardware, software, and operations. Software coverage includes business applications programs of word processing, spreadsheets, and presentation development. *Three semester hours.*

BA 226.INTRODUCTION TO ANALYTICAL METHODS

Introduction to the concepts and applications of analytical methods with an emphasis on decision making in business. Within a business perspective, topics covered include descriptive statistics, statistical inference, probability, hypothesis testing, linear regression, and analysis of variance. Prerequisite: "C" or better in MATH 211. *Three semester hours.*

BA 251.LEGAL ENVIRONMENT OF BUSINESS

An introduction to the legal process to demonstrate its effects on business. Emphasis is placed on legislative, administrative, and common law, stressing topics affecting business such as environmental issues, consumer rights, and special and ethical problems confronting business management; thus, the focus is on public law, the regulation of business, and legal trends rather than on detailed private law. *Three semester hours.*

BA 299.PROFESSIONAL DEVELOPMENT I

A seminar course to support the development of entry-level business skills and to enhance career planning through self-discovery. Emphasis is placed on oral business communications, critical self-assessment and developmental planning, time management skills, and professional decorum. Prerequisites: "C" or better in ENGL 102 and BA 101 and sophomore status. *Two semester hours.*

BA 304.MANAGEMENT INFORMATION SYSTEMS

This course studies the role of Management Information Systems in organizations. Topics include various enterprise systems, implementing systems, networks, information management, decision making, and the latest trends in information systems. Prerequisite: BA 101. For business majors additional prerequisites include completion of 45 semester hours, institutional GPA of 2.5 or better, completion of ACCT 201, MATH 211 or BA 225, ECON 101 or ECON 201 or ECON 202, and ENGL 275 with a "C" or better. *Three semester hours.*

BA 309.FINANCIAL SERVICES

This class will introduce students to the domestic and global financial services industry. This class focuses on the four major industry segments - banking, insurance (risk management), investments, and real estate. Students will study the fundamentals of these industries – discussing markets, major companies and competitors, government regulation and the basic financial structures of these businesses. In addition we will also review the opportunities and credentials required for employment in the various sectors. Prerequisite: Junior or senior status. For business majors using this course as a selective, additional prerequisites include completion of 45 semester hours, institutional GPA of 2.5 or better, completion of ACCT 201, MATH 211 or BA 225, ECON 101 or ECON 201 or ECON 202, and ENGL 275 with "C" or better. *Three semester hours.*

BA 325.ADVANCED ANALYTICAL METHODS

This course emphasizes quantitative decision making processes. Decision Analysis, Linear Programming, Transportation Models, and PERT/CPM are the principal thrust of the course. Excel is used extensively throughout the class. Prerequisite: BA 226. For business majors additional prerequisites include completion of 45 semester hours, institutional GPA of 2.5 or better, completion of ACCT 201, MATH 211 or BA 225, ECON 101 or ECON 201 or ECON 202, and ENGL 275 with a "C" or better. *Three semester hours.*

BA 351.BUSINESS ETHICS

This course provides students with the foundation to recognize environmental factors that influence ethical decision-making in today's global business community and to formulate possible solutions using a process or model for making ethical choices in business. International corporate social responsibility is also discussed. For business majors using this course as an elective, additional prerequisites include completion of 45 semester hours, institutional GPA of 2.5 or better, completion of ACCT 201, MATH 211 or BA 225, ECON 201 or ECON 202, and ENGL 275 with a "C" or better. *Three semester hours.*

BA 369.BUSINESS TOPICS

This course provides an investigation of topics or issues that have not been a part of the existing business curriculum. For business majors using this course as a selective, additional prerequisites include completion of 45 semester hours, institutional GPA of 2.5 or better, completion of ACCT 201, MATH 211 or BA 225, ECON 101 or ECON 201 or ECON 202, and ENGL 275 with a "C" or better. *One to six semester hours.*

BA 390.INTERNATIONAL BUSINESS

This course provides a broad overview of globalization, international trade, the international monetary system, foreign exchange markets, global capital markets, exchange rate determination, interest rate parity, purchasing power parity, country differences in legal systems, political systems, economic systems, language, culture, labor costs, resource endowments, tariffs, import and export regulations, trade agreements, and regional economic integration. Each of these factors requires significant changes in how individual business units operate from one country to the next. Prerequisite: Junior or senior status and an institutional GPA of 2.5 or better. *Three semester hours.*

BA 399.PROFESSIONAL DEVELOPMENT II

This seminar course builds on BA 299 by expanding career planning knowledge, skills, and abilities. Topics include: teamwork, career planning, resume development, professional networking, and interviewing. Prerequisites: "C" or better in BA 299, institutional GPA of 2.5 or better and junior status. *One semester hour.*

BA 414.BUSINESS STRATEGY

This capstone course focuses on the process of strategic management in small and large organizations. This involves the evaluation of the organization's situation, analysis and selection of strategic alternatives, and implementation and evaluation of the strategic plan. Prerequisites: "C" or better in BA 304, FINA 301, MKT 301, and an institutional GPA of 2.5 or better; co-requisites: BA 325 and MGMT 330. *Three semester hours.*

BA 490.BUSINESS INTERNSHIP

This course is designed to give students a practical work experience in a field related to their majors. The student works through an approved agency or business under the supervision of professional employees and a faculty member from the School of Management. The grade is based on the requirements stated in the course syllabus, which will include evaluations by the field supervisor and the course instructor as well as written reports rendered by the student. May be taken for additional credit for a maximum of six hours; only three hours may be used as a selective. Internships are dependent upon availability of positions. Prerequisites: Senior status in major; minimum of a 2.5 institutional GPA; and permission of instructor. For business majors using this course as a selective, additional prerequisites include completion of 45 semester hours, institution GPA of 2.5 or better, completion of ACCT 201, MATH 211 or BA 225, ECON 101 or ECON 201 or ECON 202, and ENGL 275 with a "C" or better. *One to six semester hours.*

BA 491.BUSINESS INTERNSHIP II

This course is designed to give students additional practical work experience in a field related to their majors. The student works through an approved agency or business under the supervision of professional employees and a faculty member from the School of Management. The grade is based on the requirements stated in the course syllabus, which will include evaluations by the field supervisor and the course instructor as well as written reports rendered by the student. This course may be taken for additional credit for a maximum of six hours; only three hours may be used as a selective. Internships are dependent upon availability of positions. Prerequisites: BA 490, senior status in the major, minimum of a 2.5 Institutional GPA, and permission of instructor. *One to six semester hours.*

BA 499.PROFESSIONAL DEVELOPMENT III

A seminar course that builds on BA 399 and reinforces professional knowledge, skills, and abilities that transcend business disciplines and are important to success in any business career. Topics include business etiquette, job search strategies, communication packages, and interviewing. The course also includes assessment requirements for the University and business administration program. Prerequisite: "C" or better in BA 399 and co-requisite: BA 414. *One semester hour.*

CALL ME MISTER

CMM 101.CALL ME MISTER – INTRODUCTORY SEMINAR 1

This seminar series examines the origins of the MISTER initiative and a series of topics associated with development of leadership skills in preparation for the teaching profession. Attendance at Call Me MISTER activities required. Prerequisite: Acceptance into Call Me MISTER program. *One semester hour.*

CMM 102.CALL ME MISTER – INTRODUCTORY SEMINAR 2

This seminar extends the study of the origins of the MISTER initiative and continues the series of topics associated with the development of leadership skills in preparation for the teaching profession. Attendance at Call Me MISTER activities required. Prerequisite: Acceptance into Call Me MISTER program. *One semester hour.*

CMM 201.CALL ME MISTER – LEADERSHIP SEMINAR 1

This seminar series will focus on the study of effective servant leadership skills. Participation in opportunities that will develop the MISTERS' abilities to become positive role models to elementary aged students are required. Issues pertinent to the education of students from diverse backgrounds and fundamental to fulfilling the mission of Call Me MISTER will be included. Prerequisite: Acceptance into Call Me MISTER program. *One semester hour.*

CMM 202.CALL ME MISTER – LEADERSHIP SEMINAR 2

This seminar series will continue to focus on the study of effective servant leadership skills. Participation in opportunities that will develop the MISTERS' abilities to become positive role models to elementary aged students are required. Issues pertinent to the education of students from diverse backgrounds and fundamental and to fulfilling the mission of Call Me MISTER will be included. Prerequisite: Acceptance into Call Me MISTER program. *One semester hour.*

CMM 301.CALL ME MISTER – LEADERSHIP SEMINAR 3

This seminar series will extend the study of effective servant leadership skills. Participation in opportunities that will develop the MISTERS' abilities to become positive role models to elementary aged students are required. Issues pertinent to the education of students from diverse backgrounds and fundamental to fulfilling the mission of Call Me MISTER will be included. Prerequisite: Acceptance into Call Me MISTER program. *One semester hour.*

CMM 302.CALL ME MISTER – LEADERSHIP SEMINAR 4

This seminar series will extend the study of effective servant leadership skills. Participation in opportunities that will develop the MISTERS' abilities to become positive role models to elementary aged students are required. Issues pertinent to the education of students from diverse backgrounds and fundamental to fulfilling the mission of Call Me MISTER will be included. Prerequisite: Acceptance into Call Me MISTER program. *One semester hour.*

CMM 401.CALL ME MISTER – LEADERSHIP SEMINAR 5

This seminar series will be a culmination of the study of effective servant leadership skills. Participation in opportunities that will develop the MISTERS' abilities to become positive role models to elementary aged students are required. Issues pertinent to the education of students from diverse backgrounds and fundamental to fulfilling the mission of Call Me MISTER will be included. Prerequisite: Acceptance into Call Me MISTER program. *One semester hour.*

CMM 402.CALL ME MISTER – LEADERSHIP SEMINAR 6

This seminar series will be a culmination of the study of effective servant leadership skills. Participation in opportunities that will develop the MISTERS' abilities to become positive role models to elementary aged students are required. Issues pertinent to the education of students from diverse backgrounds and fundamental to fulfilling the mission of Call Me MISTER will be included. Prerequisite: Acceptance into Call Me MISTER program. *One semester hour.*

CHEMISTRY

CHEM 101.INTRODUCTION TO CRIMINALISTICS

Students will learn how science aids the criminal justice system through crime scene analysis, the collection and preservation of evidence, and laboratory techniques. Laboratory methods commonly employed in the analysis of evidence will be discussed. Topics include drugs, fingerprints, ballistics, and trace evidence. (General Education -

Science and Mathematical Reasoning and General Education Elective) Three hours lecture weekly. *Three semester hours.*

CHEM 103.CONSUMER CHEMISTRY

A basic course for non-science majors which stresses the fundamental concepts of chemistry and applies them to the everyday world of the consumer. Topics covered include the metric system, atomic structure, chemical formulas, nuclear medicinal chemistry, organic polymer chemistry, dental chemistry, home products such as soaps and detergents, pharmaceutical drug chemistry, acids and bases, and food chemistry. Three hours lecture, three hours laboratory weekly. (General Education – Scientific and Mathematical Reasoning) *Four semester hours.*

CHEM 105-106.ESSENTIALS OF INORGANIC, ORGANIC, AND BIOCHEMISTRY

A two-semester sequence for non-science majors. Biochemically significant substances and phenomena are used as the basis for understanding principles of general, organic, and biochemistry. Recommended course for nursing majors. Three hours lecture, three hours laboratory weekly. CHEM 105 or CHEM 111 is a prerequisite for CHEM 106. (General Education – Scientific and Mathematical Reasoning) *Four semester hours per course.*

CHEM 111-112.GENERAL CHEMISTRY

A systematic treatment of chemical principles. Topics include atomic structure, chemical bonding, states of matter, thermodynamics, equilibrium principles, kinetics, acid-base theory, electrochemistry, coordination compounds, and radiochemistry. Three hours lecture, three hours laboratory weekly. CHEM 111 is a prerequisite for CHEM 112. (General Education – Scientific and Mathematical Reasoning) *Four semester hours per course.*

CHEM 198.SCIENTIFIC COMMUNICATIONS I

A study of all aspects of technical communications in both academic and professional contexts. Emphasis will be placed on how to interpret and produce evidence based arguments in written media. One hour lecture weekly. *One semester hour.*

CHEM 199.SCIENTIFIC COMMUNICATIONS II

A study of all aspects of technical communications in both academic and professional contexts. Emphasis will be placed on how to interpret and produce evidence based arguments in oral presentations. One hour lecture weekly. *One semester hour.*

CHEM 205.CHEMISTRY OF BREWING

This course studies the chemistry of the brewing process. It will cover the history of major developments in the brewing process, the chemistry of converting grains into malt, the chemistry of converting malt into wort, and the chemistry of the fermentation process which will convert the wort into a finished beer. The basics of quality control and quality assurance will also be covered. Prerequisite: Students must be 21 years of age or older on the first day of class. Three hours lecture weekly. *Three semester hours.*

CHEM 221-222. ORGANIC CHEMISTRY

The aliphatic hydrocarbons, aromatic hydrocarbons and heterocyclic compounds and their derivatives are covered with emphasis on structure, nomenclature, class reactions of functional groups and mechanisms of organic reactions. Structural analysis of infrared, nuclear magnetic resonance, and mass spectroscopy is stressed second semester. Three hours lecture, three hours laboratory weekly. Prerequisite: CHEM 112 or approval of instructor. CHEM 221 is a prerequisite for CHEM 222. *Four semester hours per course.*

CHEM 260.MICROSCOPICAL METHODS

Practical applications of polarized light microscopy; a study of how microscopes can be used to measure optical properties and obtain chemical information from extremely small samples. Topics include optics, micrometry, crystallography, microchemistry, optical staining, and microthermal methods. Prerequisite: CHEM 221. Three hours lecture weekly. *Three semester hours.*

CHEM 299.SCIENTIFIC COMMUNICATIONS III

The course is a study of all aspects of technical communications in both academic and professional contexts. Emphasis will be placed on how to interpret and produce various methods of data representations. One hour lecture weekly. Co-requisite: CHEM 222 or CHEM 331 or PHYS 202 or PHYS 212. *One semester hour.*

CHEM 301.BIOCHEMISTRY

This course addresses fundamental concepts in biochemistry focusing upon the major macromolecules and chemical properties of living systems. Primary topics include the structure, function, and metabolism of amino acids, proteins, carbohydrates, lipids, and nucleic acids; the physical properties of water, pH, and biological

buffers; enzyme kinetics and regulation. Three hours lecture weekly. Prerequisite: CHEM 221. **Three semester hours.**

CHEM 311.ADVANCED ORGANIC CHEMISTRY

Advanced organic reactions and their mechanisms, especially those associated with pharmaceuticals, bicyclics, and polymers; practical applications of infrared and nuclear magnetic resonance spectroscopy for determining the structures of organic molecules; special topics of current interest: stereochemistry, nomenclature, cyclic systems, and molecular orbital theory. Three hours lecture weekly. Prerequisite: "C" or better in CHEM 222. **Three semester hours.**

CHEM 330.ANALYTICAL CHEMISTRY

A study of the basic techniques used in the separation and analysis of chemical substances. Gravimetric, volumetric, spectrophotometric, electrochemical, chromatographic, and potentiometric techniques will be discussed and utilized. Three hours lecture, six hours laboratory weekly. Prerequisites: CHEM 112 and MATH 211. **Five semester hours.**

CHEM 331.CHEMICAL INSTRUMENTATION

The theory and practice of modern methods of instrumental analysis, chromatographic, and spectroscopic techniques are discussed and utilized. Topics include UV-visible, infrared, Raman, atomic absorption and emission, electron microscopy, fluorescence, mass spectrometry, liquid chromatography and gas-liquid chromatography. Three hours lecture, three hours laboratory weekly. Prerequisite: CHEM 112. **Four semester hours**

CHEM 341.INORGANIC CHEMISTRY

Principles underlying the structure, occurrence and synthesis of inorganic substances, including: atomic and molecular structure, periodic relationships, chemical bonding, chemistry and structure of non-transition elements, chemistry and structure of transition elements and modern experimental methods in inorganic chemistry. Three hours lecture, three hours laboratory weekly. Prerequisites: CHEM 222, CHEM 330. **Four semester hours.**

CHEM 351.MASS AND ENERGY BALANCES

This course is an introduction to fundamental concepts of chemical engineering, including mass and energy balances, PVT relationships for gases and vapors, and elementary phase equilibria; problem-solving and computer skills are developed in the lab. Three hours lecture, two hours laboratory weekly. Prerequisites: CHEM 112, PHYS 212, MATH 142. **Four semester hours.**

CHEM 360.TOXICOLOGY

Basic principles of toxicology including quantitation of toxicity, biochemical action of toxicants, and population effects of poisons are studied. Both legacy and emerging contaminants are addressed (pesticides, industrial pollutants, metals, pharmaceuticals) in the context of sources, sinks, and efforts to create regulations. Prerequisites: CHEM 221 and BIOL 112. Three hours lecture weekly. **Three semester hours.**

CHEM 381.TECHNOLOGY, THE ENVIRONMENT AND YOU

Students are exposed to a variety of topics, such as air pollution, global warming, nuclear power, and fiber optics. The chemistry involved in understanding the topics is presented descriptively and qualitatively. The course examines the effects that these various topics have upon individuals and cultures throughout the world. Junior/senior status recommended. (General Education – Global Issues and Cultures and General Education Electives) **Three semester hours.**

CHEM 390.SPECIAL TOPICS IN CHEMISTRY

Courses designed to provide in-depth study of various topics in chemistry. Specific topics will be announced in advance. Prerequisite: Approval of instructor. (Limited to a maximum of four semester hours toward degree requirements.) **One to four semester hours.**

CHEM 401-402.PHYSICAL CHEMISTRY

A theoretical and experimental study of observed chemical phenomena, atomic and molecular level interpretation of chemical behavior. Includes properties of gases, thermodynamics, kinetics, molecular structure via spectroscopic methods, and quantum mechanics. Three hours lecture, three hours laboratory weekly. Prerequisite: PHYS 201 or 211. CHEM 401 is a prerequisite for CHEM 402. **Four semester hours per course.**

CHEM 407, 408, 409, 410.RESEARCH

Research on special topics for juniors and seniors in Chemistry. A minimum GPA of 3.0 is required. Repeatable for additional credit, but limited to a maximum of four semester hours toward degree requirements. Offered on demand to qualified students. These courses are not sequential. *One to four semester hours.*

CHEM 420.ENVIRONMENTAL CHEMISTRY

Origins, transport, reactions, effects, and fates of chemical species in water, air, terrestrial, and biotic environments. The theory and practice of modern chemical instrumentation are applied to environmental samples from a variety of sources. Three hours lecture weekly. Prerequisites: CHEM 221. *Three semester hours.*

CHEM 490.INTERNSHIP IN CHEMISTRY

Practical experience in an approved chemistry-related work situation. The experience will be supervised by a member of the chemistry faculty. The student will maintain a folio of experiences and will submit it and a final paper summarizing the experience and the knowledge gained. The student is responsible for meeting all living and travel expenses. A minimum of 6 hours/week of on the job experience for at least 10 weeks is required for each hour of credit. May be repeated for a maximum of 12 hours. Prerequisite: CHEM 112. Graded on a pass/fail basis. *One to twelve semester hours.*

CHINESE

CHIN 101.ELEMENTARY CHINESE I

An introductory course designed to develop speaking, listening, reading, and writing skills as well as an awareness of Chinese culture. (General Education – Core Academic Skills and General Education Electives) *Three semester hours.*

CHIN 102.ELEMENTARY CHINESE II

An introductory course designed to develop speaking, listening, reading, and writing skills as well as an awareness of Chinese culture. Prerequisite: CHIN 101. (General Education – Core Academic Skills and General Education Electives) *Three semester hours.*

COLLEGE SEMINAR

CSEM 101.COLLEGE SEMINAR

Designed to help students develop effective study skills that they will continue to use throughout their academic career. In College Seminar, students refine their skills through peer interaction and direct application of the newly acquired skills to their current coursework. The course examines various topics needed for college success (i.e. note taking, time management, concentration, study strategies, test taking strategies, and test anxiety.) Permission required by the Academic Success Center, Genesis Hall. *Two semester hours.*

COMPUTER INFORMATION SYSTEMS

CIS 101.COMPUTER FUNDAMENTALS

Characteristics and applications of computers in today's society. Hands-on experience with microcomputers and a variety of applications software. This course is not designed as an introduction to programming and is not available for credit to students in Computer Information Systems or Mathematics majors. Prohibited to students currently enrolled in or having earned credit in CIS 102, CIS 111, CIS 112, CIS 113, and CIS 202. *Three semester hours.*

CIS 102.APPLICATION SOFTWARE

Designed to enable students to improve their personal productivity as knowledge workers. Topics include advanced software functionality, organization and management of data, webpage design and publishing, effective presentation design and delivery. Course environment will include both lectures and laboratory experience. *Three semester hours.*

CIS 111.COMPUTER PRODUCTIVITY APPLICATIONS I

This course is designed to improve students' word processing productivity as knowledge workers. It covers basic to advanced functionality of word processing software with applications of this knowledge in organizational environments. This course will include both lecture and laboratory experience. *One semester hour.*

CIS 112.COMPUTER PRODUCTIVITY APPLICATIONS II

This course is designed to improve students' spreadsheet productivity to organize and analyze information in tabular form as knowledge workers. It covers basic to advanced functionality of spreadsheet software with application of this knowledge in organizational environments. This course will include both lecture and laboratory experience. *One semester hour.*

CIS 120.FUNDAMENTALS OF INFORMATION SYSTEMS AND INFORMATION TECHNOLOGY

An introduction to information systems and information technology. Topics include overview of computer hardware and software, management information systems, computer networking, organization and management of data, decision making, careers, and ethics. Prerequisite or co-requisite: CIS 130. *Three semester hours.*

CIS 130.PROBLEM SOLVING AND PROGRAMMING METHODS

An introduction to problem-solving and analytical methods. Topics include basic syntax and programming experience, stepwise refinement, and structured and modular design methods. Course environment will be both lecture and practicum. Prerequisite or co-requisite: One of the following: MATH 114, MATH 121, MATH 141, or MATH 211. (General Education – General Education Electives) *Four semester hours.*

CIS 140.NETWORKING LAB

Designed to provide students with an understanding of the principles of computer networks and protocols through hands-on activities and experimentation. Topics include: static and dynamic addressing, building LANS and VLANS using switches, building internetworks using routers, configuring network components to allow or deny access, deploying and evaluating communication protocols using network utilities and server software that are used in present day network infrastructures, and other emerging topics. *One semester hour.*

CIS 202.COMPUTER APPLICATIONS FOR ENGINEERS

A course in solving engineering-oriented problems. Students learn how to use computer software including spreadsheets and a mathematical package. Prerequisite: MATH 141 with "C" or better, CIS 130 with "C" or better or previous programming experience. *Three semester hours.*

CIS 230.COMPUTER PROGRAMMING PRINCIPLES I

Problem solving and algorithm development. Includes programming style, structured programming, selection, iteration, arrays, modular programming, basic object-oriented programming concepts, strings, and files. Course environment will be both lecture and practicum. Prerequisite: "C" or better in CIS 130. *Four semester hours.*

CIS 231.COMPUTER PROGRAMMING PRINCIPLES II

A continuation of CIS 230 including recursion, object-oriented programming concepts, basic graphical user interface programming, and basic data structures. Prerequisites: "C" or better in CIS 230. *Four semester hours.*

CIS 234.INTRODUCTION TO C/C++ PROGRAMMING

Problem solving and algorithmic development in C/C++ programming language in a Unix-like environment. Includes programming style, structured programming, selections, iteration, arrays, structures, unions, pointers, modular programming, and basic object-oriented programming. Course environment will be both lecture and practicum. Prerequisite: "C" or better in CIS 230. *One semester hour.*

CIS 240.INTRODUCTION TO DATA COMMUNICATIONS

This course covers networking and telecommunications concepts and standards. Topics include wired and wireless transmissions, signal encoding techniques, digital data communication techniques, data link control, multiplexing, distributed and centralized computer systems, and the OSI model. Prerequisites: "C" or better in both CIS 120 and CIS 230. *Three semester hours.*

CIS 243.FUNDAMENTALS OF CYBERSECURITY

Designed to provide a holistic overview of the field of Cybersecurity. Topics include: security principles and policies, laws and regulations, security assessment and testing, asset protection, basic cryptography, authentication, ethics, malware, computer and network forensics, threat and vulnerability detection and protection, and other emerging topics. Prerequisite: "C" or better in CIS 130. *Three semester hours.*

CIS 250.INTRODUCTION TO E-COMMERCE

An introduction to organizational strategies and network informational technologies necessary to implement a variety of business models for connecting clients, businesses, government agencies, etc. for transfer of information using various kinds of computer networks. The course will also cover an introduction to business

strategies, design of e-business solutions, and the technological architecture required to implement various e-business relationships (B2B, B2C, B2G, etc.). Prerequisite: CIS 120 with “C” or better. *Three semester hours.*

CIS 260.NETWORK AND SYSTEM ADMINISTRATION

Designed to introduce concepts essential to the administration of operating systems and networks. Topics include: application installation and configuration, user account management, understanding and management of file systems, file backup and restoration, basic operating system commands (including network related commands) and utilities, task automation using scripting, serial and parallel communication, and other emerging topics. Prerequisite: “C” or better in CIS 130. *One semester hour.*

CIS 300.NUMERICAL ANALYSIS

An introduction to scientific computing. The use of numerical methods in solving equations, systems of linear equations, and differential equations. Numerical integration. (Cross-listed as MATH 300). Students are encouraged to take CIS 102 or CIS 202. Prerequisites: MATH 142 (“C” or better) and CIS 130. *Three semester hours.*

CIS 320.INFORMATION SYSTEMS AND PRACTICE

This course will give students continuing experience with the theory of the Information Systems discipline. Application of these theories to the success of organizations and to the roles of management, users, and IS professionals is the focus of the course. Topics will include: systems theory and concepts; enterprise-wide information systems; functions and roles of information systems in organizations; decision support technologies including data warehouse, data mining, and artificial intelligence; information system strategies; information technology infrastructure; societal and ethical issues of IS; emerging technologies. Prerequisites: “C” or better in the following: CIS 120, CIS 230, and either CIS 102 or CIS 202. *Three semester hours.*

CIS 321.ANALYSIS AND DESIGN

Analysis and design of information systems with a focus on structured and object-oriented techniques, the software life cycle, modeling tools, development of team skills, and project management. Prerequisite or co-requisite: CIS 231. Prerequisites: CIS 120, and either CIS 102 or 202, all with “C or better. *Three semester hours.*

CIS 330.SOFTWARE DEVELOPMENT: FUNDAMENTALS AND TECHNIQUES

Designed to cover fundamentals and recent techniques in software development. Topics may include but not limited to: user interface design and implementation, software development using patterns, data structures and algorithms, or multi-thread/multi-core programming. Prerequisites: “C” or better in CIS 231 and “C” or better in either CIS 102 or CIS 202. Repeatable for additional credit as topics change with permission of instructor. *Three semester hours.*

CIS 335.COMPUTER ORGANIZATION AND ARCHITECTURE

This course covers the functions and design of digital computer hardware at various levels of abstraction, below operating systems. Topics include data representations, digital logic, instruction set architecture, assembly language programming, addressing modes, memory hierarchy (cache memory and virtual memory), relationship with operating systems, and performance measurements. Prerequisites: “C” or better in CIS 230. *Three semester hours.*

CIS 340.COMMUNICATION PROTOCOLS

Principles of communication protocols including a comparison of the OSI and the TCP/ IP reference models. This course includes an in-depth analysis of TCP/IP and application protocols built on top of TCP/IP or similar protocols. Prerequisite: “C” or better in CIS 240. *Three semester hours.*

CIS 341.THEORY OF DATA COMMUNICATIONS

In-depth study of data communications including design principles, standards, protocols, algorithms, architectures, models, and performance. Prerequisite: “C” or better in CIS 240. *Three semester hours.*

CIS 343.COMPUTER FORENSICS

Computer devices retain far more information that most people realize. Retrieving this information can provide considerable electronic evidence. Computer forensics is the forensic science discipline of acquiring, preserving, retrieving, and presenting electronic data. This course is designed to provide comprehensive understanding of computer forensics principles. Topics include: admissibility and preparation of electronic evidence, e-evidence preservation, chain of custody, examination of computers and digital media including operating systems, graphics

files, and email, detecting intrusions, malware and fraud, legal and ethical issues and responsibilities, and other emerging topics. Prerequisite: “C” or better in CIS 243. *Three semester hours.*

CIS 344.NETWORK SECURITY AND FORENSICS

To secure a network, administrators must perform a variety of tasks ranging from giving access authorization to data and equipment, to preventing unwanted access and malicious attacks on data or network components. This course is designed to provide a comprehensive understanding of network security and the network forensic analysis principles used when faced with a security breach. Topics include: overview of network topologies, protocols, and infrastructure in the context of network security and forensic analysis, techniques for identifying network security breach incidents and potential sources of digital evidence, techniques for network data acquisition and analysis, legal considerations and documentation of forensic processes and analysis, and other emerging topics. Prerequisites: “C” or better in CIS 240, CIS 243, and CIS 260. *Three semester hours.*

CIS 345.INTRODUCTION TO CRYPTOGRAPHY

Cryptography is an indispensable tool for protecting information in computer systems. This course is designed to introduce students to the inner workings of cryptographic systems and how to correctly use them in real-world applications. Topics include: stream ciphers, pseudo randomness, block ciphers, message integrity, hash functions, authenticated encryption, public-key encryption, and other emerging topics. Prerequisite: “C” or better in CIS 130 and CIS 243. *Three semester hours.*

CIS 360.DATABASE DESIGN

This course will cover the design and implementation of a database management system for use in the information system environment. Topics will include database organization models (relational and object oriented), the use of design tools, data dictionaries, data warehousing, data mining, as well as user interfaces and reporting. Prerequisites: CIS 120, CIS 230, and either CIS 102 or CIS 202, all with a “C” or better. Prerequisite or co-requisite: MATH 125 or MATH 325. *Three semester hours.*

CIS 390.SPECIAL TOPICS

Designed to provide in-depth analysis of topics in computer information systems. Prerequisites: CIS 120, CIS 230, and either CIS 102 or CIS 202, all with “C” or better, permission of instructor. *One to three semester hours.*

CIS 410.RESEARCH IN COMPUTER INFORMATION SYSTEMS

Research on special topics for juniors and seniors in computer information systems. Repeatable for additional credit, but limited to a maximum of four semester hours toward degree credit. Offered on demand. *Four semester hours.*

CIS 440.SPECIAL TOPICS IN NETWORKING AND COMMUNICATIONS

Designed to provide an in-depth analysis of topics related to computer networks and communications. Prerequisites: “C” or better in CIS 240 and permission of the instructor. *Three semester hours.*

CIS 443.SPECIAL TOPICS IN CYBERSECURITY

Designed to provide an in-depth study of topics related to Cybersecurity. Prerequisites: “C” or better in CIS 240, CIS 243, and CIS 260, or permission of the instructor. *One to three semester hours.*

CIS 490.INTERNSHIP IN COMPUTER INFORMATION SYSTEMS

Designed to give students practical work experience in a field related to their major. The students will work through an approved agency or business under the supervision of professional employees and a faculty advisor. Credit hours awarded determined on a case-by-case basis by the Department Chair and the Computer Information Systems faculty. Course grade will be determined based on the written evaluations of the faculty advisor and a written report rendered by the student. Prerequisites: “C” or better in both CIS 231 and CIS 321. *One to six semester hours.*

CIS 498.DESIGN AND IMPLEMENTATION IN EMERGING ENVIRONMENTS

This course will broaden students’ knowledge of analysis and logical design by implementing information systems of varying complexity in emerging systems environments. Students will work in teams or individually on several projects. Topics may include but are not limited to: selection of development environments and standards; structured, event driven, object-oriented, and distributed computing design paradigms; testing; software quality assurance; implementation; user training; system delivery; post-implementation review; maintenance. Prerequisites: CIS 231 with “C” or better, CIS 250, CIS 321, and CIS 360. *Three semester hours.*

CIS 499.PROJECT IMPLEMENTATION AND MANAGEMENT

Students operating as a high-performance team will engage in and complete the design and implementation of a significant information system. Project management, requirement analysis, design and implementation, systems integration, deployment and user training will be components of the project experience. Prerequisites: "C" or better in both CIS 231 and CIS 321 and completion of all but two other CIS courses and emphasis requirements, all but one with "C" or better. *Three semester hours.*

COOPERATIVE EDUCATION

COOP 281, 282.COOPERATIVE EDUCATION

A planned and evaluated work experience related to the student's college major; the student will receive financial remuneration. Academic elective credit is available. A maximum of six co-op hours may be applied toward degree requirements. Prerequisites: Sophomore standing and cumulative GPA of 2.25 or better.

COOP 281.COOPERATIVE EDUCATION

One semester hour.

COOP 282.COOPERATIVE EDUCATION

Two semester hours.

COOP 283.COOPERATIVE EDUCATION

A full-time alternating Co-op program with a maximum of three terms. Students are considered full-time for purposes of financial aid deferment, insurance, and registration. However, the student does not earn any academic credit. Prerequisites: Sophomore standing and cumulative GPA of 2.25 or better. *No credit, pass/fail.*

COOP 284.COOPERATIVE EDUCATION

The American Council on Education (ACE) recommends that credit be granted for the following courses and Lander University will grant two (2) semester hours of credit in COOP 284 for each:

4. Disney Corporate Communications Course
5. Disney Human Resource Management Course
6. Disney Organizational Leadership Course
7. Disney Corporate Analysis Course
8. Disney Advanced Studies in Hospitality Management Course
9. Disney Creativity and Innovation Course

A student must present a copy of an official student record from the Registry of Credit Recommendations, American Council on Education, One Dupont Circle, Washington, DC 20036-1193 and must earn an overall score of 70% in each course for which the student desires credit. While up to a total of 12 semester hours of credit can be earned, only 6 hours of COOP credit may be applied toward degree requirements.

CRIMINOLOGY

CRIM 101.INTRODUCTION TO CRIMINOLOGY AND CRIMINAL JUSTICE

This course is an introduction to the discipline of criminology and criminal justice, its concepts, institutions, processes, and theories, as well as an exploration of the relationships between communities and criminal justice agencies. (General Education - Behavioral Science and Social Perspectives) *Three semester hours.*

CRIM 210.CORRECTIONS, PROBATION, AND PAROLE

This course explores the broad spectrum of the systems, processes, and people that constitute the field of corrections and examines the history of the emergence and development of prisons and jails, probation, parole, and community-based corrections. Prerequisites: CRIM 101 or CJ 101, POLS 101, and SOCI 101. *Three semester hours.*

CRIM 214.AMERICAN CRIMINAL JUSTICE SYSTEM

This course examines law enforcement systems and the practice of courts, police discretion, and the methods of dealing with suspects. Emphasis on criminal justice processes and the implication of criminal law in American society. Prerequisites: CRIM 101 or CJ 101, POLS 101, and SOCI 101. *Three semester hours.*

CRIM 250.COMMUNITY RELATIONS AND POLICING

This course exposes students to the historical and current perspectives of the role of police in American society. Critical and controversial issues in modern policing will be explored. Prerequisites: CRIM 101 or CJ 101, POLS 101, and SOCI 101. *Three semester hours.*

CRIM 271.TOPICS IN CRIMINOLOGY AND CRIMINAL JUSTICE

This course provides exploration of topics and issues not currently included in the criminology curriculum. This course is designed as an experimental course covering in-depth studies of interest. It may be taken for additional credit as the topic changes. Prerequisites: CRIM 101 or CJ 101, and POLS 101, and SOCI 101, or departmental approval. *One to three semester hours.*

CRIM 309.JUVENILE DELINQUENCY

This course examines the causes of juvenile delinquency, its extent and the variation in laws, treatment of the delinquent, and the significance of such factors as changing cultural patterns and teenage cultures. Prerequisites: CRIM 101 or CJ 101 and 3 additional hours of CRIM or CJ coursework as well as SOCI 202. *Three semester hours.*

CRIM 350.ETHICS IN CRIMINOLOGY AND CRIMINAL JUSTICE

This course addresses current and future ethical and moral issues facing criminology and criminal justice. It includes exploration of how these issues are influenced through political and social policies as well as personal values. Prerequisites: CRIM 101 or CJ 101 and 3 additional hours of CRIM or CJ coursework as well as SOCI 202. *Three semester hours.*

CRIM 371.SPECIAL TOPICS IN CRIMINOLOGY AND CRIMINAL JUSTICE

This course is an exploration of topics and issues not currently included in the criminology curriculum. This course explores emergent areas within criminology as informed by theory. It may be taken for additional credit as the topic changes. Prerequisites: CRIM 101 or CJ 101, and POLS 101, and SOCI 101, or departmental approval. *One to three semester hours.*

CRIM 390.CURRENT POLICY ISSUES IN CRIMINOLOGY

This course examines policy issues in contemporary criminology. Instructors may focus on one or more topics such as: addictions, alcohol and drugs, cybersecurity, domestic violence, gambling, human trafficking, victims and victimization, alternatives to incarceration, policing practices and procedures, and court rulings. This may be taken for additional credit as the topic changes. Prerequisites: CRIM 101 or CJ 101 and 3 additional hours of CRIM or CJ coursework as well as SOCI 202. *Three semester hours.*

CRIM 403.CRIMINOLOGY THEORY

Criminological theories of delinquency and crime are discussed with special emphasis upon the character, extent, and causes of crime. Criminal law, courts, penal systems, and programs for crime prevention are addressed. Prerequisites: CRIM 309 or CJ 309. *Three semester hours.*

CRIM 490.CRIMINAL JUSTICE AND CRIMINOLOGY INTERNSHIP

This course is an advanced workshop for future professionals in the field of criminal justice and criminology. The main objective of this course will be the application of selected basic concepts. This course is intended as a professionalization experience for students in the criminology program. This course may be repeated for additional credit hours with approval of the department chair. Prerequisites: At least a "C" in SOCI 398. Students must also have a Lander GPA of at least 2.0 to take this course. *Three to nine semester hours.*

CRIM 499.CAPSTONE EXPERIENCE

This course is designed to be one of the last classes a student takes and is structured to help students apply their knowledge and skills after graduation. Topics to be covered include a review of major topics, concerns, and paradigms in criminology and criminal justice, discussion of the role of professionals in society today, and strategies for putting a criminology degree to work in a post-collegiate context. Prerequisite: "C" or better in CRIM 309 or CJ 309. *One semester hour.*

DANCE**DANC 101.INTRODUCTION TO DANCE AS AN ART FORM**

This course introduces dance as a performing art, focusing on Western European dance forms such as ballet, modern, jazz, and, theatrical, and exploring their historical and cultural development. Course topics include a survey of dance forms, concepts of viewing dance, the work of the dance artist in contemporary times, dance as

social and cultural reflection, political perspectives on dance, and current trends in concert dance. (General Education – Humanities and Fine Arts) *Three semester hours.*

DANC 104.BALLET I

This course introduces basic knowledge and skills in classical ballet, including fundamental ballet movement vocabularies, body alignment principles, and ballet class etiquette. This course may be taken twice for up to four semester hours credit. *Two semester hours.*

DANC 106.CONTEMPORARY DANCE I

This course explores basic knowledge of modern and contemporary dance as an art form and related necessary techniques. The curriculum includes contemporary dance techniques and styles, movement alignment and coordination, and movement execution and phrasing. The course may be repeated two times for additional credit. *Two semester hours.*

DANC 108.JAZZ DANCE I

Provides fundamental knowledge and skills of jazz dance as an art form. Course content includes classical jazz techniques and jazz styles, and composed jazz studies. *Two semester hours.*

DANC 110.TAP DANCE I

Provides fundamental knowledge and skills of tap dance as an art form. Course content includes standard tap steps, rhythm combinations, and studies of historical developments of tap dance. *Two semester hours.*

DANC 111.HIP HOP DANCE AND ITS CULTURE

This course will introduce students to contemporary hip hop dance technique. Students will demonstrate hip hop dance skills through warm-ups and choreographed routines. This class will also explore the culture and music of hip hop and other related styles of dance such as locking, popping, and other club dance styles. *Two semester hours.*

DANC 155.LANDER DANCE COMPANY

Through time spent with a university pre-professional dance company, this course will provide practice in training, articulation and the expression of movement, with an emphasis on creative processes, dance composition, rehearsal, and performance through participation in performance and/or choreographic practices mentored by the instructor. May be repeated for additional credit. Four hours are required for a dance minor. Co-requisite: DANC 101 or DANC 104 or DANC 106 or DANC 204 or DANC 206 or DANC 301 or DANC 302. Prerequisites: Lander Dancers audition and instructor's permission. *One semester hour.*

DANC 201.HISTORY AND CRITICISM OF DANCE

The history of and use of dance in many cultures. Aesthetic and critical theories will be explored as they relate to various dance forms. The aesthetics of dance and informed judgment as a basis for criticism and performance will be emphasized. Prerequisite: DANC 101. *Three semester hours.*

DANC 204.BALLET II

Provides an analysis and practice of ballet technique with emphasis on skeletal alignment, progressive ballet vocabulary, and intermediate/advanced movement sequences. Prerequisite: DANC 101 and DANC 106 or permission of instructor. *Two semester hours.*

DANC 206.MODERN DANCE II

Provides progressive levels of modern dance technique that expand fundamental knowledge, emphasizing body awareness, and the expressive use of weight, space, and time. Prerequisite: DANC 101 and DANC 106 or permission of instructor. *Two semester hours.*

DANC 301.DANCE COMPOSITION

Introduction to the elements, materials, and structure of a dance. Prerequisite: DANC 101. *Three semester hours.*

DANC 302.ADVANCED CHOREOGRAPHY

Practical study in dances; form and style related to other modern arts. *Three semester hours.*

DANC 327.INTEGRATED ARTS INSTRUCTIONAL STRATEGIES: DANCE

Elementary education students (grades 2-6) learn to (1) develop a unit of instruction integrating instructional strategies of dance and mathematics pedagogy, (2) use dance as a primary means of communication as well as (3) use dance to make connections with other arts disciplines. Prerequisite: Restricted to Early Childhood,

Elementary, and Special Education majors. Co-requisite: Taken concurrently with EDUC 327. *One semester hour.*

EARLY CHILDHOOD EDUCATION

See pages 345-346.

ECONOMICS

ECON 101.ECONOMICS IN SOCIETY

Provides students with both microeconomic and macroeconomic analytical perspective to think critically about the market system and social objectives it may serve. Topics include the basics of the market economy, market structure, unemployment, inflation, trade, and monetary policy. (General Education – Behavioral and Social Perspectives) *Three semester hours.*

ECON 201.MACRO PRINCIPLES

An introduction to the end and means of economics, the criteria of economic efficiency, national income accounting, simple income determination, the role of money within the banking system, and economic growth. (General Education – Political Economy) *Three semester hours.*

ECON 202.MICRO PRINCIPLES

An introduction to supply and demand, price elasticity, costs of production, profit maximization, current domestic economics problems, and international trade. *Three semester hours.*

ECON 301.MANAGERIAL ECONOMICS

This course provides an investigation of supply and demand, the various notions of elasticity, indifference analysis, costs of production in the short and long run, profit maximizing situations in various input and output markets, general equilibrium analysis, and welfare criteria. Prerequisite: ECON 101 or ECON 201 or ECON 202. For business majors additional prerequisites include completion of 45 semester hours, institutional GPA of 2.5 or better, completion of ACCT 201, MATH 211 or BA 225, and ENGL 275 with a “C” or better. *Three semester hours.*

ECON 311.MONEY AND BANKING

This course is a survey of the role financial markets, institutions, and central banks have in facilitating the flow of funds to investments in today’s economy. Topics include what is money, the behavior of interest rates, different types of markets and institutions, monetary policy, and derivative markets. Several major bank failures, debt crises, and global financial crises will be studied to gain insight into the importance of these entities. Prerequisite: “C” or better in ECON 101 or ECON 201 or ECON 202. For business majors additional prerequisites include completion of 45 semester hours, institutional GPA of 2.5 or better, completion of ACCT 201, MATH 211 or BA 225, and ENGL 275 with a “C” or better. *Three semester hours.*

ECON 315.ECONOMICS OF PUBLIC POLICY

This course applies economic analysis to evaluate current government policies. Primary focus on the economic impact of public policies. Current government policies related to economic development, education, labor, poverty, trade, and welfare are discussed and analyzed. Prerequisite: “C” or better in ECON 101 or ECON 201 or ECON 202, or permission of instructor. For business majors additional prerequisites include completion of 45 semester hours, institutional GPA of 2.5 or better, completion of ACCT 201, MATH 211 or BA 225, and ENGL 275 with a “C” or better. *Three semester hours.*

ECON 321.ENVIRONMENTAL ECONOMICS

An application of economic analysis to the study of environmental issues; such as pollution, the assignments of property rights, increasing population, and natural resource conservation. Analytical tools, such as benefit-cost analysis, will be explained and applied to problems with environmental dimensions. Junior/senior status recommended. *Three semester hours.*

ECON 352.TOPICS OF ECONOMICS

This elective course allows for the study of various economics topics which are not a part of the regular course offerings. Special topics will be announced in advance and this course may be repeated for additional credit as the topic changes. To repeat the course to improve a grade, the topic, the course number, and the semester hours must be the same. Prerequisite: Permission of the instructor. For business majors additional prerequisites include

completion of 45 semester hours, institutional GPA of 2.5 or better, completion of ACCT 201, MATH 211 or BA 225, ECON 101 or ECON 201 or ECON 202, and ENGL 275 with a “C” or better. *One to six semester hours.*

EDUCATION

EDUC 101.CAREERS IN TEACHING

Students will be exposed to the many facets of education through class discussions, simulations of classroom situations, observation and participation in public school classrooms and interactions with successful administrators and teachers in the field of education. Students will be introduced to the concepts and skills utilized by effective classroom teachers, and they will be provided with information regarding career opportunities in education. *Three semester hours.*

EDUC 106.FIELD EXPERIENCE IA

The prospective teacher supports instruction in a tutoring or small group setting. Students are responsible for transportation to off-site placements. Prerequisites: 12 semester hours and concurrent enrollment in EDUC 210. *One-half semester hour.*

EDUC 202.EDUCATION IN AMERICA

Introduction to the historical, social, and philosophical foundations in education. Students have an opportunity to explore the demands and expectations in various teaching fields. Co-requisite: Enrollment in EDUC 203. *Three semester hours.*

EDUC 203.FIELD EXPERIENCE I

To acquaint the prospective teacher with school curriculum, environment, and teacher duties as well as characteristics of children. The prospective teacher experiences supporting instruction, including materials development, tutoring, and small group work. Prerequisites: 30 semester hours and concurrent enrollment in EDUC 202. *One-half semester hour.*

EDUC 204.INSTRUCTIONAL TECHNOLOGY FOR TEACHERS

This course is designed to enable students to use instructional technology to support teaching and learning. Technology literacy concepts are addressed and instructional uses of technology are explored. The course emphasizes instructional computing applications for classroom use. *Three semester hours.*

EDUC 205.TEACHER EDUCATION AND PRAXIS PREPARATION

This course provides an overview of teacher education programs, certification requirements by content areas/grade levels, and preparation for PRAXIS examinations. *One credit hour.*

EDUC 206.FIELD EXPERIENCE IC

The prospective teacher observes different pedagogical instructional strategies related to Science, Technology, Engineering, the Arts, and Mathematics (STEAM) and English for Speakers of Other Languages (ESOL) philosophies of education. Students are responsible for transportation to off-site placements. Prerequisites: 30 semester hours, concurrent enrollment in EDUC 223, and Provisional status. *One-half semester hour.*

EDUC 207.FIELD EXPERIENCE ID

The prospective teacher observes different pedagogical instructional strategies related to Montessori and exceptional learner philosophies of education. Students are responsible for transportation to off-site placements. Prerequisites: 30 semester hours, concurrent enrollment in MONT 474 or EDUC 321, and Provisional status. *One-half semester hour.*

EDUC 210.COMMUNICATION IN DIVERSE CLASSROOMS

This course provides opportunities for students to develop effective oral, written, and listening communication skills in preparation for working in democratic, multiculturally-rich learning environments. Content will address the principles of linguistics, dialects, and diverse communication styles, including communication with families. Prerequisite: ENGL 101. *Three semester hours.*

EDUC 223.GENERAL PEDAGOGY

Provides an overview of appropriate, research-based techniques and instructional methodologies that provide effective instruction in primary, elementary, middle, and secondary classrooms. Academic standards, positive learning environments, instructional planning and assessment including multi-media formats and technology that apply to a variety of classroom settings are covered. Co-requisite: Enrollment in EDUC 206 for Elementary, Early Childhood, and Special Education majors. *Three semester hours.*

EDUC 240.CHILD GROWTH AND THE EDUCATIONAL PROCESS

This course provides an introduction to the general principles of childhood and adolescent human growth and development and their relationship to the educational process. An emphasis will be placed on the interactions of physical, social, intellectual, and emotional development with educational variables and the learning process.

Three semester hours.

EDUC 290.EXPERIENTIAL LEARNING IN COMMUNITY AND SCHOOL SETTINGS

This course offers students an opportunity to design a service project to assist in the development or support of children or adults in a community or school setting. This experiential learning course will require the submission of a prospectus and at least 30 hours of service at a site to be approved by instructor. Successful completion of this course or an equivalent EYE experience, and EDUC 461 will meet requirements for the Lander's Experience Your Education (EYE) recognition upon graduation. Prerequisite: EDUC 202 and 203. Graded Pass/Fail. *One semester hour.*

Except for EDUC 309 and EDUC 371, the following 300- and 400-level professional education courses are available only to students who have been formally admitted to a Teacher Education Program. Some courses have additional prerequisites.

EDUC 307.APPLICATION OF STEAM EDUCATION

As a follow-up to EDUC 306, students will continue to explore and apply foundational pedagogical strategies for integrating science, technology, engineering, the arts and mathematics. Prerequisites: EDUC 306 with a "B" or better, concurrent enrollment in EDUC 329 (Elementary Education majors), and Formal level status. *Two semester hours.*

EDUC 300.CONTENT AREA READING AND WRITING

This course will address instructional approaches to create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments for native English speakers and dual language learners. This course meets the SC Read to Succeed requirements. *Three semester hours.*

EDUC 302.EDUCATIONAL ASSESSMENT

An exploration of educational assessment procedures from initial screening by the classroom teacher to the interpretation of professional evaluations and prescriptive teaching/learning strategies. Prerequisite: Formal Admission to Teacher Education Program or permission of instructor. *Three semester hours.*

EDUC 304.INSTRUCTIONAL TECHNOLOGY FOR TEACHERS

This course is designed to enable students to use instructional technology to support teaching and learning. Technology literacy concepts are addressed and instructional uses of technology are explored. This course emphasizes instructional computing applications for classroom use. Prerequisite: Formal admission to Teacher Education Program or permission of instructor. *Three semester hours.*

EDUC 306.INTRODUCTION TO STEAM EDUCATION

This course provides an introduction to the foundations of the STEAM (Science, Technology, Engineering, the Arts, and Mathematics) disciplines and the strategies used to deliver STEAM (Science, Technology, Engineering, Arts, Mathematics) pedagogy in the PreK-6 classroom setting. It is designed to prepare students to integrate the visual arts, music, dance, and drama across all content areas. Theory and practice of teaching the STEM (Science, Technology, Engineering, Mathematics) disciplines and of the arts will be examined. *Three semester hours.*

EDUC 309.GLOBAL ISSUES IN EDUCATION

This course explores the way political, economic, social, and historical forces shape systems of education throughout the world. Particular emphasis is placed on comparing pedagogical practices across countries and cultures and how societies use educational systems to address modern issues such as globalization, technology, socioeconomic diversity, and poverty. (General Education - Global Issues and Cultures and General Education Electives) *Three semester hours.*

EDUC 310.PRINCIPLES AND STRATEGIES FOR TEACHING ESOL TO ELEMENTARY AND SECONDARY LEARNERS

This course provides an overview of theories, research, and practices associated with teaching English language learners in elementary and secondary classroom settings. Prerequisites: Formal level status. *Three semester hours.*

EDUC 311.PRACTICUM IN THE INSTRUCTION OF ESOL TO ELEMENTARY AND SECONDARY LEARNERS

This is a practicum in the Instruction of ESOL to Elementary and Secondary Learners. This field-based experience is designed to immerse teacher candidates in a classroom or tutoring setting devoted to instructing English for Speakers of Other Languages (ESOL). Teacher candidates will design and implement learning activities that address the unique needs of English Language Learners. Prerequisites: Formal level status. *One to three semester hours.*

EDUC 320.READING AND WRITING IN THE CONTENT AREA

This course is a study of methods, materials and competencies useful for integrating reading and writing instruction into subject matter instruction to meet the unique needs of middle/high school level learners across content areas. The course includes current research conducted in middle and high schools. This course meets the SC Read to Succeed requirements. *Three semester hours.*

EDUC 321.FOUNDATIONS OF READING

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

EDUC 322.TEACHING SCIENCE IN THE ELEMENTARY GRADES

This course will provide students with theory, research, and methodology related to appropriate and effective science instruction. Emphasis will be on modeling and practicing strategies to support meaningful integration of science, technology, engineering, and mathematics (STEM) in the context of real world problem solving. Prerequisites: Two science courses and formal level of admittance to Teacher Education Program. *Three semester hours.*

EDUC 327.MATHEMATICS PEDAGOGY

This course explores problem-based teaching methods associated with the elementary curriculum strands for mathematics (number and operations, algebra, geometry, measurement, data analysis, and probability). Special emphasis is placed on instructional implementation of the NCTM Process Standards (problem solving, reasoning and proof, communication, connections, and representations). Prerequisite: Formal level status. *Three semester hours.*

EDUC 329.FIELD EXPERIENCE II

This field-based experience is designed to immerse teacher candidates into the classroom environment. Teacher candidates will design and implement lessons that include strategies for meeting the needs of all learners and employing instructional technology. Teacher candidates will make formal observations of the learning community and environment, visit community agencies and participate in seminars. Students are responsible for transportation to off-site placements. Prerequisites: Formal level status and successful completion of EDUC 206 and EDUC 207 with grades of "B" or higher (Elementary Education Majors). 0.5 to 2.0 Credit hours 0.5 to 2.0 Lab hours *One-half to two semester hours.*

EDUC 345.INSTRUCTIONAL PRACTICES FOR TEACHING READING

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

EDUC 351.GENERAL PEDAGOGY FOR MIDDLE AND HIGH SCHOOL

An in-depth analysis of appropriate, research-based techniques and methodologies that provide effective classroom instruction in middle and secondary school. Standards, models of instructional planning, lesson implementation, ADEPT, and assessment, including multi-media formats and technology that apply to classroom setting, are covered. Prerequisite: Formal admission to Teacher Education Program. Co-requisite: EDUC 329. *Three semester hours.*

EDUC 371.SPECIAL TOPICS IN TEACHER EDUCATION

Special course designed to meet the individual student's needs or to provide in-depth study on a particular topic related to educational research or practices. Formal admission to Teacher Education NOT required. *One to three semester hours.*

EDUC 421.ASSESSMENT OF READING

This course will equip students with a variety of tools for planning and evaluating reading practices for effectiveness. Candidates will be able to articulate the various assessments, their uses and their limitations. In addition, candidates will learn to articulate assessment information to a variety of stakeholders. This course meets the SC Read to Succeed requirements. *Three semester hours.*

EDUC 424.SOCIAL STUDIES PEDAGOGY

This class prepares candidates to use knowledge, skills, and dispositions from Social Studies to organize and provide integrated instruction for the study of major themes, concepts, and modes of inquiry reflected in the NCSS Thematic Strands. An emphasis is also placed on how to prepare elementary students to become productive citizens in a multicultural, democratic society. Prerequisite: Formal level status. *Three semester hours.*

EDUC 428.CLINICAL PRACTICE A SEMINAR

Teacher candidates will investigate contextual learning factors and individual learner characteristics. The primary focus of the course is on developing, teaching, and assessing core content lessons that are inquiry-based, developmentally appropriate, integrated across the curriculum, and aligned with state and national curriculum standards. The unique learning needs of specific sub-groups of students and social and emotional health is also emphasized. *One to eleven hours.*

EDUC 429.CLINICAL PRACTICE A

This clinical is designed to immerse teacher candidates in preparing the classroom environment for the first day of school and implementing purposeful instruction for the first half of the school year. Candidates will design and implement content-based lessons and analyze topics and matters of concern within the profession of teaching. Students are responsible for transportation to off-site placements. NOTE: This course begins when public school teachers report for the academic year. Prerequisite: Candidate level status and successful completion of EDUC 329 with a grade of “B” or better. *One to eleven semester hours.*

EDUC 430.THE LEARNING ENVIRONMENT

This course will consider the classroom environment in terms of teacher management of time, participants, and resources to include media and technology. Research based information on classroom organization and student motivation applied to the development of the concept of the integrated nature of classroom learning. Prerequisites: Concurrent enrollment in EDUC 429, Formal admission to Teacher Education Program. *Three semester hours.*

EDUC 443.MIDDLE SCHOOL ORGANIZATION AND CURRICULUM

This course explores organizational policies and instructional curriculum within middle school classrooms as well as the underlying theories, research, and implementation of effective middle school instruction. *Three semester hours.*

EDUC 461.CLINICAL PRACTICE B

This clinical is designed to immerse teacher candidates into the classroom environment. Candidates will design and implement lessons across all disciplines. Students are responsible for transportation to off-site placements. Prerequisite: Candidate level status and successful completion of EDUC 329 with a grade of “B” or better. *One to eleven semester hours.*

EDUC 462.CLINICAL PRACTICE C

This two-part clinical is designed to immerse teacher candidates to the classroom environment in South Carolina and an area outside of the mainland United States. Part 1 of this clinical requires candidates to design and implement lessons across all disciplines during full-time placement in a South Carolina school. Part 2 of this clinical takes place outside the mainland United States. Candidates will explore developmental and cultural views of childhood, curriculum content, instructional delivery methods, and the role of the school within the community. Candidates will serve as an instructional assistant in a local area classroom during the international enhanced teaching experience. Additional fees may be charged for this clinical and students are responsible for all transportation costs. Prerequisites: Candidate level status and successful completion of EDUC 429 with a grade of “B” or better. *One to eleven semester hours.*

EDUC 463.CLINICAL PRACTICE D

This clinical is designed to immerse teacher candidates in the classroom environment. Candidates will design and implement lessons across all disciplines. After completing 60 days of full-time teaching, candidates will contribute 75 additional hours within an educational setting approved by their instructor. Educational settings may include, but are not limited to, new or current classroom placement, tutoring, administrative shadowing, substitute

teaching, professional development/training, and attending educational conferences. Students are responsible for transportation to off-site placements. Prerequisites: Candidate level status and successful completion of EDUC 429 with a grade of “B” or better. *One to eleven semester hours.*

EDUC 490.INTERNSHIP

This course is designed to give students practical work experience in a field related to their major. A student will work through an approved agency or business under the supervision of one of its professional employees and a faculty member in the major department. Completion of this course does not qualify students for teacher certification recommendation. Prerequisite: 45 semester hours in the major area and/or permission of the department chair. Dependent upon availability of suitable positions. *One-half to twelve semester hours.*

EDUC 499.TEACHER EDUCATION SEMINAR

The purpose of this course is to conduct seminars reviewing and reinforcing specific aspects of the teaching/learning process with student teachers. This course will follow a true seminar format. Many topics and matters of concern within the profession of teaching will be studied, analyzed and debated. Prerequisite: Students enrolled in EDUC 461 (Student Teachers only). Formal admission to Teacher Education Program. *One semester hour.*

EARLY CHILDHOOD EDUCATION

ECED 222.THE YOUNG CHILD GROWTH AND DEVELOPMENT

Physical, psychosocial, moral, cognitive development, prenatal through age 8 within the context of the whole child. Research, diagnosis/assessment, child observations, case studies, play emphasized. *Three semester hours.*

ECED 227.INTRODUCTION TO EARLY CHILDHOOD EDUCATION

A study of the philosophical, psychological, and historical foundations of early childhood education with emphasis on the fundamentals and implications for curriculum construction. Cultural diversity, child poverty, child care, child advocacy, public policy, legislation and professionalism are also addressed. Prerequisites: ECED 222 or permission of instructor. *Three semester hours.*

The following 300- and 400-level professional education courses are available only to students who have been formally admitted to a Teacher Education Program. Some courses have additional prerequisites.

ECED 307.HEALTH AND MOVEMENT IN EARLY CHILDHOOD

Basic principles and teaching standards for infant and childhood health, nutrition, and movement are explored as well as childhood diseases and appropriate safety practices in settings for young children. A field-based experience is required. Prerequisite: Formal admission to the Teacher Education Program. *Three semester hours.*

ECED 320.EARLY CHILDHOOD LITERATURE

A study of literature appropriate for young children (birth through 8 years) will be the base for selecting, evaluating, and using books in home and school settings with an emphasis on literacy development and reading instruction. Prerequisite: Formal admission to the Teacher Education Program. *Three semester hours.*

ECED 322.TEACHING SCIENCE IN THE EARLY CHILDHOOD GRADES

This course will provide students with theory, research and methodology related to appropriate and effective science instruction. Emphasis will be on the development of science knowledge in primary-age children and the application of methods for teaching science that support the meaningful integration of science, technology, engineering, and mathematics (STEM) in the context of real world problem solving. Prerequisites: Two science courses and formal level of admittance to Teacher Education Program. *Three semester hours.*

ECED 323.MATH PEDAGOGY FOR THE EARLY CHILDHOOD CLASSROOM

Emphasis is on constructivism as the approach to teaching children mathematical concepts. Research based teaching strategies and appropriate use of concrete materials for the young child and the NCTM standards are addressed. Prerequisites: MATH 203 and admission to Teacher Education Program. Co-requisite: ECED 329. *Three semester hours.*

ECED 329.FIELD EXPERIENCE II

This is a classroom instructional experience with young children in pre-primary or primary settings utilizing research based learning experiences. Students prepare, teach, and assess individual lessons. Students work with children in various groupings applying developmentally appropriate practices including media and technology.

Students are responsible for transportation to off-site placements. Prerequisites: Formal level status and successful completion of EDUC 206 and EDUC 207 with grades of “B” or better. *Two semester hours.*

ECED 405.CHILDREN AND FAMILIES

Students examine family and community life historically and cross-culturally and its influence on the development of young children. Particular emphasis is placed on the changing American family and the effects on schools. Strategies for effective parenting and educational interventions for working with young children and families from a variety of cultural settings are included. A field-based experience is required. Prerequisite: Formal admission to the Teacher Education Program. *Three semester hours.*

ECED 415.INTEGRATIVE CREATIVE ARTS FOR EARLY CHILDHOOD

A study of the creative arts (art, music, drama, and movement) for integration into the activities and curriculum for young children (birth through elementary school), this course will help pre-service and practicing teachers integrate standards, develop appropriate approaches to using the arts with young children, and foster appreciation for the role of the arts in settings for young children. A field-based experience is required. Prerequisite: Formal admission to the Teacher Education Program. *Three semester hours.*

ECED 421.READING AND LANGUAGE ARTS FOR EARLY CHILDHOOD

A study of the teaching of reading and other language arts with an emphasis on language arts curriculum development, instruction, and assessment. This course will provide preservice and practicing teachers with current research and trends in the field of reading and the literacy instruction. Prerequisites: A field-based experience is required and formal level of admittance to Teacher Education Program. *Three semester hours.*

ECED 427.SOCIAL STUDIES FOR EARLY CHILDHOOD

A study of the various social sciences used with young children, this course emphasizes integrated standards from all disciplines, curriculum development, and developmentally appropriate methods and techniques for teaching children (birth through elementary school). Prerequisite: Formal admission to the Teacher Education Program. Co-requisite: ECED 429. *Three semester hours.*

ECED 429.CLINICAL PRACTICE A

Classroom instructional experiences with young children in pre-primary or primary settings utilizing research based learning experiences. Students prepare and teach lessons through the integration of curriculum while spending whole days in the classroom. Students work with diverse groups of children applying developmentally appropriate practices including media and technology. NOTE: This course begins when public school teachers report for the academic year. Prerequisite: Candidate level status and successful completion of ECED 329 with a grade of “B” or higher. *One to eleven semester hours.*

MONTESSORI

MONT 371.SPECIAL TOPICS IN MONTESSORI

Special course designed to meet individual student’s needs or to provide in-depth study on a particular topic related to Montessori. The role of research in education and applications of technology emphasized. Prerequisites: Permission of the instructor, formal admission to Teacher Education Program. *One to three semester hours.*

MONT 429.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 461.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 429. *Three semester hours.*

MONT 470.MONTESSORI METHODS: PRACTICAL LIFE

The exercises of Practical Life form the child’s foundation. Topics include how to prepare the exercises of Practical Life, grace and courtesy, 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. Prerequisite: Permission of instructor. *Three semester hours.*

MONT 471.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 3 Period Lesson.

Prerequisite: Permission of instructor. *Three semester hours.*

MONT 472.MONTESSORI PHILOSOPHY, 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, 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. Prerequisite: Permission of instructor. *Three semester hours.*

MONT 473.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 teachers with designing the prepared environment, establishing daily routines, starting a new class, lesson strategies, evaluation, positive discipline, effective communication and problem solving.

Prerequisite: Permission of instructor. *Three semester hours.*

MONT 474.FOUNDATIONS OF READING IN THE MONTESSORI CLASSROOM

Teachers will learn how to present the Montessori language exercises to foster children's early literacy development. Topics of this course include early oral language acquisition, age-appropriate visual and auditory perceptual experiences that lead to phonemic awareness and letter-sound recognition, vocabulary development and enrichment, phonics, word study, beginning handwriting, expressive writing, and the first part of the functions of words. This course meets the SC Read to Succeed requirements. *Three semester hours.*

MONT 475.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. Prerequisite: Permission of instructor. *Three semester hours.*

MONT 493.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. Topics include the materials for geography and history, international festivals and celebrations, designing and preparing activities to acquaint children with the natural world and integration of the creative arts to enhance the classroom curriculum.

Prerequisite: MONT 472 and permission of the instructor. *Three semester hours.*

SPECIAL EDUCATION

SPED 150.BASICS OF THERAPEUTIC HORSEMANSHIP

Students will be introduced to the challenges, routines, skills, and dispositions associated with therapeutic equine care and management. Students will learn riding basics and basic aids in communicating with a mounted, therapeutic horse. *Three semester hours.*

SPED 223.PREK-12 STUDENTS WITH DIVERSE LEARNING NEEDS

An introduction to the unique characteristics of students with diverse learning needs including those with high incidence exceptionalities from early childhood through adolescence. Issues associated with those from culturally and linguistically diverse backgrounds are explored. Special emphasis is placed on identification, interventions, and teaching strategies for PreK-12 classrooms. *Three semester hours.*

SPED 240.CHARACTERISTICS OF DIVERSE LEARNERS, K 12

Characteristics, nature and needs that distinguish individuals with mild to moderate disabilities from the general population are addressed. Focus is on definitions, associated learner characteristics, Individualized Education Plans (I.E.P.) and instructional provisions for individuals with mental, learning and emotional disabilities as well as autism and traumatic brain injury. *Three semester hours.*

SPED 250.PRINCIPLES OF THERAPEUTIC HORSEMANSHIP

Students will be introduced to the history of therapeutic horsemanship, the organization, and administration of programs, choosing a rider population, special health issues, and learning special mounting procedures. Students will learn to conduct basic facility and equipment assessments and horse evaluations. *Three semester hours.*

SPED 260.THERAPEUTIC HORSE MOVEMENT

Students will acquire a working knowledge of therapeutic horse functional anatomy and physiology. The student will be able to relate equine anatomy and physiology. The student will be able to relate equine anatomy and physiology to therapeutic horse husbandry theories and practice. In addition, the student will develop problem-solving skills in regard to presentation of common equine diseases and the therapeutic options available for treatment. *Three semester hours.*

SPED 270.THERAPEUTIC HORSEMANSHIP PROGRAM

This course will focus on the administration of the Therapeutic Horsemanship Program through hands on participation in a program. Students will have the opportunity to plan, teach, and evaluate in a therapeutic horsemanship program. Other topics will include: working with volunteers and parents, public relations and marketing activities, organization of fund-raising events, and other administrative responsibilities. Prerequisite: SPED 250. *Three semester hours.*

The following 300- and 400-level professional education courses are available only to students who have been formally admitted to a Teacher Education Program. Some courses have additional prerequisites.

SPED 321.ASSESSING AND TEACHING READING TO NEEDS

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

SPED 329.SPECIAL EDUCATION CLINICAL EXPERIENCE

This clinical provides classroom instructional experiences with students with mild to moderate disabilities in early childhood or elementary special education settings utilizing research-based instructional practices. Teacher candidates prepare, teach, and assess individual lessons in special education and/or inclusive classrooms. Students are responsible for transportation to off-site placements. Prerequisite: Formal level status. Co-requisite: SPED 341. *Two semester hours.*

SPED 341.INTEGRATED EARLY CHILDHOOD AND ELEMENTARY CURRICULUM AND INSTRUCTION FOR DIVERSE LEARNERS

The study of teaching methodologies utilized in the special education resource and self-contained classroom and as support in more inclusive environments for students with mild to moderate disabilities. Major emphasis will be placed on IEP development, classroom management and integrating standards-based curriculum in early childhood and elementary classrooms. Prerequisites: SPED 223. Formal admission to Teacher Education Program required. Co-requisite: SPED 329. *Three semester hours.*

SPED 356.BEHAVIOR AND CLASSROOM MANAGEMENT

This course will 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 behavior supports and designing effective classroom management systems. It focuses on preparing reflective practitioners to apply systematic principles of behavior management in academic and social areas. The course is organized to prepare teachers who will be in general and special education settings with children of all ages. Prerequisite: SPED 223 or permission of instructor. *Three semester hours.*

SPED 423.ASSESSMENT OF DIVERSE LEARNERS, P-12

This course focuses on the use of formal and informal assessment of students with disabilities for eligibility determination and instructional purposes. This course examines diagnostic instruments, informal assessment measures and prescriptive approaches necessary for improving the teaching and learning of students with exceptional learning needs. Emphasis is placed on practical experiences in use and design of assessment for effective instruction and providing accommodations in P-12 classrooms. Prerequisite or co-requisite: SPED 240, Formal admission to Teacher Education Program required. *Three semester hours.*

SPED 429.SPECIAL EDUCATION CLINICAL EXPERIENCE

This clinical provides classroom instructional experiences with students with mild to moderate disabilities in middle or high school special education settings utilizing research-based instructional practices. Teacher candidates prepare, teach, and assess individual lessons in special education and/or inclusive classrooms. Students are responsible for transportation to off-site placements. Prerequisite: Formal level status. Co- requisite: SPED 451. *One to eleven semester hours.*

SPED 434.COMMUNICATION AND COLLABORATIVE PRACTICES

This course provides a practical approach for working with teachers, families, and community resources concerned with students with mild to moderate disabilities. Included are issues related to working with individuals from diverse backgrounds and the use of augmentative/assertive technology. Major emphasis is placed on models of effective techniques for communication, co-teaching and collaboration. Prerequisite: Formal admission to Teacher Education Program. *Three semester hours.*

SPED 451.INTEGRATED SECONDARY CURRICULUM AND INSTRUCTION FOR DIVERSE LEARNERS

Study of teaching methodologies utilized in special education resource and self-contained classrooms and as support in more inclusive environments for students with mild to moderate disabilities. Major emphasis is placed on ITP development, classroom management and integrating standards based curriculum in secondary settings. Prerequisites: SPED 223 and SPED 240. Formal admission to Teacher Education Program required. Co requisite: SPED 429. *Three semester hours.*

TEACHING FELLOWS PROGRAM

TFP 101.STUDENT DEVELOPMENT

An overview of the Teaching Fellows Program and the skills necessary for students to reach their educational objectives as students and teachers. Topics include self-awareness and assessment, decision-making, goal-setting, cultural diversity, stress management, peer relationships, communication and interpersonal skills. (This course is available only to students who have been accepted to the Teaching Fellows Program). *One semester hour.*

TFP 102.LEADERSHIP DEVELOPMENT

A study of leadership and the leadership skills of effective leaders and teachers. Topics include leadership styles, valuing diversity, defining leadership in the community/classroom, and factors that influence/contribute to effective leadership. (This course is available only to students who have been accepted to the Teaching Fellows Program). *One semester hour.*

TFP 201.TEACHING FELLOWS-SOPHOMORE SEMINAR I

A continuation of the study of leadership and the leadership skills of effective leaders and teachers. Topics include leadership styles, valuing diversity, defining leadership in the community/classroom, and factors that influence/contribute to effective leadership. (This course is available only to students who have been accepted to the Teaching Fellows Program). *One semester hour.*

TFP 202.TEACHING FELLOWS-SOPHOMORE SEMINAR II

A continuation of the study of leadership and the leadership skills of effective leaders and teachers. Topics include leadership styles, valuing diversity, defining leadership in the community/classroom, and factors that influence/contribute to effective leadership. (This course is available only to students who have been accepted to the Teaching Fellows Program). *One semester hour.*

TFP 301.TEACHING FELLOWS-JUNIOR SEMINAR I

A continuation of the study of leadership and the leadership skills of effective leaders and teachers. Topics include leadership styles, valuing diversity, defining leadership in the community/classroom, and factors that influence/contribute to effective leadership. (This course is available only to students who have been accepted to the Teaching Fellows Program). *One semester hour.*

TFP 302.TEACHING FELLOWS-JUNIOR SEMINAR II

A continuation of the study of leadership and the leadership skills of effective leaders and teachers. Topics include leadership styles, valuing diversity, defining leadership in the community/classroom, and factors that influence/contribute to effective leadership. (This course is available only to students who have been accepted to the Teaching Fellows Program). *One semester hour.*

TFP 401.TEACHING FELLOWS-SENIOR SEMINAR

A continuation of the study of leadership and the leadership skills of effective leaders and teachers. Topics include leadership styles, valuing diversity, defining leadership in the community/classroom, and factors that influence/contribute to effective leadership. (This course is available only to students who have been accepted to the Teaching Fellows Program). *One semester hour.*

TFP 402.TEACHING FELLOWS-SENIOR SEMINAR II

A continuation of the study of leadership and the leadership skills of effective leaders and teachers. Topics include leadership styles, valuing diversity, defining leadership in the community/classroom, and factors that influence/contribute to effective leadership. (This course is available only to students who have been accepted to the Teaching Fellows Program). *One semester hour.*

ENGLISH**ENGL 101.WRITING AND INQUIRY I**

Students write for a variety of situations, audiences and purposes with an emphasis on the relationship between writing and thinking. (General Education – Core Academic Skills) *Three semester hours.*

ENGL 102.WRITING AND INQUIRY II

Students write in response to diverse texts, refining their abilities to analyze, interpret, synthesize, and evaluate ideas with an emphasis on research, and MLA style documentation. Prerequisite: ENGL 101 or placement in ENGL 102. (General Education – Core Academic Skills) *Three semester hours.*

ENGLISH 102 IS A PREREQUISITE FOR ALL ENGLISH COURSES ABOVE THE 100-LEVEL.

ENGL 200.INTRODUCTION TO THE ENGLISH MAJOR

Students learn literary history, critical and rhetorical concepts, and approaches to professionalization that are foundational to the English major at Lander University. Texts will include non-Western and minority readings. Prerequisite: ENGL 102 with “C” or better; enrollment as an English major or permission of instructor. *Three semester hours.*

ENGL 201.SURVEY OF BRITISH LITERATURE

Students will read texts by important British writers in a variety of genres. Readings will span British history, from the Anglo Saxon period to the Renaissance to recent years. Prerequisite: ENGL 102 with “C” or better or permission from the instructor. (General Education – Humanities and Fine Arts) *Three semester hours.*

ENGL 202.SURVEY OF AMERICAN LITERATURE

Students will read texts by important American writers in a variety of genres. Readings will span American history from the colonial period to recent years. Prerequisite: ENGL 102 with “C” or better or permission from the instructor. (General Education – Humanities and Fine Arts) *Three semester hours.*

ENGL 204.SURVEY OF AFRICAN-AMERICAN LITERATURE

Students will read texts in a variety of genres by African-American writers throughout history. Readings may include slave narratives, the works of the Harlem Renaissance, and recent texts. Prerequisite: ENGL 102 with “C” or better or permission of instructor. (General Education – Humanities and Fine Arts) *Three semester hours.*

ENGL 205.READINGS IN SOUTHERN LITERATURE

Students read and respond to texts by authors of the American South or texts concerned with the American South. Prerequisite: ENGL 102 with “C” or better or permission of instructor. (General Education – Humanities and Fine Arts) *Three semester hours.*

ENGL 214.WORLD LITERATURE AND EXPERIENCE

Students read and respond to texts by both Western and non-Western authors. These texts often share a common theme such as literature and madness, literature and nature, or literature and war. Themes reflect diverse topics and change each semester. This course may be repeated for additional credit as themes change. Prerequisite: ENGL 102 with “C” or better or permission from the instructor. (General Education – Humanities and Fine Arts) *Three semester hours.*

ENGL 221.SURVEY OF WORLD LITERATURE

Students will read texts from around the globe, especially non-Western cultures. Readings will be drawn from a variety of genres and time periods, including ancient and recent texts. Prerequisite: ENGL 102 with “C” or better or permission from the instructor. (General Education – Humanities and Fine Arts) *Three semester hours.*

ENGL 241.READINGS IN DRAMA, FICTION, OR POETRY

Students read and respond to texts primarily in one literary genre. This course may be repeated for credit as focus changes. Prerequisite: ENGL 102 with “C” or better or permission of instructor. (General Education – Humanities and Fine Arts) *Three semester hours.*

ENGL 251.INTRODUCTION TO CREATIVE WRITING

This course is a hands-on introduction to creative writing. The course focus or theme may vary among the four major literary genres: poetry, fiction, drama, and literary nonfiction. The emphasis is on technique, process, and theory as well as on completing a polished piece of writing. Course includes extensive readings from diverse writers. Prerequisite: ENGL 102 with a “C” or better or permission from the instructor. This course does not satisfy general education requirements. *Three semester hours.*

ENGL 275.BUSINESS COMMUNICATIONS

Students write and produce documents for a variety of business situations, emphasizing the styles and mechanics of written and oral communications. This course does not satisfy general education requirements. Prerequisite: ENGL 102 with “C” or better or permission from the instructor. *Three semester hours.*

ENGL 276.ADVANCED COMPOSITION

This course focuses on professional-level writing skills and will also focus on argumentation and advanced research skills. Students should expect to engage in primary and secondary research, culminating in a formal research essay or project. Prerequisite: ENGL 102 with a “C” or better or permission from the instructor. *Three semester hours.*

ENGL 290.ENGLISH PRACTICUM

Students learn techniques of tutoring writing. This is a required course for writing center tutors: however, taking the course does not guarantee or require employment in the Writing Center. English majors may take this course for elective credit only. This course may be repeated for credit up to three times with instructor’s permission. Prerequisite: ENGL 102 with a “C” or better or permission from the instructor. *One semester hour.*

ENGLISH MAJORS SHOULD COMPLETE REQUIRED GENERAL EDUCATION ENGLISH COURSES BEFORE ENROLLING IN AN UPPER-LEVEL COURSES.**ENGL 303.RENAISSANCE**

This course examines the rise of humanism and the revival of interest in the arts and letters of ancient Greece and Rome. This course may include literary works produced during other periods of artistic reawakening. Prerequisite: ENGL 102 with “C” or better or permission of instructor. *Three semester hours.*

ENGL 304.CLASSICISM

This course examines the literature and thinking associated with British, American, and continental writers of the 17th and 18th centuries. Attention may also be given to examples of classicism from other literary periods. Prerequisite: ENGL 102 with “C” or better or permission of instructor. *Three semester hours.*

ENGL 311.ROMANTICISM

This course examines literary works in which romanticism is an important element, especially works from the early 19th century. The course may include examples of romanticism from other literary periods. Prerequisite: ENGL 102 with “C” or better or permission of instructor. *Three semester hours.*

ENGL 312.VICTORIANISM

This course examines literary works that respond to some of the many questions raised by the social, economic, political, and intellectual transitions during the 19th century. Prerequisite: ENGL 102 with “C” or better or permission of instructor. *Three semester hours.*

ENGL 322.REALISM AND NATURALISM

This course examines literary works that reflect the ideas associated with naturalism and realism from various periods, especially those of the 19th century and after. Prerequisite: ENGL 102 with “C” or better or permission of instructor. *Three semester hours.*

ENGL 325.ETHNIC/REGIONAL LITERATURES

This course examines literary works or films of a particular region or ethnic group and may deal comparatively with varying regions or groups. Previous topics have included Southern Literature, American Ethnic Cinema, Irish Literature, African-American Literature, and the Jewish-American Novel. This course may be repeated for additional credit as themes change. Prerequisite: ENGL 102 with “C” or better or permission of instructor. *Three semester hours.*

ENGL 326.CULTURAL STUDIES IN AMERICAN CINEMA

This course examines the representations of various cultures and groups in American film. Students will view and analyze films chosen for their issues of race, religion, ethnicity, class, gender, sexuality, and/or ability. Prerequisite: ENGL 102 with a “C” or better or permission of the instructor. *Three semester hours.*

ENGL 338.MODERNISM

This course examines literary works that consider the boundaries of the modern, the avant-garde, and modernist perceptions of reality. Prerequisite: ENGL 102 with “C” or better or permission of instructor. *Three semester hours.*

ENGL 339.POSTMODERNISM

This course examines the theoretical concept of postmodernism in its varied forms. This examination will include discussion of postmodernism’s relationship to modernism, the history of the time period, the rise of literary and cultural theory, and the role of media in postmodern constructions of self/identity. Prerequisite: ENGL 102 with “C” or better or permission of instructor. *Three semester hours.*

ENGL 344.TEACHING AND APPLYING ENGLISH GRAMMAR

This course examines different ways of understanding and teaching English syntax. Students explore various applications for grammatical knowledge and study the rhetorical nature of grammatical choices. Prerequisite: ENGL 102 with “C” or better or permission of instructor. *Three semester hours.*

ENGL 345.INTRODUCTION TO LANGUAGE AND LINGUISTICS

This course surveys ways in which language has been studied, the tools used by linguists, how speakers learn first and subsequent languages, and how language reflects social issues such as gender, power, and ethnicity. Prerequisite: ENGL 102 with “C” or better or permission of instructor. *Three semester hours.*

ENGL 350.PROFESSIONAL REVISING AND EDITING

This course examines the role of revising and editing in the writing process and provides students with intensive practice revising and editing for diverse audiences, with attention to mechanics, style, sentence structure, and usage. Prerequisite: ENGL 102 with “C” or better or permission of instructor. *Three semester hours.*

ENGL 353.WRITING POETRY

This course studies the techniques, processes, and theories of writing poetry. The course includes readings from representative authors and requires extensive writing in the genre. Prerequisite: ENGL 102 with “C” or better or permission of instructor. *Three semester hours.*

ENGL 354.WRITING FICTION

This course studies the techniques, processes, and theories of writing fiction. The course includes readings from representative authors and requires extensive writing in the genre. Prerequisite: ENGL 102 with “C” or better or permission of instructor. *Three semester hours.*

ENGL 364.WRITING NONFICTION

This course studies the techniques, processes, and theories of writing nonfiction. The course includes readings from representative authors and requires extensive writing in the genre. Prerequisite: ENGL 102 with “C” or better or permission of instructor. *Three semester hours.*

ENGL 373.WRITING AND RESEARCH METHODS

This course studies the connection between writing, research, and knowledge-making in several disciplines, with emphasis on the humanities and social sciences. Students practice a variety of primary and secondary research methods and write about their research for audiences outside of literary studies. Prerequisite: ENGL 102 with “C” or better or permission of instructor. *Three semester hours.*

ENGL 401.SPECIAL TOPICS IN LITERATURE

This course focuses on selected topics in literature. Special topics will be announced in advance and this course may be repeated for additional credit as the topic changes. This course may be repeated for credit as the topic changes. Prerequisite: ENGL 102 with “C” or better or permission of instructor. *Three semester hours.*

ENGL 402.YOUNG ADULT LITERATURE

This course is designed to present a broad selection of literature which is appropriate (and often designed) for the secondary-school grade levels. The scope of works chosen, the themes in these works, and the strategies employed by writers will vary, but the course will concentrate on critical readings of young adult novels from diverse cultural perspectives and the teaching of young adult literature. Prerequisite: ENGL 102 with “C” or better or permission of instructor. *Three semester hours.*

ENGL 403.SPECIAL TOPICS IN FILM STUDIES

This course focuses on selected topics in film. Special topics will be announced in advance and this course may be repeated for additional credit as the topic changes. Prerequisite: ENGL 102 with a “C” or better or permission of the instructor. *Three semester hours.*

ENGL 406.STUDIES IN MAJOR AUTHORS

This course focuses on detailed study of the literary works of one major figure, with attention to biography and criticism. A course in Shakespeare will be offered under this number every other year. This course may be repeated for credit as the topic changes. Prerequisite: ENGL 102 with “C” or better or permission of instructor. *Three semester hours.*

ENGL 413.SPECIAL TOPICS IN RHETORIC

This course focuses on selected rhetorical texts from the classical period to modern theories. Readings include various genres that reflect principles of rhetorical theories. This course may be repeated for credit as the topic changes. Prerequisite: ENGL 102 with “C” or better or permission of instructor. *Three semester hours.*

ENGL 414.STUDIES IN GENRE

This course focuses on literature from a single genre and may compare works in several genres. This course may be repeated for credit as the topic changes. Prerequisite: English 102 with “C” or better or permission of instructor. *Three semester hours.*

ENGL 417.READING/WRITING SEMINAR

This course focuses on a specific type of writing, such as autobiography, short story, poetry, criticism, or nonfiction. Students study representative texts and write and analyze their own writing with an emphasis on the relationship between analytical and creative approaches. This course may be repeated for credit as topic changes. Prerequisite: ENGL 102 with “C” or better or permission of Instructor. *Three semester hours.*

ENGL 445.TOPICS IN LANGUAGE AND LINGUISTICS

This course focuses on advanced topics related to language and linguistics. This course may be repeated for credit as the topic changes. Prerequisite: ENGL 345 with “C” or better or permission of instructor. *Three semester hours.*

ENGL 450.TECHNICAL WRITING

This course focuses on skills necessary to professional technical writing, including but not limited to audience and rhetorical analysis, collaboration, and the production of technical documents from prewriting to final draft. Prerequisite: ENGL 102 with “C” or better or permission of instructor. *Three semester hours.*

ENGL 451.METHODS OF TEACHING SECONDARY ENGLISH

This course emphasizes planning, implementing, and evaluating instruction in secondary English education, with attention to the integration of reading, writing, listening, speaking, and viewing. Prerequisite: ENGL 102 with “C” or better, EDUC 329, or permission of instructor. Co-requisite: EDUC 429. *Three semester hours.*

ENGL 490.INTERNSHIP

This course gives students practical on-the-job learning experiences in language-oriented fields. Students work several hours a week at a business or agency under the supervision of agency personnel and a faculty supervisor. Prerequisite: 12 semester hours in the major area and/or permission of the department chair. Open only to juniors and seniors, the course is offered when suitable positions are available. *One to nine semester hours.*

ENGL 499.SENIOR SEMINAR

This course is required of all senior English majors. Students consolidate the skills and knowledge learned in the major, reflect critically on the discipline of English, and explore historical, critical, and rhetorical issues of concern to English majors. Students assemble a professional portfolio as they prepare for graduate school or careers. Prerequisite: ENGL 102 with “C” or better, ENGL 200 with “C” or better, senior status as an English major, and 12 hours of 300-400 level English courses, or permission of instructor. *Three semester hours.*

ENGLISH AS A SECOND LANGUAGE

ESL 101.BEGINNING GRAMMAR AND WRITING

Emphasis is on basic vocabulary development and writing skills, including spelling and sentence construction. Students are introduced to basic English grammar, including parts of speech, verb forms, questions and negative statements. Graded pass/fail. May not be used for any degree credit. *Three semester hours.*

ESL 102.BEGINNING SPEAKING AND LISTENING

Emphasis is on conversational skills and basic pronunciation, including English stress patterns. Students encounter English through a variety of media, including games, audio-visual media, and face-to-face conversations. Graded pass/fail. May not be used for any degree credit. *Three semester hours.*

ESL 121.INTERMEDIATE GRAMMAR AND WRITING

Emphasis is on continued vocabulary development, basic reading activities, and sentence combination. Students are introduced to short essay writing, intermediate level grammar, including subordination, perfect tenses, and other constructions. Graded pass/fail. Prerequisite: ESL 101, placement, or approval of the ESL instructor. May not be used for any degree credit. *Three semester hours.*

ESL 122.INTERMEDIATE SPEAKING AND LISTENING

Emphasis is on continued development of conversational skills and basic pronunciation. Students encounter English at the intermediate level through a variety of media, including audio-visual media, formal speeches and face-to-face conversations. Graded pass/fail. Prerequisite: ESL 102, placement, or approval of the ESL instructor. May not be used for any degree credit. *Three semester hours.*

ESL 131.ADVANCED GRAMMAR AND WRITING

Emphasis is on vocabulary development, reading comprehension, and composition in a variety of genres, including multi-page essays that incorporate research. Graded pass/fail. Prerequisite: ESL 121, placement, or approval of the ESL instructor. May not be used for any degree credit. *Three semester hours.*

ESL 132.ADVANCED SPEAKING AND LISTENING

Emphasis is on pronunciation, listening comprehension, and conversational skills. Students practice using English in face-to-face conversations in formal presentations and speeches. Graded pass/fail. Prerequisite: ESL 122, placement, or approval of the ESL instructor. May not be used for any degree credit. *Three semester hours.*

ENVIRONMENTAL SCIENCE

ES 301.INTRODUCTION TO ENVIRONMENTAL SCIENCE 1

First semester study of the environment emphasizing the physical, chemical and biological foundations of human society and the interactions between people and their environment. Topics include the Earth and its hydrological and biogeochemical cycles, population dynamics, environmental ethics, politics, economics and law, environmental sustainability, renewable and nonrenewable resources and their use, and climate change. Three hours lecture, one hour seminar per week. *Four semester hours.*

ES 302.INTRODUCTION TO ENVIRONMENTAL SCIENCE 2

Second semester of study of the environment emphasizing the chemical, geological, biological, and physical effects of human society on the biosphere and our responses to them. Topics include the environmental issues such as water pollution, solid waste disposal, risk assessment, species extinction and conservation, land use and urban development. Three hours lecture, one hour seminar per week. *Four semester hours.*

ES 310.ENVIRONMENTAL GEOLOGY

Human interactions with geological processes, including topics such as soil and rock properties, slope stability, fluvial geomorphology, river flooding, soil conservation, coastal hazards, water resources and supply, land subsidence, natural resource extraction, acid drainage, waste disposal, soil contamination, geologic catastrophes, land use planning. Prerequisite: GEOL 111. *Three semester hours.*

ES 390.GLOBAL TOPICS IN ENVIRONMENTAL SCIENCE

This course is designed to provide in-depth study of different topics in Environmental Science. Topics are of global importance and will be covered from multiple perspectives (e.g., global climate change, energy use, population, etc.). Specific topics will be announced in advance. Prerequisite: Completion of one or more laboratory science courses with “C” or better. (General Education – Global Issues and Cultures and General Education Electives) *Three semester hours.*

ES 407.RESEARCH IN ENVIRONMENTAL SCIENCE

Special topics research problems for juniors or seniors in Environmental Science. May be taken for additional credit but is limited to a maximum of four semester hours toward degree requirements. Offered on demand to qualified students and with the approval of the instructor. *One to four semester hours.*

ES 490.INTERNSHIP IN ENVIRONMENTAL SCIENCE

Practical experience with an approved governmental or private organization involved in environmental regulation, monitoring, assessment, or compliance. A minimum of 6 hours/week of on the job experience for at least 13 weeks is required for each hour of credit. The experience will be supervised by the instructor, who will schedule conferences with the student. The student will maintain a folio of experiences and will submit a final paper and/or presentation describing the experience and the knowledge gained from it. The student is responsible for meeting all living and travel expenses. Prerequisites: BIOL 111, CHEM 111 and permission of the instructor. Graded Pass/Fail. *Variable credit with a maximum of four semester hours.*

FINANCE

FINA 151.FINANCIAL WELLNESS

To inform students how individual choices influence future earnings potential and wealth building goals. Students will learn how they can meet their long-term life goals through personal and financial management. Topics include money management, spending and credit, savings strategies and investing. *Three semester hours.*

FINA 301.BUSINESS FINANCE

This course provides an introduction to financial management. Topics include the role of ethics in financial markets, financial analysis, agency conflict, cost and sources of capital, project selection. In addition, stocks, bonds, mergers, and international financial management are surveyed. Prerequisites: BA 101 and ACCT 201. For business majors additional prerequisites include completion of 45 semester hours, institutional GPA of 2.5 or better, completion of MATH 211 or BA 225, ECON 101 or ECON 201 or ECON 202, and ENGL 275 with a “C” or better. *Three semester hours.*

FINA 309.MARKETS, INSTITUTIONS AND BANKING

This course provides an understanding of the structure and operation of financial institutions and the markets in which they operate. Students learn about depository and non-depository financial institutions such as life insurance companies, pension funds, and mutual funds. It introduces students to financial instruments such as stocks, bonds, futures and options and the markets in which these instruments are traded. Prerequisite: Junior/Senior standing or permission of instructor. For business majors using this course as a selective, additional prerequisites include completion of 45 semester hours, institutional GPA of 2.5 or better, completion of ACCT 201, MATH 211 or BA 225, ECON 101 or ECON 201 or ECON 202 and ENGL 275 with a “C” or better. *Three semester hours.*

FINA 310.INVESTMENTS

This course provides an introduction to financial securities and contracts traded in modern financial markets. Stocks, bonds, and derivatives will be discussed. Topics include portfolio evaluation and the market microstructure that facilitates trading and risk management. Prerequisite: “C” or better in FINA 301 and an institutional GPA of 2.5 or better. *Three semester hours.*

FINA 352.SPECIAL TOPICS IN FINANCE

This elective course allows for the study of various finance topics which are not a part of the regular course offerings. Special topics will be announced in advance and this course may be repeated for additional credit as the topic changes. To repeat the course to improve a grade, the topic, the course number, and the semester hours must be the same. Prerequisite: Permission of the instructor. For business majors using this course as a selective, additional prerequisites include completion of 45 semester hours, institutional GPA of 2.5 or better, completion of ACCT 201, MATH 211 or BA 225, ECON 101 or ECON 201 or ECON 202, and ENGL 275 with a “C” or better. *One to six semester hours*

FINA 490.FINANCE INTERNSHIP

This course is designed to give students a practical work experience in their emphasis field. The student works through an approved agency or business under the supervision of professional employees and a faculty member from the School of Management. The grade is based on the requirements stated in the course syllabus, which will include evaluations by the field supervisor and the course instructor as well as written reports rendered by the student. Dependent upon availability of positions. Prerequisites: Senior status in major, minimum of 2.5 institutional GPA, and permission of instructor. For business majors using this course as a selective, additional prerequisites include completion of 45 semester hours, institutional GPA of 2.5 or better, completion of ACCT 201, MATH 211 or BA 225, ECON 101 or ECON 201 or ECON 202, and ENGL 275 with a "C" or better. ***One to six semester hours.***

FALS

FALS 101.FINE ARTS AND LECTURE SERIES

Lander University recognizes that a college education should provide opportunities to expand and deepen a student's cultural development. The FALS (Fine Arts and Lectureship Series) requirement is intended to ensure that students are exposed to out-of-class performances and activities which broaden their perspectives and understanding. All undergraduate, degree-seeking students graduating under the current catalog are required to attend fifteen (15) FALS-approved events, with the following exceptions: Students enrolled in a totally online degree program, students in Project CREATE, and second undergraduate degree candidates. FALS 101 is a non-credit-bearing graduation requirement. ***0 semester hours***

FINE ARTS

FA 103.FINE ARTS STUDY TOUR

An intensive, directed cultural tour of a major national or international location. Preparation sessions will be given in advance of the trip. A culminating project will be required after the conclusion of the tour. Higher credit hours will require more student assignments and/or additional research depending on the tour subject. The focus will be on experiences in music, art, architecture, theatre, and/or dance. Tours are usually scheduled during Spring Break, May, or over the Christmas holiday. This course may be repeated for additional credit only if tour sites are different. Tours are led by Fine Arts faculty members (art, dance, or music.) Additional fees are charged for costs beyond tuition. (General Education –Humanities and Fine Arts) ***One to three semester hours.***

FRENCH

FR 101.FRENCH FOR GLOBAL CITIZENS I

Students learn basic sentence structure and vocabulary in French and are introduced to the cultures of the French-speaking world, with an emphasis on France. Students also begin to acquire the language skills and cultural knowledge to participate effectively in multilingual communities at home and around the world. Prerequisite: Placement determined per Foreign Language Placement Policy. (General Education - Core Academic Skills and General Education Electives) ***Three semester hours.***

FR 102.FRENCH FOR GLOBAL CITIZENS II

This course is designed for students who have taken FR 101 or its equivalent, and builds upon what they have already studied. Students learn basic sentence structures and vocabulary in French and are introduced to the cultures of the French-speaking world, with an emphasis on France. Students continue to acquire the language skills and cultural knowledge to participate effectively in multilingual communities at home and around the world. Prerequisite: FR 101 or placement determined per Foreign Language Placement Policy. (General Education - Core Academic Skills and General Education Electives) ***Three semester hours.***

FRENCH 102 OR EQUIVALENT IS A PREREQUISITE FOR ALL 200-LEVEL COURSES.

FR 203.FRENCH FOR GLOBAL CITIZENS III

This course is designed for students who have taken FR 102 or its equivalent, and builds upon what they have already studied. Students learn sentence structures and vocabulary in French and are introduced to the cultures of the French-speaking world, with an emphasis on Francophone cultures. Students continue to acquire the language skills and cultural knowledge to participate effectively in multilingual communities at home and around the world. Prerequisite: FR 102 or placement determined per Foreign Language Placement Policy. (General Education - Core Academic Skills and General Education Electives) ***Three semester hours.***

FR 280.SPECIAL TOPICS

The study of a particular issue, theme, or topic in French or Francophone language, civilization, or literature. May be given in French or English. This course may be repeated for additional credit as topics change. Prerequisite: Permission of instructor. *One to three semester hours.*

FR 301.FRENCH CONVERSATION AND COMPOSITION

Development of proficiency in oral and written communication in French, focusing on vocabulary and structures. Discussions, oral presentations, and essays on material from French and Francophone texts and film. Conducted in French. Prerequisite: FR 203 or placement. *Three semester hours.*

FR 330.OVERSEAS STUDY

Individualized project undertaken on an overseas study program approved by the University. Prerequisite: Placement. *One semester hour.*

FR 340.OVERSEAS STUDY: LANGUAGE

Intensive language study on an overseas study program approved by the University. Prerequisite: Placement. *One to nine semester hours.*

FR 355.OVERSEAS STUDY: CULTURAL STUDIES

Study in any area of French or Francophone culture and society on an overseas study program approved by the University. Prerequisite: Placement. *One to nine semester hours.*

FR 360.OVERSEAS STUDY: LITERATURE

Study of French or Francophone literature on an overseas study program approved by the University. Prerequisite: Placement. *One to six semester hours.*

FR 380.SPECIAL TOPICS

Course offered periodically for the investigation of a particular issue, theme, or topic in French or Francophone studies. Conducted in French. This course may be repeated for additional credit as topics change. Prerequisite: FR 305 or permission of instructor. *One to three semester hours.*

GEOGRAPHY

GEOG 101.INTRODUCTION TO GEOGRAPHY

Emphasis on the Earth's physical features, its resources and the interdependence of mankind and environment. *Three semester hours.*

GEOLOGY

GEOL 111.PHYSICAL GEOLOGY

Basic concepts of geology including rocks, minerals and their formation, and the evolution of terrestrial and submarine topographic features through weathering, erosion, sedimentation, faulting, mountain building, volcanism, tectonics, and glaciation. Three hours lecture, three hours laboratory weekly. (General Education – Scientific and Mathematical Reasoning) *Four semester hours.*

GEOL 405.HYDROGEOLOGY

Interactions between water and geologic materials with an emphasis on groundwater. Water quantity and flow, including the hydrologic cycle, aquifer properties, principles of groundwater flow, water quality aspects, such as water chemistry, groundwater contamination and remediation problems, and management problems related to water quality and quantity. Prerequisites: MATH 123 or MATH 141 and "C" or better in GEOL 111. *Three semester hours.*

HEALTH CARE MANAGEMENT

HCMT 111.MEDICAL TERMINOLOGY

An introduction to the fundamentals of medical terminology including roots, prefixes, suffixes with an emphasis on spelling, definition, and pronunciation. *One semester hour.*

HCMT 201.HEALTH CARE IN AMERICA

A survey of the U.S. health care industry focusing on the systems, the economics of health care delivery, and the political forces that impact the system. Prerequisite: Sophomore standing or permission of the instructor. *Three semester hours.*

HCMT 280.PRINCIPLES OF HEALTH CARE MANAGEMENT

A study of management theory and its application in the U.S. health care industry with emphasis on health information systems. Prerequisite: Permission of instructor. *Three semester hours.*

HCMT 281.LEGAL, ETHICAL AND REGULATORY ASPECTS OF HEALTH CARE

This course will introduce legal concepts as they are related to health care management. Concepts will include: Stark Law (physician self-referral), Anti-Kickback Statute, Antitrust Law, PHI (protected health information), fraud and abuse, research and the patient, as well as current health legislation. This course will also examine ethical standards in the workplace and with the practice of medicine. *Three semester hours.*

HCMT 282.FINANCIAL ASPECTS OF HEALTH CARE

An overview of financial management of hospitals and health care organizations. Prerequisite: Permission of instructor. *Three semester hours.*

HCMT 283.SUPERVISION AND HUMAN RESOURCE MANAGEMENT

A study of methods, techniques, and skills needed to be an effective supervisor in a health care setting. Prerequisite: Permission of instructor. *Three semester hours.*

HCMT 290.SPECIAL TOPICS IN HEALTH CARE

Examination of current topics, issues, and trends in the health care industry. Prerequisite: Permission of instructor. *One to three semester hours.*

HCMT 301.FOUNDATIONS OF HEALTH CARE MANAGEMENT

This course provides an overview of the evolving standards that affect the management of health care and health-related organizations. Prerequisites: "C" or better in both HCMT 201 and ENGL 275; co-requisite: MGMT 301. For business majors additional prerequisites include completion of 45 semester hours, institutional GPA of 2.5 or better, and completion of ACCT 201, MATH 211 or BA 225, and ECON 101 or ECON 201 or ECON 202 with a "C" or better. *Three semester hours.*

HCMT 311.MANAGED CARE AND HEALTH CARE FINANCE

This course provides an overview of the foundational concepts of health care finance that affect the management of health care and health related organizations. Prerequisites: "C" or better in both HCMT 201 and ENGL 275; co-requisite: FINA 301. For business majors additional prerequisites include completion of 45 semester hours, institutional GPA of 2.5 or better, completion of ACCT 201, MATH 211 or BA 225, and ECON 101 or ECON 201 or ECON 202 with a "C" or better. *Three semester hours.*

HCMT 315.PUBLIC HEALTH PRINCIPLES AND PRACTICES

This course is an overview of public health structure, policy, and public health practice. In contrast to clinical medicine, public health focuses on populations and strategies that can be used to promote health and prevent disease. The course will use problem-based and student-directed learning through lectures and small group discussions to highlight the roles of theory and practice in public health, and teach strategies that can be used to improve the health of entire populations. This course contributes to the student's professional development and provides them with knowledge of public health systems and practices at the local, national and global levels. Prerequisites: HCMT 201 and institutional GPA of 2.5 or better. *Three Semester Hours.*

HCMT 369.SPECIAL TOPICS IN HEALTH CARE MANAGEMENT

This elective course allows for the study of various health care management topics which are not a part of the regular course offerings. This course may be repeated for additional credit as the topic changes. To repeat the course in order to improve a grade, the topic, the course number, and the semester hours must be the same. Prerequisite: Permission of the instructor. For business majors using this course as a selective, additional prerequisites include completion of 45 semester hours, institutional GPA of 2.5 or better, completion of ACCT 201, MATH 211 or BA 225, ECON 101 or ECON 201 or ECON 202 and ENGL 275 with a "C" or better. *One to six semester hours.*

HCMT 402.LONG TERM CARE MANAGEMENT

This course provides students with an overview of various settings for long-term care including nursing homes, senior housing options, adult day care, home health care, assisted living, and hospice. Students are introduced to ethical and quality care issues, reimbursement for services, and the role of technology, marketing and leadership responsibilities. Prerequisites: HCMT 201 and an institutional GPA of 2.5 or better. *Three semester hours.*

HCMT 410.HEALTH CARE SYSTEMS

This course provides students with knowledge of issues specific to health care systems such as organizational structure, governance, strategic planning, community needs assessments, marketing, and health information technology applications. Prerequisites: HCMT 301, HCMT 311, MKT 301, and an institutional GPA of 2.5 or better. *Three semester hours.*

HCMT 490.INTERNSHIP IN HEALTH CARE MANAGEMENT

This course is designed to give students practical work experience in healthcare and healthcare related industries. The student works in an approved health agency or business environment under the supervision of professional employees and the course instructor. The grade is based on the requirements stated in the course syllabus, which will include evaluations by the field supervisor and the course instructor as well as written reports rendered by the student. Prerequisites: Senior status, permission of course instructor required, and an institutional GPA of 2.5 or better. Co-requisite: HCMT 410. *One to six semester hours.*

HISTORY

HIST 101, 102.WESTERN CIVILIZATION

The historical development of Western institutions, ideas, and cultures from the beginning of civilization to 1918. The first semester covers the period before 1600, the second from 1600 to 1918. Neither course is a prerequisite for the other. (General Education – Behavioral and Social Perspectives) *Three semester hours per course.*

HIST 111.UNITED STATES HISTORY TO 1877

A general survey of U.S. history from the age of discovery to 1877. (General Education – Behavioral and Social Perspectives) *Three semester hours.*

HIST 112.UNITED STATES HISTORY SINCE 1877

A general survey of U.S. history from 1877 to the present. (General Education – Behavioral and Social Perspectives) *Three semester hours.*

HIST 121.WORLD CIVILIZATIONS TO 1600

The historical, cultural, political, economic, and geographical development of major world civilizations in the Middle East, Africa, Asia, Europe, and the Americas from the beginning of civilization to 1600 with a special focus on the origins of science and the impact of technological innovation on culture and society. (General Education – Behavioral and Social Perspectives) *Three semester hour.*

HIST 122.WORLD CIVILIZATIONS 1600-PRESENT

The historical, cultural, political, economic, and geographical development of major world civilizations in the Middle East, Africa, Asia, Europe, and the Americas from 1600 to the present with a special focus on the origins of science and the impact of technological innovation on culture and society. (General Education – Behavioral and Social Perspectives) *Three semester hours.*

HIST 201.THE HISTORIAN'S CRAFT: AN INTRODUCTION TO THE STUDY OF HISTORY

This course aims to introduce history students to the study of their discipline and to the techniques underlying historical study and research: the critique of primary and secondary sources; the Chicago Style of documentation and bibliography; and the composition of thesis statements, essays, reviews and papers. Students will also learn about the various genres of modern historical research. Should be taken in sophomore year. Prerequisites: ENGL 102 and a 100-level general education history course. *Three semester hours.*

HIST 290.HISTORY PRACTICUM: PEER TUTORING

This course will not satisfy a history general education requirement. Instead it is intended to provide students with practical experience as teaching assistants in History. Actual practice should improve communication skills and should provide experience in synthesizing historical concepts. Prerequisite: Recommendation by faculty. *One semester hour.*

HIST 302.THE FRENCH REVOLUTION

This course is a study of the French Revolutionary and Napoleonic era, 1789-1815. The course also examines the prerevolutionary period, the Enlightenment, and the international setting of the late eighteenth century. Emphasis is placed on understanding interpretive materials as well as the narratives of events. Prerequisites: ENGL 102 and a 100-level general education history course. *Three semester hours.*

HIST 306.LATIN AMERICA

A history of Latin America from pre-Columbian times to the present. Emphasis is on political, social and economic development and international relations. Junior/senior status recommended. Prerequisites: ENGL 102 and a 100-level general education history course. (General Education – Global Issues and Cultures and General Education Elective) *Three semester hours.*

HIST 307.VIETNAM: A THOUSAND YEAR REVOLUTION

A comparison of the influence, the French, and the Americans on Vietnam; and a study of the responses of the Indo-Chinese peoples to foreign ideas and institutions. Junior/senior status recommended. Prerequisites: ENGL 102 and a 100-level general education history course. (General Education – Global Issues and Cultures and General Education Elective) *Three semester hours.*

HIST 311.CIVIL WAR AND RECONSTRUCTION, 1850-1877

This course examines the causes of the Civil War, beginning with the conflict over the expansion of slavery into the territories acquired during the Mexican-American War. The political, economic, military and social aspects of the war will be examined. Prerequisites: ENGL 102 and a 100-level general education history course. *Three semester hours.*

HIST 314.THE NEW SOUTH

This course focuses on the social, economic, environmental and political transformations of the American South after 1865 and punctuates the region's transition to the modern period of U.S. history. Prerequisites: ENGL 102 and a 100-level general education history course. *Three semester hours.*

HIST 316.A HISTORY OF BLACK EXPERIENCE: FROM AFRICA TO AMERICA

A study of the political, legal, social and economic experience of African immigrants, slave and free, in America from 1609 to the present. Students will encounter first-person accounts, material culture and historical interpretation. Prerequisites: ENGL 102 and a 100-level general education history course. *Three semester hours.*

HIST 317.THE U.S. CIVIL RIGHTS MOVEMENT

This course will introduce students to the major themes, events, and personalities in the U.S. Civil Rights Movement. Prerequisites: ENGL 102 and a three semester hour 100-level general education history course. *Three semester hours.*

HIST 322.AFRICAN HISTORY AND CULTURE

An introduction to aspects of Black African history and culture through an examination of anthropological, literary and historical materials. Emphasis will be placed on values within different African societies, on the effects of imperialism and on twentieth century independence movements. Prerequisite: Junior/senior status recommended. (General Education – Global Issues and Cultures and General Education Elective) *Three semester hours.*

HIST 326.ANCIENT WORLD

This course will provide insights into the character of the Western world during antiquity. It will focus on some aspects of ancient life that had a great effect on the development of Western culture, politics, and society. This course will illustrate how the peoples of ancient Western societies thought and lived in ways different from our own. Prerequisites: ENGL 102 and a 100-level general education history course. *Three semester hours.*

HIST 327.THE EARLY MIDDLE AGES

A survey of political, intellectual, and social life in Western Europe during the Early Middle Ages: the new politics, the recasting of society, manorialism, the confrontation with internal and external challenges, feudalism, church reform, and the rise of nation-states. Prerequisites: ENGL 102 and a 100-level general education history course. *Three semester hours.*

HIST 328.THE HIGH MIDDLE AGES

A survey of political, intellectual, and social life in Western Europe during the High Middle Ages: the growth of nation-states, the triumphs and humiliations of the Papacy, the crusading movement, the transformation of legal traditions, twelfth century renaissance, and scholasticism. Prerequisites: ENGL 102 and a 100-level general education history course. *Three semester hours.*

HIST 329.THE LATE MIDDLE AGES

A survey of political, intellectual, and social life in Western Europe during the Late Middle Ages: the consolidation of nation-states, decline of the medieval Empire, triumph and vicissitudes of the Papacy,

refinements of law and representative government, demographic and man-made disasters, late medieval social/political dislocations and recoveries. Prerequisites: ENGL 102 and a 100-level general education history course. *Three semester hours.*

HIST 330.ROBIN HOOD

Fact, film, and fancy tales featuring the hero of the green wood. This course will explore Robin Hood from the standpoint of historical fact, literary ballad, and cinematic art. Students will read medieval popular literature, investigate medieval outlawry, critique various films dating from the 1920s to the 1990s, and assess 306 reinterpretations of medieval times. Prerequisites: ENGL 102 and a 100-level general education history course. Junior/senior status recommended. (General Education – Humanities and Fine Arts) *Three semester hours.*

HIST 343.MODERN BRITAIN

This course will begin with the Victorian era and continue through industrialism, imperialism, feminism, World Wars I and II, and Britain's decline as a great power. Prerequisites: ENGL 102 and a 100-level general education history course. *Three semester hours.*

HIST 344.SPORT IN AMERICAN HISTORY

This course examines the role of sport in American history, from the Colonial Era through today. Of central importance is the connection of sport to other significant themes in American history, including race, gender, class, economics, politics and diplomacy. Prerequisites: ENGL 102 and a 3-semester hour 100-level history course. *Three semester hours.*

HIST 345.UNITED STATES, 1877-1921: THE GILDED AGE AND THE PROGRESSIVE ERA

A study of the United States as it became rapidly industrialized, experienced social and economic stress, undertook political reform, and applied Progressive ideals before and during World War I. This course will stress issues of culture, race, gender and class as well as economics and politics. Prerequisites: ENGL 102 and a 100-level general education history course. *Three semester hours.*

HIST 346.UNITED STATES HISTORY 1920-1945: PROSPERITY, DEPRESSION, AND WAR

This course explores the history of the United States from 1920 to 1945, including the "Roaring 20s," the Great Depression, and World War II. In addition to political and military themes, it stresses issues of culture, race, gender and class. Prerequisites: ENGL 102 and a 100-level general education history course. *Three semester hours.*

HIST 347.THE UNITED STATES AND THE COLD WAR, 1945-1991

This course explores American experience during the Cold War era, 1945-1991. The course will stress diplomatic and military themes, with secondary emphasis on domestic affairs, U.S. politics, culture, race, gender and class. Prerequisites: ENGL 102 and a 100-level general education history course. *Three semester hours.*

HIST 348.UNITED STATES CULTURAL HISTORY SINCE 1900

This course examines American culture from 1900 to the present. It explores both "high" culture, such as literature, art, and classical music, and "popular" culture, such as film, sports, and rock and roll. It emphasizes connections between culture and race, gender, class, and politics in recent American history. Prerequisites: ENGL 102 and a 100-level general education history course. *Three semester hours.*

HIST 349.1968: AMERICA AND THE WORLD

This course explores the significant events and cultural movements that swept across the United States and the World in the year 1968. It places events that occurred in the United States in that year in a global context, and will include discussion of diplomatic, political, social, and cultural history. Prerequisites: ENGL 102 and a 3-semester hour 100-level history course. (General Education – Global Issues and Cultures and General Education Elective) *Three semester hours.*

HIST 355.LATE ANTIQUITY

Survey of political, intellectual, and social life between 300 and 800 A.D.: the Christianization of the Roman Empire, Germanic migration and the resultant kingdoms, monasticism, the end of the Empire in the West, the continuing imperial polity of the East, the rise of Islam. Prerequisites: ENGL 102 and a 100-level general education history course. *Three semester hours.*

HIST 370.MODERN EAST ASIA

This course will examine China and Japan in light of the impact of Western expansion and the resulting changes in politics, society, and culture. The time period covered will be from the mid-nineteenth century to the present.

Junior/senior status recommended. Prerequisites: ENGL 102 and a 100-level general education history course. (General Education – Global Issues and Cultures and General Education Elective) *Three semester hours.*

HIST 371.TOPICS IN GLOBAL ISSUES AND CULTURES

This special or experimental course is to be announced by the department to explore the diverse historical roots of world cultures and societies. Junior/senior status recommended. Prerequisites: ENGL 102 and a 100-level general education history course. (General Education – Global Issues and Cultures and General Education Elective) *Three semester hours.*

HIST 375.MODERN CHINA

This course will take as its subject the history of China from the end of the sixteenth century to today, examining major events in Chinese history, such as the fall of the Ming dynasty and the rise of the Qing, the Opium Wars, the Taiping and Boxer Rebellions, the May Fourth Movement, and the Communist Revolution. Prerequisites: ENGL 102 and a 100-level general education history course. (General Education – Global Issues and Cultures and General Education Elective) *Three semester hours.*

HIST 376.MODERN JAPAN

This course will explore the history of modern Japan from its beginnings in the late sixteenth century to today, with a focus on the period after 1800. This class will examine major events in Japanese history, such as the creation of the Tokugawa order, the Meiji Restoration, the establishment of the Japanese Empire, World War Two, the occupation of Japan by the United States, and the spread of Japanese popular culture. An important theme will be how foreign ideas have been selectively adapted in Japan, and how the Japanese have sought to establish their own identity vis-à-vis Asia and the West. Prerequisite: ENGL 102 and one 100-level History course. (General Education – Global Issues and Cultures and General Education Elective) *Three semester hours.*

HIST 380.INTRODUCTION TO PUBLIC HISTORY

An introduction to the methods of public history focusing on museum studies, but including archival practice, exhibit development, professional editing, oral history, and others. Offers initial preparation for public history careers. Course project requires 20 or more hours of on-site work at a museum, archives, historic site, national park, or similar historic agency. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 111, 112, 121 or 122. *Three semester hours.*

HIST 383.WARFARE THROUGH THE AGES

The development of weapons and strategies, their effects within the military and on civilian populations from the dawn of civilization to the modern age. Prerequisites: ENGL 102 and a 100-level general education history course. Junior/senior status recommended. (General Education – Global Issues and Cultures and General Education Elective) *Three semester hours.*

HIST 390.AMERICA'S RISE TO WORLD POWER: U.S. FOREIGN RELATIONS, 1776-1912

This course covers American foreign relations from 1776-1912, underscoring the significant international personalities, themes, and events that helped transition the country from a regional into a world power. Prerequisites: ENGL 102 and a three semester hour 100-level general education history course. (General Education – Global Issues and Cultures and General Education Elective) *Three semester hours.*

HIST 391.AMERICA AS A MAJOR WORLD POWER: U.S. FOREIGN RELATIONS 1912 TO THE PRESENT

This course covers American foreign relations from 1912 to the present, underscoring the significant international personalities, themes, and events that shaped the country's interaction with the global community. Prerequisites: ENGL 102 and a three semester hour 100-level general education history course. (General Education – Global Issues and Cultures and General Education Elective) *Three semester hours.*

HIST 392.SPIES AND LIES: THE U.S. ESPIONAGE ESTABLISHMENT, 1942-1963

This course offers students the opportunity to explore the early history and global impact of the Office of Strategic Services and the Central Intelligence Agency (1942-1963). Students will also evaluate how fiction writers and Hollywood have depicted espionage and counter-intelligence during the Second World War and the early years of the Cold War. Junior/Senior status recommended. *Three semester hours.*

HIST 399.HISTORIOGRAPHY

The course provides an introduction to the major developments in the practice of historical study. Attention will be given to changing methods, major schools of thought, and specific trends in historical interpretation.

Prerequisites: ENGL 102, at least 6 credit hours of 100-level history courses, and HIST 201. *Three semester hours.*

HIST 441.SPECIAL TOPICS IN HISTORY

This special theme course in history is to be announced by the department. It will include experimental and interdisciplinary courses. Examples include, but are not limited to: Colonial and Revolutionary America, and South Carolina History. These courses are not sequential. Prerequisites: ENGL 102 and a 100-level general education history course. *Three semester hours.*

HIST 451.METHODS FOR TEACHERS OF SECONDARY SOCIAL STUDIES

This course will emphasize planning, implementing, and evaluating instruction of social studies at the secondary level. Students will integrate pedagogical theory and practice by developing curricular materials, lesson plans, and presentation strategies. Attention will be given to teaching students to use technology for research, analysis, and presentation. The course will cover the ten NCSS standards and the theory and methodology for instructing all social studies disciplines. Prerequisites: EDUC 320, EDUC 329, EDUC 351, and 18 hours of history at 300 level. Co-requisite: EDUC 429. *Three semester hours.*

HIST 490.INTERNSHIP

Students participate in practical work experience related to the study of history. Internship is supervised by a faculty member. Normally speaking, a student must be in good academic standing and have completed 45 semester hours of credit (6 of them in history) in order to participate in an internship. Other course prerequisite(s) may be required at the instructor's discretion. Graded on a pass-fail basis. *One to nine semester hours.*

HIST 499.SENIOR CAPSTONE SEMINAR

This is a required course for students who major in history. Students will examine and apply analytical and research methodologies within a seminar on a specific theme that will vary from semester to semester. Students will also be asked to reflect upon the value of their historical studies both as regards their undergraduate education and their future professional lives. A final paper will be presented to a panel of the history faculty. Prerequisites: Senior status, completion of HIST 201 and HIST 399, and completion of an additional twelve semester hours of history coursework at the 300 level or higher. *Three semester hours.*

HONORS COLLEGE

HONS 210.HONORS TRAVEL LABORATORY

This activity-based course builds travel skills and community for new students in the Honors College. Class meets periodically throughout the semester and includes preparation for and reflection on an overnight field trip. Co-requisite: HONS 211. *One semester hour.*

HONS 211.HONORS TOPICS IN THE HUMANITIES

This course examines current issues in fields such as literature, cinema, philosophy, religion, history, and communication. Course topics change from year to year, but the course maintains a humanistic focus. This is a seminar-style course that emphasizes reading, critical analysis, writing, and individual and group presentations. Prerequisite: Acceptance to the Honors College. Co-requisite: HONS 210. (General Education – Humanities and Fine Arts) *Three semester hours.*

HONS 291.HONORS TOPICS IN PUBLIC AFFAIRS

This course considers some major issues in the fields of economics and political science in the context of political economy. Course topics change from year to year. This is a seminar-style course that emphasizes reading, critical analysis, writing, and individual and group presentations. Prerequisite: HONS 211. Course may be repeated for additional credit as the topic changes. (General Education – Behavioral and Social Perspectives) *Three semester hours.*

HONS 292.HONORS TOPICS IN PHILOSOPHY AND RELIGION

This course examines systems of thought and methods of inquiry in philosophy and religious studies. Course topics change from year to year. Prerequisite: HONS 211. Course may be repeated for additional credit as the topic changes. (General Education – Humanities and Fine Arts) *Three semester hours.*

HONS 293.HONORS TOPICS IN LABORATORY SCIENCE

This course explores scientific topics from fields such as biology, chemistry, physics, and environmental science with emphasis on the scientific method and application of knowledge in a laboratory setting. Course topics change

from year to year. Prerequisite: HONS 211. Course may be repeated for additional credit as the topic changes. (General Education - Scientific and Mathematical Reasoning) *Four semester hours.*

HONS 294.HONORS TOPICS IN BEHAVIORAL SCIENCE

This course explores the scientific study of the human condition, social structures and systems, and individual behavior and mental processes. Course topics change from year to year. This is a seminar-style course that emphasizes reading, critical analysis, writing, and individual and group presentations. Prerequisite: HONS 211. Course may be repeated for additional credit as the topic changes. (General Education – Behavioral and Social Perspectives) *Three semester hours.*

HONS 295.HONORS TOPICS IN FINE ARTS

This course considers current issues in fields such as art, music, or theater. Course topics change from year to year. This is a seminar-style course that emphasizes reading, critical analysis, writing, and individual and group presentations. Prerequisite: HONS 211. Course may be repeated for additional credit as the topic changes. (General Education – Humanities and Fine Arts) *Three semester hours.*

HONS 296.HONORS TOPICS IN HISTORY

This course explores issues related to history and historiography within different societies. Course topics change from year to year. This is a seminar-style course that emphasizes reading, critical analysis, writing, and individual and group presentations. Prerequisite: HONS 211. Course may be repeated for additional credit as the topic changes. (General Education – Behavioral and Social Perspectives) *Three semester hours.*

HONS 297.HONORS TOPICS IN LITERATURE

This course examines literary works and their significance for world cultures. Course topics change from year to year. This is a seminar-style course that emphasizes reading, critical analysis, writing, and individual and group presentations. Prerequisite: HONS 211. Course may be repeated for additional credit as the topic changes. (General Education – Humanities and Fine Arts) *Three semester hours*

HONS 298.HONORS TOPICS IN SCIENCE

This course explores scientific topics from fields such as biology, chemistry, physics, and environmental science. Course topics change from year to year. Prerequisite: HONS 211. Course may be repeated for additional credit as the topic changes. (General Education - Scientific and Mathematical Reasoning) *Three semester hours.*

HONS 299.HONORS TOPICS IN MATHEMATICS

This course considers the application of mathematical concepts to solve practical and theoretical problems. Course topics change from year to year. This is a seminar-style course that includes reading, discussion, and presentations in addition to problem solving. Prerequisite: HONS 211. Course may be repeated for additional credit as the topic changes. (General Education – Scientific and Mathematical Reasoning) *Three semester hours.*

HONS 389.DIRECTED INDEPENDENT STUDY

This course allows students to pursue unique projects and lines of inquiry as individuals or small groups with the support of a faculty guide. Course may be repeated for additional credit as the topic changes. *One to three semester hours.*

HONS 390.SPECIAL TOPICS

This course considers subject matter outside the general education curriculum including honors-level coursework linked to specific majors. Course topics change from year to year. Prerequisite: HONS 211. Course may be repeated for credit as topics change. *One to four semester hours.*

HONS 393.HONORS TOPICS IN GLOBAL STUDIES

This course explores special themes in international cultures, connections, and conflicts. Course topics change from year to year. This is a seminar-style course that emphasizes reading, critical analysis, writing, and individual and group presentations. Prerequisite: HONS 211. Course may be repeated for additional credit as the topic changes. (General Education – General Education Electives and Global Issues and Cultures) *Three semester hours.*

HONS 489.HONORS REFLECTION SEMINAR

This seminar—taken after completion of a study abroad, study away, internship, or independent research experience—guides students as they reflect upon and learn to market the skills they gained. *One semester hour.*

HONS 499.HONORS CAPSTONE SEMINAR

This seminar coaches students as they prepare and evaluate presentations for a conference or academic showcase. HONS 499 is taken in conjunction with a discipline-specific senior capstone course or with HONS 389. *One semester hour.*

HUMANITIES

HUMA 230.STUDIES IN HUMANITIES

These courses will offer a broad, interdisciplinary approach to the study of the Humanities or will study a humanities discipline other than those separately listed in Lander's curriculum. Topics, course descriptions, and requirements will be announced in advance. Prerequisite: ENGL 102. (General Education – Humanities and Fine Arts) *Three semester hours.*

HUMA 285.INTRODUCTION TO FILM STUDIES

The course will cover film history, aesthetics, and criticism from a historical, cultural, and theoretical context. The course will require readings on both the technological and artistic aspects of film and will also require analytical writing assignments. Selected films for the course will be viewed in a two-hour laboratory each week. Prerequisite: ENGL 102. (General Education – Humanities and Fine Arts) *Three semester hours.*

HUMA 330.SPECIAL TOPICS IN HUMANITIES

These courses will examine specific topics in the humanities from the perspective of various disciplines or from that of a humanities discipline other than those separately listed in Lander's curriculum. Topics, course descriptions, and requirements will be announced in advance. Prerequisite: ENGL 102. (General Education – Humanities and Fine Arts) *Three semester hours.*

HUMA 390.SPECIAL TOPICS IN WORLD CULTURES

These courses will examine specific topics in the humanities from the perspective of various disciplines and various cultures. Topics either will address global issues or will focus on non-western cultures. Topics, course descriptions and requirements will be announced in advance. Prerequisite: ENGL 102. Junior/senior status recommended. (General Education –Global Issues and Cultures and Humanities and Fine Arts) *Three semester hours.*

INFORMATION – LIBRARY

INFO 101.INFORMATION NOW

This course provides students with essential college-level information literacy skills for research and scholarship comprehension. Students will learn to determine personal information needs; distinguish different types of information, including articles, books, and the web; develop and execute advanced research strategies across many platforms; find, identify, and evaluate all types of research; and use information legally and ethically. This course will include lectures, class discussions, group activities, and research assignments that will demonstrate and reinforce the critical information literacy skills learned throughout the course. *One semester hour.*

INTERDISCIPLINARY STUDIES

IDS 101.INTRODUCTION TO INTERDISCIPLINARY STUDIES

An introduction to the methodology of interdisciplinary study involving the integration of two or more fields of interest. *Three semester hours.*

IDS 499.INTERDISCIPLINARY CAPSTONE SEMINAR

The seminar will consist of readings in interdisciplinary methodology; an experiential learning activity that integrates two or more disciplines; an academic product such as a research project, original composition, advertising campaign, etc.; and submission of a portfolio of work produced through the program curriculum. The portfolio will be reviewed by the Interdisciplinary Studies Advisory Council for the purposes of both student evaluation and program assessment. Prerequisites: senior status; ENGL 102; IDS 101 with a "C" or better; and eighteen or more semester hours of 300 or higher level coursework. *Three semester hours.*

INTERDISCIPLINARY STUDIES AWAY

IDSA 201.PREPARING FOR STUDY ABROAD

This course prepares students for interacting effectively in cultures other than their own. It is designed to assist students in (a) developing learning and coping strategies for when they study abroad, outside their native cultural

environment, as well as (b) developing the communication and intercultural skills needed for interacting successfully in new cultural environments. Topics include cultural values and assumptions, intercultural communication, and cross-cultural problems and adjustment. Prerequisite: Approved for Study Abroad. *One semester hour.*

IDSA 300.INTERDISCIPLINARY STUDIES AWAY-RECIPROCAL EXCHANGE

A student in any major may be able to study at another institution – either domestic or international - with which Lander has a reciprocal agreement by registering for the appropriate number of hours of IDSA 300 and paying normal Lander tuition and/or fees. Opportunities for reciprocal exchanges are limited by the terms of the agreements between Lander and other institutions. Credit hours earned at the host institution under IDSA 300 are subject to University transfer policies and will replace the IDSA 300 course when an official transcript is received from the host institution. Courses taken at another institution will not count in the Lander GPA, but will count in the scholarship GPA and overall GPA calculations. *One to fifteen (variable) semester hours.*

IDSA 301.INTERDISCIPLINARY STUDIES AWAY-NONRECIPROCAL EXCHANGE

A student in any major may be able to study at another institution – either domestic or international - by registering for the appropriate number of hours of IDSA 301 and paying to Lander the tuition and fees required by the other institution. Lander will then give credit for appropriate financial aid and will pay the tuition and fees to the other institution. Credit hours earned at the host institution under IDSA 301 are subject to University transfer policies and will replace the IDSA 301 course when an official transcript is received from the host institution. Courses taken at another institution will not count in the Lander GPA, but will count in the scholarship GPA and overall GPA calculations. *One to fifteen (variable) semester hours.*

JOURNALISM

JOUR 201.INTRODUCTION TO JOURNALISM

An introduction to journalism with emphasis on style, newsgathering, and newswriting for the mass media. The course will include study of and experience with news analysis, reporting skills, and beat reporting. Prerequisite: “C” or better in ENGL 101 and ENGL 102. *Three semester hours.*

JOUR 302.DESKTOP PUBLISHING

Introduction to and practical experience in the use of a variety of desktop publishing programs, including newspaper layout and design, digital photography, scanning, transmission of publications by email, and publishing to the internet. Prerequisite: JOUR 201. *Three semester hours.*

JOUR 303.INTRODUCTION TO WEB DESIGN

Introduction to and practical experience in the use of web design software. This course will emphasize both creative design theory as well as applied technology. *Three semester hours.*

JOUR 375.FEATURE AND MAGAZINE WRITING

Writing of feature and other non-fiction articles for publication in newspapers, magazines, and other print media. This course will take a concept, develop it into a manuscript, and show techniques for marketing materials. Prerequisite: JOUR 201. *Three semester hours.*

JOUR 490.JOURNALISM INTERNSHIP

This course allows practical application of the student’s specific field of interest in the media. Students will work a specified amount of time each week at a newspaper, in broadcast, or in public relations under the supervision of the hiring agency and a faculty sponsor. This internship is designed to give students a chance to apply their skills in a professional setting and help them determine career options. Prerequisite: JOUR 201 or permission of the division chair. Can be taken up to three times for a maximum of nine hours. *One to nine semester hours.*

LANDER ORIENTATION

LINK 101.LEADERSHIP, INVOLVEMENT, NETWORKING AND KNOWLEDGE

This course provides academic and co-curricular experiences for freshmen that will establish a firm foundation upon which students can build the skills, knowledge, and values essential for success in higher education and the world beyond. Through the various assignments completed for this course, our goal is that students will develop: 1) the intellectual, skill, and interpersonal competencies necessary for college success; 2) an autonomous and responsible emotional, intellectual, and social integration into college life; 3) a self-determined system of meaning

and values; and, 4) a commitment to exploring and pursuing life goals. Required for all incoming students who have earned less than 24 hours. *One semester hour.*

LU 102.UNIVERSITY ORIENTATION 1

This course is designed to provide students an intensive introduction to Lander University and to instruct the student in basic academic skills which are needed in order for one to be successful in college. The one-half hour course is taught in a format that emphasizes hands-on, in-class academic skills designed to help students from the first day of enrollment. Graded as Pass/Fail. *One-half semester hour.*

LU 103.UNIVERSITY ORIENTATION 2

This course is designed to provide students a follow-up to LU 102 and to incorporate basic academic skills into the fall term which are needed in order for one to be successful in college. The one-half hour course is taught in a format that emphasizes hands-on, academic skills designed to help students make a seamless transition into college life including taking full advantage of campus resources, monitoring their time management and social activities, and learning how to prioritize their academic responsibilities. Prerequisite: LU 102. *One semester hour.*

LEADERSHIP DEVELOPMENT

LDSH 101.INTRODUCTION TO LEADERSHIP

Focuses on the “tools” of leadership (communications skills, decision-making, team-building, problem-solving), self-awareness, and action research and actual presentations of leadership project findings and recommendations. *Two semester hours.*

LPLP 101.LEADERSHIP DEVELOPMENT 1

Focuses on the “tools” of leadership (communications skills, decision-making, team-building, problem-solving), self-awareness, and action research and actual presentations of leadership project findings and recommendations. Prerequisite: Selection to and participation in the Lander President’s Leadership Program. *One semester hour.*

LPLP 102.LEADERSHIP DEVELOPMENT 2

Continues to build and expand upon the leadership skills presented in LPLP 101, and involves a field trip to observe the state legislature in session, and to interact with political and higher education leaders. Prerequisite: Selection to and participation in the Lander President’s Leadership Program. *One semester hour.*

MANAGEMENT

MGMT 301.PRINCIPLES OF MANAGEMENT

This course is a study of contemporary management theories and an analysis of the four basic management functions: planning, organizing, leading, and controlling. Students will learn how to use these functions for establishing and accomplishing business objectives. Students will build skills and gain insight into behavioral issues to more effectively manage and lead while articulating the vision and ethical climate for organizational effectiveness. Areas of investigation include management theories, functions, and global perspectives, organizational environment, motivation, leadership, communication, decision-making, human behavior, operations, and social responsibility. Prerequisites: “C” or better in the following courses: BA 101, BA 251 and ENGL 275. For business majors additional prerequisites include completion of 45 semester hours, institutional GPA of 2.5 or better, completion of ACCT 201, MATH 211 or BA 225, and ECON 101 or ECON 201 or ECON 202 with a “C” or better. *Three semester hours.*

MGMT 315.HUMAN RESOURCE MANAGEMENT

This course is designed to expose students to current knowledge related to the best practices in human resource management. This course will discuss the changing economic, business, technological, socio-cultural and political environment and its implications for managing organizations and human resources. Prerequisite: Institutional GPA of 2.5 or better. Co-requisite: MGMT 301. *Three semester hours.*

MGMT 320.MANAGEMENT OF SMALL BUSINESSES AND FAMILY BUSINESSES

This course focuses on management strategies and issues facing small businesses and family businesses. Topics such as marketing challenges facing small business, the development of systems for small or family businesses, the challenge of developing professional managers, financing strategies, value enhancement strategies, exit strategies for retirement or wealth creation, succession issues, and critical strategic decisions. For business majors using this course as an elective, additional prerequisites include completion of 45 semester hours, institutional

GPA of 2.5 or better, completion of ACCT 201, MATH 211 or BA 225, ECON 101 or ECON 201 or ECON 202, and ENGL 275 with a “C” or better. *Three semester hours.*

MGMT 325.ENTREPRENEURSHIP AND INNOVATION

This course is designed to help individuals develop an understanding of the wealth creation process, gain an exposure to business motivational literature, explore the difference between entrepreneurship and small business, and comprehend the definition of innovation and its critical role in entrepreneurship. This course also explores motivational literature. The course will include an exploration of techniques for improving individual capacity for innovation. The course offers strategies and exercises on how to identify and develop viable ideas into businesses. For business majors using this course as an elective, additional prerequisites include completion of 45 semester hours, institutional GPA of 2.5 or better, completion of ACCT 201, MATH 211 or BA 225, ECON 101 or ECON 201 or ECON 202, and ENGL 275 with a “C” or better. *Three semester hours.*

MGMT 330.OPERATIONS MANAGEMENT

This course studies the input-conversion-output processes associated with the manufacturing and service sector. Emphasis is placed upon inventory control, quality control, scheduling, facility layout, material requirements planning (MRP), and just-in-time (JIT) inventory systems. Prerequisites: “C” or better in MGMT 301 and ACCT 202, and an institutional GPA of 2.5 or better. *Three semester hours.*

MGMT 340.MANAGEMENT OF ORGANIZATIONAL BEHAVIOR

This course provides management students with a framework of understanding how behavior within business organizations is managed. Students will conduct analysis of situations involving individual and group behavior. Special attention will be placed on the development of small and large group theory, interpersonal relations, and achievement of the goals of the enterprise with and through people as individuals and as groups. Areas of investigation include motivation, stress, organizational process, control leadership, and group dynamics. Prerequisite: “C” or better in MGMT 301 and an institutional GPA of 2.5 or better. *Three semester hours.*

MGMT 355.PROJECT MANAGEMENT

As organizations continue to focus on project based management, business students will be expected to know the key concepts and fundamentals of being an effective project manager. This course will provide the foundation to understand the fundamentals of successful project management. Prerequisite: MGMT 301 and an institutional GPA of 2.5 or better. *Three semester hours.*

MGMT 369.SPECIAL TOPICS IN MANAGEMENT

This elective course allows for the study of various management topics which are not a part of the regular course offerings. Special topics will be announced in advance and this course may be repeated for additional credit as the topic changes. To repeat the course in order to improve a grade, the topic, the course number, and the semester hours must be the same. Prerequisite: Permission of the instructor. For business majors using this course as an elective, additional prerequisites include completion of 45 semester hours, institutional GPA of 2.5 or better, completion of ACCT 201, MATH 211 or BA 225, ECON 101 or ECON 201 or ECON 202, and ENGL 275 with a “C” or better. *One to six semester hours.*

MGMT 411.QUALITY IMPROVEMENT AND QUANTITATIVE TECHNIQUE

An examination of those systems that measure and maintain quality in organizations is conducted, this course examines the basic principles and techniques of quality management, as well as methods of measuring, assessing, and improving products and services such as the Deming and Donabedian approaches, Continuous Quality Improvement, and Total Quality Management. The quality movement in the United States and the adoption of the principles that have improved other industries by health care organizations will also be examined. This course will provide an overview of the current quality of care in the health care industry and other industries in the United States and other nations, including common challenges. Additionally, there is an introduction to the science of improvement, with the theories and tools commonly used to change systems. Prerequisite: MGMT 301. *Three semester hours.*

MARKETING

MKT 301.PRINCIPLES OF MARKETING

This course provides an introduction to the principles of marketing, particularly those applicable to micro-marketing. Main topics include the role of the marketing mix in business decision making, the development of the marketing strategy, international marketing, and implementing and control of market activities. Prerequisites: “C” or better in the following courses: ACCT 201, BA 101, MATH 211 or BA 225 and ECON 101 or ECON 201 or

ECON 202. For business majors additional prerequisites include completion of 45 semester hours, institutional GPA of 2.5 or better, and completion of ENGL 275 with a “C” or better. *Three semester hours.*

MKT 305.MARKETING COMMUNICATIONS

An introduction to the principles of integrated marketing communications (IMC) emphasizing the importance of coordinating all of the promotional mix elements. Topics include direct marketing, advertising, personal sales, sales promotions, event sponsorship, public relations, social media, and the internet. Material is applicable to profit, nonprofit, as well as governmental organizations. Prerequisite: “C” or better in MKT 301. *Three semester hours.*

MKT 325.SERVICES MARKETING

This courses examines the consumer decision-making process in a service marketing context. It will cover various strategies for addressing commonly encountered issues when managing and marketing intangibles such as the inability to inventory, difficulty of synchronizing demand and supply, challenges in controlling performance quality of human interactions, and customer participation as creators of value. Emphasis is on service universals as opposed to any particular industry and is applicable to both service industries and goods industries with service components. Prerequisite: “C” or better in MKT 301 and an institutional GPA of 2.5 or better. *Three semester hours.*

MKT 369.SPECIAL TOPICS IN MARKETING

This elective course allows for the study of various marketing topics which are not a part of the regular course offerings. Special topics will be announced in advance and this course may be repeated for additional credit as the topic changes. To repeat the course in order to improve a grade, the topic, the course number, and the semester hours must be the same. Prerequisite: Permission of the instructor. For business majors using this course as an elective, additional prerequisites include completion of 45 semester hours, institutional GPA of 2.5 or better, completion of ACCT 201, MATH 211 or BA 225, ECON 101 or ECON 201 or ECON 202, and ENGL 275 with a “C” or better. *One to six semester hours.*

MKT 415.MARKETING RESEARCH

This course applies research methodology to marketing and management problems. Topics such as questionnaire construction, sampling, data collection and quantitative data analysis are covered. Prerequisites: “C” or better in MKT 301, BA 304, an institutional GPA of 2.5 or better, and senior standing. *Three semester hours.*

MKT 420.MARKETING MANAGEMENT

This course provides a managerial perspective on integrating the marketing mix in formulating competitive marketing strategies and corresponding tactics to achieve success in the marketplace. Special emphasis will be placed on the concepts of market segmentation, differentiation and positioning in achieving brand awareness and obtaining market share through effective target marketing. The roles of creativity and entrepreneurship as they relate to capitalism in a global economy are examined. Material is applicable to profit, nonprofit, as well as governmental organizations. Prerequisites: “C” or better in MKT 301, MGMT 301, and FINA 301, an institutional GPA of 2.5 or better, and senior standing. *Three semester hours.*

MKT 440.DIGITAL MARKETING

This selective course prepares students with a fundamental understanding of digital marketing channels and how successful marketing campaigns in today’s technologically-driven environment use numerous online and mobile platforms. This course covers the principles of digital marketing including internet marketing strategies, user-generated content, search engine optimization, email marketing, viral marketing, social media and mobile marketing campaigns (including SMS text), content strategy, paid and organic search advertising and new and emerging advertising media. Prerequisites: “C” or better in MKT 301, institutional GPA of 2.5 or better and junior/senior standing. *Three semester hours.*

MASS COMMUNICATION

MCOM 199.MASS COMMUNICATION FRESHMAN SEMINAR

Instruction and experiences that assist first-year Mass Communication emphasis students in becoming responsible, marketable, and ethical students of traditional and emerging media. Restricted to Mass Communication and Theatre Majors or permission of instructor. *Three credit hours.*

MCOM 499.CRITICAL ISSUES IN MASS COMMUNICATION

Senior capstone course discussing careers in mass communication, graduate schools, professional ethics, and an analysis of current ethical and legal issues. Restricted to Mass Communication emphasis students with senior status. *One semester hour*

MATHEMATICS

MATH 101.SURVEY OF MATHEMATICS

This course is designed for liberal arts majors. Students will be introduced to non-algebraic mathematical ideas from a variety of fields, such as business, computer science, and the social sciences. Topics may include but are not limited to: routes and networking; scheduling; modular arithmetic and check digit schemes; voting and elections; fair division; and apportionment. (General Education – Scientific and Mathematical Reasoning and Core Academic Skills) *Three semester hours.*

MATH 114.PRECALCULUS

This course is designed to prepare students for calculus. The course begins with a review of some topics from algebra functions and their graphs including algebraic functions, inverse functions, exponential and logarithmic functions. The remainder of the course is devoted to an introduction to trigonometry. Specific topics from trigonometry include right triangle trigonometry, graphing trigonometric functions, and trigonometric identities and equations. *Three semester hours.*

MATH 121.MATHEMATICS FOR BUSINESS, LIFE SCIENCE, AND THE SOCIAL SCIENCES

Designed to introduce students to a variety of mathematical topics and their applications. Topics include linear and quadratic functions, systems of linear equations and matrix solutions, elementary linear programming, exponential and logarithmic functions, and mathematics of finance. (May not be taken by students who have successfully completed MATH 141). (General Education – Scientific and Mathematical Reasoning and Core Academic Skills) *Three semester hours.*

MATH 123.CALCULUS AND ITS APPLICATIONS

An intuitive presentation of the concepts of calculus interwoven with numerous real-world applications of mathematical models. Topics include: algebraic, exponential, and logarithmic functions, limits, continuity, derivatives, and integrals. Applications in the Physical, Life and Social Sciences, Business, and Medicine. (Not intended for Mathematics majors. May not be taken by students who have successfully completed MATH 141.) Competence in college level algebra is necessary for successful completion of the course. (MATH 121 or MATH 114 is suggested for those without adequate mathematical background.) (General Education – Scientific and Mathematical Reasoning and Core Academic Skills) *Three semester hours.*

MATH 125.INTRODUCTION TO DISCRETE MATHEMATICS

Mathematical concepts useful to computer science majors. Topics include number operations, counting principles, sets, relations, functions, arrays, number systems, Boolean algebra, and graph theory. *Three semester hours.*

MATH 134.INTRODUCTION TO ABSTRACT MATHEMATICS

This course is an introduction to theoretical mathematics and proof techniques. Topics in logic, set theory, number theory, calculus, and elementary algebra will be used to illustrate some of the methods used in upper-level courses in the major. Students will also learn to use mathematical typesetting software. Prerequisite: MATH 141. *Two semester hours.*

MATH 141.SINGLE VARIABLE CALCULUS I

Limits, continuity, the derivative, the chain rule, implicit differentiation, applications of the derivative, and the Mean Value Theorem. Definite and indefinite integration, the Fundamental Theorem of Calculus, and an introduction to integration through u-substitution. Students must have a thorough knowledge of precalculus such as is covered in MATH 114, including proficiency with algebra and the trigonometric functions. Students without such a background are strongly advised to take MATH 114. (General Education – Scientific and Mathematical Reasoning and Core Academic Skills) *Four semester hours.*

MATH 142.SINGLE VARIABLE CALCULUS II

This course covers techniques of integration, improper integrals, applications of the integral, infinite sequences and series, power series, Taylor's Theorem, and parametric and polar curves. Prerequisite: "C" or better in MATH 141. (General Education – Scientific and Mathematical Reasoning) *Four semester hours*

MATH 200.INTRODUCTION TO MODELING AND SIMULATION

Modeling with differential equations in a variety of fields including Ecology, Physics, Biology, and Business. Qualitative analysis of such models, and approximation via numerical methods and with simulation software. Prerequisites: “C” or better in MATH 121 or MATH 123 or MATH 141. Previous programming experience is recommended. *Three semester hours.*

MATH 203.MATHEMATICS FOR ELEMENTARY TEACHERS

This course provides some of the content necessary for elementary school teachers. Topics covered include problem solving, intuitive geometry, and measurement. May be taken by only Early Childhood Education, Elementary Education, and Special Education majors. *Three semester hours.*

MATH 211.INTRODUCTION TO STATISTICAL METHODS I

An introduction to elementary data analysis, descriptive measures, theoretical distributions of random variables, and sampling distributions of statistics leading to statistical inference including estimation of parameters with confidence intervals and tests of hypotheses. (MATH 311 is recommended for mathematics majors and is required for dual-degree engineering students.) (General Education – Scientific and Mathematical Reasoning and Core Academic Skills) *Three semester hours.*

MATH 212.INTRODUCTION TO STATISTICAL METHODS II

This course is a continuation of MATH 211 and includes comparing parameters of two or more populations, analyses of count data by means of multinomial distributions and contingency tables, discussion of issues of elementary experimental design, simple linear regression and correlation, analysis of variance methods, and additional topics as time allows. Students will make frequent use of a statistical software package. Prerequisite: MATH 211, or MATH 311, or comparable course with permission of the instructor. ((General Education – Scientific and Mathematical Reasoning and Core Academic Skills) *Three semester hours.*

MATH 241.MULTIVARIABLE CALCULUS

Vectors in R^2 and R^3 , functions of several variables, partial differentiation, multiple integrals, applications of multivariable calculus, divergence, curl, line and surface integrals, Green’s Theorem and Stokes’ Theorem. Prerequisite: “C” or better in MATH 142. *Four semester hours.*

MATH 242.DIFFERENTIAL EQUATIONS

This course covers basic theory and solutions of ordinary linear differential equations. The course includes applications in mechanics and vibrations as well as power series solutions at ordinary points and at regular singular points. Introduction to Laplace transform methods and systems of ordinary differential equations are also covered. Prerequisites: MATH 241. *Four semester hours.*

MATH 270/390.TOPICS IN MATHEMATICS AND STATISTICS

This elective course allows for a flexible offering of various mathematical and statistical topics which are not a part of the regular course offerings. Special topics will be announced in advance. This course may be taken for additional credit as the topic changes. To repeat the course to improve a grade; the topic, the course number, and the semester hours must be the same. This course will not be offered more than once a semester. Prerequisite: Permission of the instructor. *One to three semester hours.*

MATH 290.MATHEMATICS PRACTICUM

Designed to give students practical experience in tutoring mathematics. Elective credit only. Graded as Pass/Fail. By permission of Department Chair. *One semester hour.*

MATH 300.NUMERICAL ANALYSIS

An introduction to scientific computing. The use of numerical methods in solving equations, systems of linear equations, and differential equations. Numerical integration. (Cross-listed as CIS 300.) Students are encouraged to take CIS 102 or CIS 202. Prerequisites: MATH 142 (“C” or better) and CIS 130. *Three semester hours.*

MATH 308.LINEAR ALGEBRA

An introductory study of vector spaces. Topics include systems of linear equations, determinants, matrices, linear transformations, and eigenvalues. Prerequisite: “C” or better in MATH 142. *Three semester hours.*

MATH 311.MATHEMATICAL STATISTICS

A calculus-based introduction to both the theory and applications of probability and statistics. Topics include elementary data analysis, probability distributions and density functions, estimation, hypothesis testing, and

simple linear regression. Students will make frequent use of a statistical software package. Prerequisite: “C” or better in MATH 142 or instructor approval. *Three semester hours.*

MATH 325.DISCRETE MATHEMATICS

An introduction to the mathematics of enumeration to include counting, inclusion-exclusion, generating functions, and recursion. Basic graph theory (paths, circuits, planarity, trees, colorings) and Boolean algebra. Numerous applications to a wide variety of disciplines such as computer science, engineering, operations research, biology, chemistry, and political science. Prerequisite: “C” or better in MATH 142. *Three semester hours.*

MATH 350.MATHEMATICS HISTORY

A study of mathematics with a historical perspective. Emphasis on the development of mathematics from ancient to near-modern times. Required for secondary certification mathematics majors. Prerequisite: “C” or better in MATH 142. *Three semester hours.*

MATH 351.GEOMETRY

A formal study of geometry. Topics include a modern axiomatic development of Euclidean geometry, the historical development of non-Euclidean geometries, proof techniques, constructions, and applications. Prerequisite: “C” or better in MATH 142. *Three semester hours.*

MATH 390/270.TOPICS IN MATHEMATICS

This elective course allows for a flexible offering of various mathematical and statistical topics which are not a part of the regular course offerings. Special topics will be announced in advance. This course may be taken for additional credit as the topic changes. To repeat the course to improve a grade; the topic, the course number, and the semester hours must be the same. This course will not be offered more than once a semester. Prerequisite: Permission of the instructor. *One to three semester hours.*

MATH 421.ABSTRACT ALGEBRA I

An introduction to algebraic systems, groups, rings, integral domains, and polynomial rings. Prerequisites: MATH 134, and a “C” or better in MATH 142. *Three semester hours.*

MATH 422.ABSTRACT ALGEBRA II

A continuation of MATH 421 including fields, ideals, quotient rings, vector spaces, linear transformations and field extensions. Prerequisite: MATH 421. *Three semester hours.*

MATH 431.ANALYSIS I

A careful study of real functions of a real variable. Topics include topology of the line, sequences, limits, continuity, differentiation, and the Riemann integral. Prerequisites: MATH 134 and a “C” or better in MATH 241. *Three semester hours.*

MATH 432.COMPLEX ANALYSIS

An introduction to complex analysis including analytic functions, Cauchy’s Theorem and Formula, Taylor and Laurent series, contour integration, and residue calculus. Prerequisite: MATH 241. *Three semester hours.*

MATH 450.TECHNOLOGY IN SECONDARY MATHEMATICS

This course examines integrating instructional technologies (calculators, data collectors and computers) into the secondary mathematics curriculum. The curriculum focuses on problem solving in Pre-Algebra, Elementary and Advanced Algebra, and Geometry. Prerequisite: Junior or senior status. *Three semester hours.*

MATH 451.SECONDARY MATHEMATICS METHODS

Strategies and techniques which are essential to the effective teaching of mathematics in secondary schools. Primary topics include planning, presentation, and evaluation. A clinical experience is required. Prerequisites: MATH 241 (“C” or better), EDUC 202, and EDUC 329. Co-requisite: EDUC 429. *Three semester hours.*

MATH 490.MATHEMATICS INTERNSHIP

Designed to give students practical work experience in a field related to their major. The student will work through an approved agency or business under the supervision of professional employees and a major advisor. Credit hours awarded is determined on a case-by-case basis by the Department Chair and mathematics faculty. Course grade will be determined based on the written evaluations by the field supervisor and written report rendered by the student. Prerequisites: 15 semester hours in major area and permission of the instructor. Juniors and seniors only. *One to four semester hours.*

MATH 499.CAPSTONE COURSE--MATHEMATICS

This course is designed to be taken during a student's final spring semester at Lander. It will include a review of some major topics in mathematics, a discussion of topics relevant to careers in mathematics (e.g. resumes and interviewing), and opportunities to communicate mathematical ideas both orally and in a written format. Completion of program assessment requirements is also an integral part of this course and performance on assessment components will be reflected in the course grade. This course is open to all seniors and to juniors who are in the dual-degree engineering program. *One semester hour.*

MEDIA

MEDA 101.INTRODUCTION TO MASS MEDIA

This course studies the roles and different interactive influences of American mass media. A particular emphasis will be placed on the economic, political and social effects of the media as well as First Amendment freedom and ethical issues. *Three semester hours.*

MEDA 200.MEDIA SKILLS

This course introduces students to key concepts, equipment, technologies, and issues related to communication media. Topics include emerging standards, key technologies and related design issues, terminology, media formats, and ethical issues. Upon completion, students should be able to demonstrate basic competencies in media equipment and production technology for presentations, audio, print, photography, video and web communication. Prerequisites: MEDA 101. *Three semester hours.*

MEDA 204.COMMUNICATIONS DESIGN

In this introductory studio graphics class, students will develop an understanding of the complexities and challenges that face today's graphic designers. Students will focus on the entire design process during this course, including idea development, research, production and presentation. May not be taken by Visual Arts majors. *Three semester hours.*

MEDA 210.INTRODUCTION TO TELEVISION

An overview of television including its prehistory (prior to 1947), the Network Era (1948-1975), and the Cable Era (1976-1994) to the Digital Era (1995–present) examining television's growth into a convergent technology, a global industry, a social catalyst, and a legitimate art form. Prerequisite: MEDA 101. *Three semester hours.*

MEDA 215.INTRODUCTION TO SPORTS COMMUNICATION

This course provides an overview of the methods and techniques for communicating about sports in a variety of formats, media, and contexts. Students will explore the role of sports communication both within the media and within sports organizations. *Three semester hours.*

MEDA 219.COMMUNICATIONS PHOTOGRAPHY

Communications photography emphasizes the practical techniques of digital photography, with an emphasis on the creative use of camera controls, exposure, digital imaging software, and image presentation. The course concentrates on assignments, critiques, demonstrations, lectures and personal projects to provide a foundation for creatively experiencing the photographic medium. A digital SLR camera with manual exposure is recommended. Prohibited from students having earned credit in ART 229. May not be taken by Visual Arts majors. *Three semester hours.*

MEDA 290.MEDIA PRACTICUM

An on-campus internship designed to give students a practical, co-curricular work experience under the direct supervision of a professional in the student's area of interest. Course may be repeated for no more than 6 semester hours total credit. Prerequisites: JOUR 201 and permission of advisor and campus supervisor. *One to three semester hours.*

MEDA 301.SPECIAL TOPICS IN MASS COMMUNICATION

This course focuses on selected topics in mass communication. Topics are chosen to address a subject that is not normally covered in the curriculum or to provide additional in-depth study on a particular topic. Prerequisite: MEDA 101. *Three semester hours.*

MEDA 302.RADIO PRODUCTION

This course involves theory and practice of a radio station's operation and management. Production laboratories and visits to radio stations are required. Prerequisite: MEDA 200 and SPCH 102 or SPCH 201. *Three semester hours.*

MEDA 310.DIGITAL VIDEO PRODUCTION

This course introduces students to the fundamentals of digital video production. Students will learn the technological, aesthetic, and theoretical basics of video production and will produce 3 short videos. Students will experience hands-on technical training in scriptwriting, storyboarding, camera operations, non-linear editing, lighting, and sound equipment. Prerequisites: MEDA 101, MEDA 200, and JOUR 201. *Three semester hours.*

MEDA 312.ADVANCED AUDIO PRODUCTION

This course is designed to advance the skills of students in the area of audio production, specifically in the hands-on production of commercials, PSAs, radio features, news stories, and specialty programs. Students will be required to actively participate in on-air duties on XLR (the Lander University campus radio station). Students will develop advanced audio production proficiency; develop an “ear” for aesthetically pleasing production, and gain a good working knowledge of long format radio. Prerequisite: MEDA 302. *Three semester hours.*

MEDA 340.TELEVISION NEWS REPORTING

Introduction to television production techniques including the writing, videography and video editing. The emphasis is on learning the legal, theoretical and practical requirements of producing television news. Prerequisites: MEDA 101 and JOUR 201 or instructor’s permission. *Three semester hours.*

MEDA 341.INTRODUCTION TO PUBLIC RELATIONS

This class examines the history, principles and practice of public relations. It also acquaints students with the tools, techniques and strategies of the profession. Prerequisite: MEDA 101. *Three semester hours.*

MEDA 342.PR COMMUNICATIONS

This class is designed to develop the professional-level communication skills expected of public relations practitioners. Students will learn fundamental concepts of public relations communications and will create products including PR plans, speeches, press releases, fact sheets, newsletters, brochures, webpages and media kits. Presentation skills will also be emphasized. Prerequisites: SPCH 101 and MEDA 341. *Three semester hours.*

MEDA 343.PR CASES AND CAMPAIGNS

Students will develop an understanding of theoretical and applied principles of public relation campaigns and programs by examining successful and unsuccessful PR cases. They will use this knowledge to create a comprehensive public relations campaign. Prerequisite: MEDA 341. *Three semester hours.*

MEDA 345.ADVERTISING STRATEGIES AND DESIGN

This course will concentrate on brand identity and targeted advertising across multiple media outlets. Students will explore the fundamental principles of branding, placement, and digital solutions. Students will learn how to strategically utilize each medium into a singular campaign that will be presented at the end of the course.

Prerequisite: MEDA 204 or MEDA 341. *Three semester hours.*

MEDA 350.WEB DISTRIBUTION

This class will explore and develop fundamental website design principles and protocols for creative content distribution. Students will critically examine historic distribution models and the advent of online distribution. Students will evaluate various sites to design their own. Prerequisite: MEDA 204 or JOUR 303. *Three semester hours.*

MEDA 351.SOCIAL MEDIA

This course will examine today’s evolving world of social media and how to target and attract communities and create awareness. Students will explore search engine optimization, social media research, consumer behavior, strategic planning, and social media campaigns on social platforms like Facebook, Twitter, Foursquare, LinkedIn and Google+. Prerequisite: MEDA 101. *Three semester hours.*

MEDA 360.WRITING FOR MULTIPLE MEDIA

This course explores the principles and practices of writing across the media, with a focus on the elements of good journalism. Students will complete assignments on gathering, writing and presentation of news and information suitable for publication in multiple media. Students will also analyze various multimedia products. Prerequisite: JOUR 201 or permission of instructor. *Three semester hours.*

MEDA 370.DOCUMENTARY FILMS

This course traces the evolution of documentary filmmaking from the early 20th century to present day. The class will discuss the variety of styles that are used making documentaries. Prerequisites: ENGL 102 with a “C” or better. (General Education – Humanities and Fine Arts) *Three semester hours.*

MEDA 371.INTERNATIONAL FILMS

This course introduces students to select international films and directors. This course examines the cultural, historical, and cinematic influences of these directors and films. Prerequisite: ENGL 102 with a “C” or better. (General Education – Global Issues and Cultures and Humanities and Fine Arts) *Three semester hours.*

MEDA 372.GREAT FILM DIRECTORS

This course highlights and examines in detail the careers of the most renowned directors in film history. Students will learn about and discuss the different styles and approaches by these directors. Prerequisite: ENGL 102 with a “C” or better. (General Education – Humanities and Fine Arts) *Three semester hours.*

MEDA 380.SPECIAL TOPICS IN GLOBAL MEDIA

This course will examine special topics related to global media or global media issues. Course topics will change from year to year. Special topics and requirements will be announced in advance and this course may be repeated for additional credit as the topic changes. Prerequisite ENGL 102. Junior/senior status recommended. (General Education – Global Issues and Cultures and Humanities and Fine Arts) *Three semester hours.*

MEDA 410.ADVANCED DIGITAL VIDEO PRODUCTION

This course gives students hands-on experience with applying techniques of television and video production. Students work in groups as production teams to produce short films and informational videos. Prerequisites: MEDA 340 or MEDA 310 or instructor’s permission. *Three semester hours.*

MEDA 421.SEMINAR IN MEDIA LAW AND ETHICS

Study of the history of mass communication law as well as a focus on contemporary legal and ethical issues. A research paper is required. Prerequisite: MEDA 101. *Three semester hours.*

MEDA 450.ADVANCED TELEVISION PRODUCTION

The emphasis is on the techniques of live studio news production. Students study the process of producing and directing studio camera operations and television news writing. Prerequisites: MEDA 310. *Three semester hours.*

MEDA 460.MEDIA CONVERGENCE

An introduction to the tools and practices of the converging media environment. The course places emphasis on understanding content differences between media and on developing multi-media skills needs to move across a variety of media platforms. Prerequisites: JOUR 201, MEDA 302 and MEDA 340 or permission of instructor. *Three semester hours.*

MEDA 490.INTERNSHIP IN MEDIA SERVICES

Internship is designed to give the student a practical work experience under the supervision of a professional. A student will work through an approved agency, business, or academic environment under the supervision of one of its professional employees and designated professor. Suitable positions determine availability of internships. Prerequisites: Junior or senior standing or permission of instructor. *One to six semester hours.*

MILITARY SCIENCE AND LEADERSHIP**MSL 101.LEADERSHIP PERSONNEL DEVELOPMENT**

Cadets are introduced to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. No military obligation incurred. Cadets must attend ROTC Physical Fitness Training three days a week for 1 hr. (2 hrs. lecture, 3 hrs. lab, weekly.) *Two semester hours.*

MSL 101L, 102L.BASIC LEADERSHIP LABORATORY I

ROTC laboratories bring together all elements of classroom instruction into field training, focusing on basic knowledge and comprehension of the Army leadership dimensions. Laboratories are designed to introduce the freshman cadet to drill and ceremony, marksmanship, land navigation, first aid, small unit tactics, obstacle course training, and water survival. This course is required for contracted cadets. (No military obligation incurred for non-contracted students.) Co-requisite: MSL 101 or MSL 102. (3 hrs. lab weekly held off campus.) *One semester hour.*

MSL 102.FOUNDATIONS OF AGILE AND ADAPTIVE LEADERSHIP

This course introduces Cadets to the personal challenges and competencies critical for effective leadership, such as the personal development of life skills such as critical thinking, time management, goal setting, and

communication. Cadets learn the basics of the communications process and the importance for leaders to develop skills to effectively communicate in the Army. Cadets apply their knowledge and understanding in a lab, a field setting held off campus during weekly practical exercises. Cadets will begin learning the basics of squad level tactics that will be reinforced during labs facilitated by MSL III Cadets and supervised by Cadre. (2 hrs. classroom, 3 hrs. lab, weekly) Prerequisite: MSL 101. *Three semester hours.*

MSL 201.INNOVATIVE TEAM LEADERSHIP

This course explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework (trait and behavior theories). Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. No military obligation incurred. Cadets must attend ROTC Physical Fitness Training three days a week for 1 hr. (2 hrs. lecture, 3 hrs. lab, weekly.) *Two semester hours.*

MSL 201L, 202L.BASIC LEADERSHIP LABORATORY II

This laboratory class continues to build on skills learned in Basic Leadership Laboratory I by bringing together all elements of classroom instruction into field training focusing on basic knowledge and comprehension of the Army leadership dimensions. Laboratories are designed to reinforce the sophomore cadet's introduction to drill and ceremony, marksmanship, land navigation, first aid, small unit tactics, obstacle course training, and water survival. Required for contracted cadets. (No military obligation incurred to non-contracted students.) Co-requisite: MSL 202 or 202. (3 hrs. laboratory weekly.) *One semester hour.*

MSL 202.ARMY DOCTRINE AND TEAM DEVELOPMENT

This course focuses on Army doctrine and team development so that students can begin to understand and demonstrate competencies related to Army doctrine. Army Values, Teamwork, and Warrior Ethos, and their relationship to the Law of Land Warfare and philosophy of military service are also stressed. The ability to lead and follow is covered through Team Building exercises at the squad level. Students must apply their knowledge outside the classroom in a hands-on performance-oriented environment during weekly labs held off campus that are facilitated by MSL III Cadets and supervised by Cadre. (2 hrs. classroom, 3 hrs. lab, weekly). Prerequisite: MSL 201. *Three semester hours.*

MSL 301.TRAINING MANAGEMENT AND THE WARFIGHTING FUNCTIONS

This course provides advanced instruction where Cadets will study, practice, and apply the fundamentals of Army Leadership, Officership, Army Values and Ethics, Personal Development, and small unit tactics at the platoon level. At the conclusion of this course, Cadets will be capable of planning, coordinating, navigating, motivating, and leading a squad and platoon in the execution of a mission during a classroom PE, a Leadership Lab, or during a Field Training Exercise (FTX). Cadets are required to write peer evaluations and receive feedback on abilities as a leader and how to improve leadership skills. Cadets will receive feedback on leader attributes, values, and core leader competencies from the instructor, other ROTC cadre, and MSL IV Cadets who will use the Cadet Officer Evaluation System (COER). Completion of this course helps prepare Cadets for the SROTC Advanced Camp, which Cadets will attend in the summer at Fort Knox, KY. This course includes weekly labs and field training exercises held off campus. (3 hrs. classroom, 3 hrs. lab, weekly). Prerequisite: MSL 202. *Four semester hours.*

MSL 302.APPLIED LEADERSHIP IN SMALL UNIT OPERATIONS

This course focuses on applied leadership in small unit operations. Cadets will study, practice, and apply the fundamentals of direct level leadership and small unit tactics at the platoon level. At the conclusion of this course, Cadets will be capable of planning, coordinating, navigating, motivating, and leading a platoon in the execution of a mission. The course includes weekly labs held off campus using peer facilitation overseen by MSL IVs, supervised by ROTC Cadre. Successful completion of this course will help prepare Cadets for the Cadet Summer Training Advance Camp held in the summer at Fort Knox, KY. (3 hrs. classroom, 3 hrs. lab, weekly). Prerequisite: MSL 301. *Four semester hours.*

MSL 321-322.ARMY PHYSICAL FITNESS

ROTC Physical Fitness Training Laboratories develop, improve, and maintain the high levels of physical strength and stamina required to be successful as an Army officer. Training includes basic nutrition, running for distance, muscular strength and endurance, flexibility, and recreational activities. While participating, Cadets will also plan daily activities and lead training events, focusing on form and duration for maximum training effect. Cadets will be evaluated for proper Army procedure and in their performance, including a monthly Army Physical Fitness Test on push-ups, sit-ups, and the 2-mile run. (3 hrs. laboratory weekly) *One semester hour each.*

MSL 401.THE ARMY OFFICER

This is a senior-level course that focuses upon development of the Army Officer. Cadets develop knowledge, skills, and abilities to plan, resource, and assess training at the small unit level. Cadets learn about Army programs that support counseling subordinates and evaluating performance, values and ethics, career planning, and legal responsibilities. At the conclusion of this course, Cadets will be familiar with how to plan, prepare, execute, and continuously assess the conduct of training at the company or field grade officer level. This course includes a weekly lab held off-campus overseeing MSL III lesson facilitation and supervised by ROTC Cadre. (3 hrs. classroom, 3 hrs. lab, weekly). Prerequisite: MSL 302. *Four semester hours.*

MSL 402.COMPANY GRADE LEADERSHIP

This senior-level course develops knowledge, skills, and abilities required of junior officers pertaining to the Army in Unified Land Operations and Company Grade Officer roles and responsibilities. The Oral Practicum explores how Cadets will be prepared for the 20 Army Warfighting Challenges (AWFC) covered throughout the ROTC Advanced Course. Successful completion of this course will help prepare Cadets for BOLC B course and is a mandatory requirement for commissioning. This course includes a weekly lab held off-campus overseeing MSL III lesson facilitation and supervised by ROTC Cadre. Prerequisite: MSL 401. (3 hrs. classroom, 3 hrs. lab, weekly). Prerequisite: MSL 401. *Four semester hours.*

MSL 490.INTERNSHIP

The student will serve as the ROTC Department Assistant Operations Officer for one of several specified Military Staff Functions: Administration, Staff Operations, Logistics, Civil Military Relations, Physical Fitness, Information Management and Operations, or Recruiting. The student will assist in the development and maintenance of an 18-24 month calendar and will be responsible for assisting in the planning coordination and execution of scheduled activities. The student will plan and coordinate with the Professor of Military Science to determine the location of the internship and schedule necessary conferences throughout the term. The student will prepare and submit a final written report of the internship project. Prerequisite: Permission of the Professor of Military Science. This course may be repeated for additional credits with the permission of the Professor of Military Science. *One to four semester hours.*

MONTESSORI

See pages 346-347.

MUSIC**MUSI 003.STRING ENSEMBLE**

Reading and performance experiences of literature for small ensembles of homogeneous and heterogeneous stringed instruments. Open to all string instrumentalists by invitation or audition. May be repeated for additional credit. *One semester hour.*

MUSI 004.PIANO ENSEMBLE

Reading and performance of accompaniments, chamber music, duets, and literature for multiple keyboards. Open to all students by audition or invitation. May be repeated for additional credit. *One semester hour.*

MUSI 005.GUITAR ENSEMBLE

Reading and performance experiences of guitar ensemble music from all musical periods. Studied works from duets to full guitar ensemble. Open to all students by audition or invitation. May be repeated for additional credit. *One hour credit.*

MUSI 006.BRASS ENSEMBLE

Reading and performance experiences of brass chamber music. Works studied range from duets to full brass ensemble. Open to all students by audition or invitation. May be repeated for additional credit. *One semester hour.*

MUSI 007.PERCUSSION ENSEMBLE

Reading and performance of percussion ensemble music. Open to all students by audition or invitation. May be repeated for additional credit. *One semester hour.*

MUSI 008. WOODWIND ENSEMBLE

Studies original and transcribed chamber music for small ensembles of homogeneous and heterogeneous woodwind instruments. Open to all woodwind instrumentalists by invitation or audition. May be repeated for additional credit. *One semester hour.*

MUSI 009. JAZZ COMBO

Study and performance of jazz repertoire and improvisation. Open to all students by audition or invitation. May be repeated for additional credit. *One semester hour.*

MUSI 017. RECITALS AND CONCERTS

A course to expose music majors to a variety of music literature and performers. Required of music majors each semester enrolled as a full time student. Not to exceed seven semesters. Graded pass/fail. *No credit.*

MUSI 101. INTRODUCTION TO MUSIC

An introductory course in listening, with accompanying discussion of the historical-cultural aspects of the art of music. This course is intended for non-music majors. General Education – Humanities and Fine Arts) *Three semester hours.*

MUSI 111,112. FIRST-YEAR THEORY

A study of the principles of tonal harmony including notation, intervals, key signatures, scales, triads and seventh chords and their inversions, part-writing, non-harmonic tones and rhythm. Analytical and compositional skills are explored. Generally taken in conjunction with MUSI 113-114. Prerequisite: “C” or better in MUSI 111 is a prerequisite for MUSI 112. *Three semester hours each.*

MUSI 113,114. FIRST-YEAR THEORY APPLICATIONS

Applications of the melodic, harmonic, and rhythmic fundamentals of music through sight singing, ear training, keyboard harmonization, and composition. Includes use of computer tutorials. Generally taken in conjunction with MUSI 111-112. Prerequisite: “C” or better in MUSI 113 is a prerequisite for MUSI 114. *One semester hour each.*

MUSI 123. PIANO CLASS I

Introductory course for the study of proper keyboard technique. Piano classes I-IV comprise a sequential course of study of piano materials, methods, and techniques. Non-music majors may enroll on a space available basis. Offered in fall semester. *One semester hour.*

MUSI 124. PIANO CLASS II

See MUSI 123. Prerequisite: MUSI 123 or instructor’s permission. Offered in spring semester. *One semester hour.*

MUSI 125. VOICE CLASS I

Introductory course for the study of proper singing technique. Voice Classes I-IV comprise a sequential course of study of vocal materials, methods, and techniques. Non-music majors may enroll on a space available basis. Offered in fall semester. *One semester hour.*

MUSI 126. VOICE CLASS II

See MUSI 125. Prerequisite: MUSI 125 or instructor’s permission. Offered in spring semester. *One semester hour.*

MUSI 131. STRINGS AND WOODWINDS

Characteristics and techniques peculiar to bowed stringed and woodwind instruments. For music majors. *One semester hour.*

MUSI 132. BRASS AND PERCUSSION

Characteristics and techniques peculiar to brass and percussion instruments. For music majors. *One semester hour.*

MUSI 141. UNIVERSITY SINGERS

Mixed chorus. Studies of choral music of all style periods. Presents campus and area concerts. Open to all students without audition. Required ensemble for voice and keyboard students. May be repeated for additional credit. *One semester hour.*

MUSI 142.OLD MAIN SINGERS

A small vocal ensemble which performs choral literature of diverse musical styles ranging from Renaissance motets to contemporary pop songs as well as standard ballads and Broadway show tunes. Presents short concerts on campus and in the community. Open to all students by audition only. May be repeated for additional credit. *One semester hour.*

MUSI 143.CHAMBER STRINGS

Studies in string orchestral literature of different historical periods. Presents campus performances. Open to students with string/instrumental experience. May be repeated for additional credit. *One semester hour.*

MUSI 144.PEP BAND

Students will study and perform music for basketball band. The course is open to all students by audition or invitation and may be repeated for additional credit. Graded Pass/Fail. *Zero to one semester hour.*

MUSI 145.JAZZ ENSEMBLE

A contemporary music ensemble utilizing the normal big band instrumentation of saxophones, trumpets, trombones, and rhythm section. Presents concerts on campus and in the community. Open to instrumentalists by audition or invitation. May be repeated for additional credit. *One semester hour.*

MUSI 146.INTRODUCTION TO JAZZ IMPROVISATION

Introduction to the language of jazz improvisation including nomenclature, chord progressions, scales, melodic development, transcription, and application to standard jazz repertoire. Prerequisite: Music major/minor or consent of instructor. *Two semester hours.*

MUSI 149.WIND ENSEMBLE

Studies concert band/wind ensemble literature of all historical periods. Presents campus and tour concerts. Open to all students with instrumental experience. Required ensemble for instrumental students. May be repeated for additional credit. *One semester hour.*

MUSI 201.INTRODUCTION TO MUSIC HISTORY

An introduction to the study of western art music with listening and analysis of works from the Middle Ages to contemporary times. Study of the relation of music to the history of western civilization and the other arts. Survey of principal composers' biographies. Discussion of primary genres and forms. (General Education – Humanities and Fine Arts) *Three semester hours.*

Because of similarity of content, MUSI 201 may be taken in place of MUSI 101 by students of other majors. Students should confer with the course instructor if interested. Students must choose either course; it is not possible to earn credit from both courses.

MUSI 211,212.SECOND-YEAR THEORY

A continuation of Music 111-112 with emphasis on non-dominant seventh chords, chromatic harmony, modulation, part-writing, counterpoint, formal analysis, atonal analysis skills, and 20th century styles. Generally taken in conjunction with MUSI 213-214. Prerequisite: "C" or better in MUSI 112 is a prerequisite for MUSI 211; "C" or better in MUSI 211 is a prerequisite for MUSI 212. *Three semester hours each.*

MUSI 213,214.SECOND-YEAR THEORY APPLICATIONS

A continuation of 113-114 with emphasis on harmonic dictation, keyboard harmonization, jazz chords, sequencing, composition, sight singing. Includes use of computer tutorials. Generally taken in conjunction with MUSI 211-212. Prerequisite: "C" or better in MUSI 114 is a prerequisite for MUSI 213; "C" or better in MUSI 213 is a prerequisite for MUSI 214. *One semester hour each.*

MUSI 222.MATERIALS AND METHODS K-8

A study of materials and methods used by the music specialist in the elementary and middle school, including current trends in the inclusion of the techniques of Orff, Kodaly and others into the traditional approaches. Students are introduced to computer assisted technology in the elementary music classroom. Prerequisite: MUSI 112, 114. *Two semester hours.*

MUSI 223.PIANO CLASS III

See MUSI 123. Prerequisite: MUSI 124 or instructor's permission. Offered in fall semester. *One semester hour.*

MUSI 224.PIANO CLASS IV

See MUSI 123. Prerequisite: MUSI 223 or instructor's permission. Offered in spring semester. *One semester hour.*

MUSI 225.VOICE CLASS III

See MUSI 125. Prerequisite: MUSI 126 or instructor's permission. Offered in fall semester. *One semester hour.*

MUSI 226.VOICE CLASS IV

See MUSI 125. Prerequisite: MUSI 225 or instructor's permission. Offered in spring semester. *One semester hour.*

MUSI 302.MUSIC COMPOSITION

Active and interactive study and participation in the creative process of the composition of original musical works. Putting into practice on an aesthetic and intrinsic level those skills and theoretical practices learned in music theory courses. Prerequisite: MUSI 212 and 214 (Second Year Theory) or permission of the instructor. May be taken up to four times with permission of the instructor. *Two semester hours.*

MUSI 303,304.CONDUCTING

Fundamental principles of theoretical and applied aspects of conducting. Applications of principles and techniques to both choral and instrumental ensembles. Applied lab experiences. Prerequisites for MUSI 304 are MUSI 303 and 311. *Four semester hours.*

MUSI 311.ORCHESTRATION

A study of the treatment of instruments of the band and orchestra in regard to range, tone quality and appropriate use of ensembles. Includes practice in arranging and scoring for the school band and orchestra. Prerequisites: MUSI 212, 214. *Two semester hours.*

MUSI 315.METHODS OF TEACHING CHORAL MUSIC

Basic principles of organization and administration of a complete school choral program at both the elementary and secondary level are addressed. Clinical observations in school settings are required. This is a required course for students pursuing music, K-12 teacher certification with a choral emphasis, and for students pursuing music, K-12 teacher certification with a keyboard emphasis. Students are introduced to the use of computer technology for classroom instruction. Prerequisites: MUSI 212, MUSI 214, HUMA 330, and EDUC 203. Offered in fall semester as needed. *Three semester hours.*

MUSI 317.METHODS OF TEACHING INSTRUMENTAL MUSIC

Basic principles of organization and administration of a complete school instrumental program at both the elementary and secondary level are addressed. Clinical observations in school settings are required. This is a required course for students pursuing music, K-12 certification with an instrumental emphasis. Students are introduced to the use of computer technology for classroom instruction. Prerequisites: MUSI 212, MUSI 214, HUMA 330, and EDUC 203. Offered in fall semester as needed. *Three semester hours.*

MUSI 318.METHODS OF TEACHING ORCHESTRAL MUSIC

Basic principles of organization and administration of a complete school orchestral program at both the elementary and secondary level are addressed. Clinical observations in school settings are required. This is a required course for string students pursuing music, K-12 certification with an instrumental emphasis. Students are introduced to the use of computer technology for classroom instruction. Prerequisites: MUSI 212, MUSI 214, HUMA 330, and EDUC 203. *Three semester hours.*

MUSI 322.INTEGRATED ARTS INSTRUCTIONAL STRATEGIES: MUSIC

Elementary education students (grades 2-6) learn to (1) develop a unit of instruction integrating instructional strategies of music and science pedagogy, (2) use music as a primary means of communication as well as (3) use music to make connections with other arts disciplines. Prerequisite: Restricted to Early Childhood, Elementary, and Special Education majors. Co-requisite: Taken concurrently with EDUC 322. *One semester hour.*

MUSI 333.MUSIC OF THE WORLD

A global survey of ethnic music, with special attention to Sub-Saharan Africa, the Far East, island cultures, and the American Indian. The course will utilize recorded examples, leading to discussions on the relationship between music and ritual, sexual restrictions on the use of musical instruments, supernatural powers ascribed to music, and the "contamination" of pure ethnic music by the West (reggae, etc.). Students do *not* need to read

music to take this class, since all examples are recorded. Not offered every semester. Junior/senior status recommended. (General Education – Global Issues and Cultures and Humanities and Fine Arts) **Three semester hours.**

MUSI 342.MUSIC OF ANTIQUITY, MIDDLE AGES, AND RENAISSANCE

A survey of western art music from 800 B.C. to 1600 A.D. Topics include music of ancient Greece and Rome; sacred music from the early Christian period through the Reformation; secular music from early monophony through the madrigal; the rise of instrumental music. Study of current bibliography. Emphasis on listening and analysis. Prerequisite: “C” or better in MUSI 201. **Three semester hours.**

MUSI 343.MUSIC OF THE BAROQUE AND CLASSIC

A survey of western art music from 1600 through the death of Beethoven. Discussion of principal composers, genres, and styles; detailed analysis of representative works. Study of current bibliographic materials. Prerequisite: “C” or better in MUSI 201. **Three semester hours.**

MUSI 344.MUSIC OF THE 19TH AND 20TH CENTURIES

A survey of western art music from the death of Beethoven through the present day. Discussion of principal composers, genres, and styles; detailed analysis of representative works. Emphasis on analysis techniques for contemporary idioms. Study of current bibliographical materials. Prerequisite: “C” or better in MUSI 201. **Three semester hours.**

MUSI 371.TOPICS IN MUSIC

These special courses in music are to be announced by the department and will include subjects not offered as a part of the existing music curriculum. These courses are not sequential. **One to three semester hours.**

MUSI 380.OPERA WORKSHOP

Preparation and presentation of operatic scenes from the standard repertoire. Some musical comedy. Day and/or evening rehearsals to be arranged. Prerequisites: Enrollment in Applied Voice and instructor’s permission. Offered when needed. May be repeated for additional credit. **One semester hour.**

MUSI 389.PERFORMANCE PROJECT

Performance to be scheduled during the last semester of applied study. Repertoire to include representative styles and genres of the junior and senior levels. Required of all students pursuing Music, K-12 Teacher Certification degree. Graded pass/fail. **No credit.**

MUSI 390.RECITAL

A full-length solo or chamber recital to be graded by a committee of the music faculty. In consultation with the applied teacher, the student will select repertory, schedule facilities, plan rehearsals, and develop publicity. May only be taken when the student is enrolled for applied music study. May be repeated for additional credit. Prerequisites: Instructor’s permission and 4 semesters study in the applied field of the recital. Offered when needed. **One semester hour.**

MUSI 401.FORM AND ANALYSIS

The capstone theory course, incorporating concepts of sound, harmony, rhythm, melody, and texture, to identify structural phenomena and structural function of musical units. Includes aural and visual analysis of sonata-allegro, variation, imitative forms, rondo, and composite/atypical forms. Prerequisites: “C” or better in both MUSI 212 and 214. **Two semester hours.**

MUSI 490.MUSIC INTERNSHIP

Designed to give the student practical work experience under the supervision of a professional. A student will work through an approved agency, in a business setting, or in an academic environment under the supervision of one of its professional employees and a designated professor. Suitable positions determine availability of internships. **One to nine semester hours.**

MUSI 499.MUSIC ISSUES

A capstone professional practices course in music. Taught as seminars and workshops. Topics include music ethics, graduate schools, job connections, portfolio preparation, resumes, interviewing, and exit assessment evaluations. Prerequisite: To be taken in second semester of junior or senior year. Offered in spring semester of every year. **One semester hour.**

APPLIED MUSIC

The following course numbers are reserved for music majors in the *emphasis* area. Each course meets *one hour* per week and carries one hour of credit. The first digit of the course number identifies the level of the course: MUSK, MUSN, MUSV 150, 151, 250, 251, 350, 351, 450, and 451.

The following course numbers represent private lessons for **music majors** in the *non-emphasis* area. Each course meets *one-half hour* per week and carries one hour of credit. The first digit of the course number identifies the level of the course: MUSK, MUSN, MUSV 154, 155, 254, 255, 354, 355, 454, and 455.

The following course numbers represent private lessons for **music minors** in the *emphasis* area. Each course meets *one-half hour* per week and carries one hour of credit. The first digit of the course number identifies the level of the course: MUSK, MUSN, MUSV 152, 153, 252, 253, 352, 353, 452, and 453.

An applied music fee is charged for each semester of private study. Students studying applied music during the summer will pay \$100 plus normal tuition for ten lessons. See page 35.

Applied subjects offered:

Bassoon	French Horn	Percussion	Trombone
Baritone Horn	Guitar, Bass Guitar	Piano	Trumpet
Clarinet	Oboe	Saxophone	Tuba
Euphonium	Organ	Strings	Voice
Flute			

NURSING

NURN 203.STRATEGIES FOR WELLNESS

This course provides a survey of holistic approaches to retain personal wellness. Emphasis is placed on the identification and modification of health risk factors and the development of a plan for personal wellness. This course includes an activity component for implementation of a personal wellness plan. Prerequisite: Registration limited to students enrolled in online degree programs or permission of instructor. **Three semester hours** (3,0).

NURN 290.SPECIAL PROJECTS IN NURSING

This course provides opportunity to pursue a special area of interest in nursing on a self-directed basis under faculty supervision. Prior to registration, the learner and faculty will develop specific objectives and activities for the project. Pre- or co-requisite: NURN 307 or permission of instructor. **One to three semester hours** (1-3,0).

NURN 291.COMPLEMENTARY AND ALTERNATIVE PRACTICES IN NURSING

This course will enable students to identify common complementary and alternative treatments under each of the four major domains identified by the National Center for Complementary and Alternative Medicine, describe the equipment needed, the primary therapeutic use, the complications and contraindications identified, and the implications for nursing practice for the most commonly used complementary and alternative health practices. The student will also be able to discriminate between practices with respect to scientific validation of clinical effects and define terms used in complementary and alternative health. Prerequisite: Permission of the instructor. **One semester hour** (1,0).

NURN 292.HOLISTIC END OF LIFE CARE ACROSS THE LIFESPAN

This course provides an introduction to the key concepts, social science theories and research relevant to death and dying issues and palliative care. Students will study the processes related to grief and mourning in the perspective of clients throughout the lifespan and across different cultures using the Neuman Systems Model to promote health. The course will also focus on the needs of the dying patient and critical end-of-life care that nurses will be faced with in their practice. Prerequisite: Permission of instructor. **Three semester hours** (3,0).

NURN 303.NURSING RESEARCH

In this course, students are introduced to becoming a consumer of research. Emphasis is placed on reading, analyzing, and evaluating research articles. Clinical problems are identified and evaluated as to whether clinical practice protocols are research-based. This course builds on the learner's previous experiences with problem solving and focuses on incorporating nursing research into nursing practice. Pre-or Co-requisite: NURN 307 or permission of instructor. Prerequisites: MATH 211. **Three semester hours** (3,0).

NURN 304.PATHOPHYSIOLOGIC BASES OF NURSING PRACTICE FOR REGISTERED NURSES

This course will examine the pathophysiology of selected disease processes across the human lifespan, including circulatory, metabolic, immune, and endocrine disturbances, degenerative processes, genetic disorders, the inflammatory process, and neoplasia. This course builds on the learner's knowledge of biochemistry, human anatomy and physiology, microbiology, human development, and clinical nursing practice. Pathophysiologic changes at the cellular, tissue, organ, system, and multi-system levels will also be examined. This course includes diagnostic testing and physical assessment specific to the disease processes studied. This course will incorporate implications for health and nursing strategies. Prerequisites: "C" or better in BIOL 203. *Three semester hours* (3,0).

NURN 307.PROFESSIONAL TRANSITION FOR REGISTERED NURSES

This course provides a bridge to the baccalaureate curriculum. The course integrates the Neuman Systems Model concepts into nursing process to focus on the retention, attainment, and maintenance of optimal wellness for individuals, families and groups across the life span. Prerequisite: Registered Nurse licensure and admission to RN to BSN Completion Program. *Four semester hours* (4,0).

NURN 310.CURRENT PERSPECTIVES IN WORLD HEALTH

This course provides students the opportunity to explore various health topics for diverse populations, e.g. disaster, environmental issues, changing family structures, drugs and violence, sanitation, communicable diseases, immunizations, malnutrition, etc. It is recommended that this course be taken by Junior or Senior students. (General Education - Global Issues and Cultures and General Education Electives) *Three semester hours* (3,0)

NURN 340.ENHANCED PHYSICAL ASSESSMENT FOR RNS

This course includes nursing theory and practice in the physical assessment of the well individual. The course emphasizes the physiological and includes psychological, sociocultural, spiritual, and developmental variables included in the Neuman Systems Model. The course provides the opportunity for Registered Nurses to expand their skills in obtaining a health history and to enhance physical assessment skills utilized in a physical examination. Prerequisites or co-requisites: NURN 307, NURN 304, or permission of the instructor. *Three semester hours* (2,1).

NURN 370.ADVANCED TOPICS IN NURSING

This course provides a mechanism for in-depth study of a special area of interest in nursing. Prior to registration, the learner may select specific elective options offered by the School of Nursing. Themes reflect diverse topics and may change each semester. This course may be repeated for additional credit as topics change. Prerequisite: "B" or better in NURN 307. *One to three semester hours* (1-3,0).

NURN 371.INTERNATIONAL SERVICE LEARNING.

This course provides interprofessional perspectives and practice based on the Neuman Systems Model in the context of an intensive directed service-learning opportunity in a medical mission setting in foreign countries. Preparatory assignments will be given in advance of the trip and participation in scholarly activities (e.g. presentations, publications) will be required after the conclusion of the trip. Additional fees are charged for costs beyond tuition. Prerequisite: Permission of the Instructor. *Three semester hours* (3,0).

NURN 372.HEALTHCARE GENOMICS

This course provides a mechanism for in-depth study of the special area of genomics and the implications for health care professionals. The course includes applications of evolving genomic technology and services. Ethical, legal, and social implications of genomic technological advances are also addressed in this course. Prerequisites: Permission of instructor. *Three semester hours* (3,0).

NURN 373.SPIRITUALITY IN NURSING

This course incorporates nursing theory and evidence-based practice to address the spiritual dimension of clients using the nursing process and the Neuman Systems Model. This course focuses on the client variable of spirituality as described by the Neuman Systems Model, including its assessment and the planning and implementation of spiritual care practices in nursing. Students will explore the concept of spirituality, including their own spirituality as it relates to nursing practice and the difference in religiosity and spirituality. Prerequisite: Grade of "B" or better in NURN 307 or permission of instructor. *Three semester hours* (3,0).

NURN 412.NURSING LEADERSHIP AND MANAGEMENT

In this course, the student will synthesize nursing theory and practice while using the nursing process to plan and coordinate care focusing on agencies as clients. Synthesizing nursing, leadership, and management theories, the

student will learn to effect change in the health care delivery system. The student will incorporate decision-making experiences in multidisciplinary groups. Prerequisite: "B" or better in NURN 307. Co-requisite: NURN 304, NURN 303, or NURN 499. *Two semester hours* (2,0).

NURN 417.COMMUNITY NURSING

This course incorporates nursing theory and practice utilizing the nursing process and the Neuman Systems Model to promote health for individuals, families, and groups in the community and for the community as a client. Epidemiology, biostatistics, and public health concepts are incorporated into the course. Prerequisite "B" or better in NURN 307. Co-requisites: NURN 307 or NURN 340. *Five semester hours* (3,2).

NURN 480.NURSING HONORS SYNTHESIS.

This course involves the development and completion of an Honors Synthesis Project. The project focuses on scholarship within the discipline of nursing through discovery (research), practice (application), teaching, or integration. The project will be submitted for professional presentation and/or publication. The course is restricted to students enrolled in the RN BSN Option. Prerequisites: Timely submission of Nursing Honors application, and approval of Nursing Faculty and the Dean of the School of Nursing. *Three semester hours* (3,0).

NURN 499.PROFESSIONAL DEVELOPMENT IN NURSING

This course is an examination of nursing's present dynamics and future directions with emphasis on professional development, career structuring, and advanced preparation in nursing. The course incorporates legal and ethical codes of professional nursing practice as well as current issues in nursing, health and the health care delivery system through the investigation and critical analysis of information from various sources. Topics may vary depending on current issues. This course is taken in the final year of nursing coursework. Prerequisites: Grade of "B" or better in NURN 307. Co-requisites: NURN 412 or NURN 303. *Two semester hours* (2,0).

NURS 165.HISTORY AND TRENDS IN NURSING.

This course provides an orientation to nursing and to the conceptual bases of nursing, health and nursing education. The topics include history of nursing, nursing as a scientific field of study and as a profession, nursing education, nursing roles and settings, legal and ethical influences, and professional abbreviations and terminology. The concepts of the Neuman Systems Model are introduced. Prerequisite: admission to the nursing major. *Two semester hours* (2,0).

NURS 203.STRATEGIES FOR WELLNESS

This course provides a survey of holistic approaches to retain personal wellness. This course emphasizes the identification and modification of health risk factors and the development of a plan for personal wellness. *Two semester hours* (2,0).

NURS 232.PHARMACOLOGY BASICS

This course introduces the basic concepts of pharmacology, including pharmacodynamics (legal, ethical, and cultural considerations), and lifespan considerations. This course provides the mathematical operations needed to calculate medication dosages. Introduction to medication administration will be also be taught along with opportunities for clinical practice. Prerequisite: admission to the nursing major. *Two semester hours* (1,1).

NURS 233.PHARMACOLOGY

This course provides an overview of the categories of pharmacological agents used in primary, secondary, and tertiary prevention to promote optimal wellness for clients whose resistance or natural defenses are at risk or have been compromised. Prerequisites: "C" or better in NURS 165, NURS 232, and NURS 235. *Three semester hours* (3,0).

NURS 235.LIFESPAN WELLNESS NURSING

This course focuses on nursing theory and practice to promote and retain wellness for persons across the life-span based on the Neuman Systems Model concepts. The course integrates human development, normal nutrition, teaching-learning concepts, health promotion, and early detection of disease. Prerequisite: admission to nursing major. *Three semester hours* (3,0).

NURS.240.PHYSICAL ASSESSMENT

This course focuses on nursing theory and practice in the physical assessment of the well individual. It emphasizes the physiologic variable and incorporates the psychological, sociocultural, spiritual, and developmental variables included in the Neuman Systems Model. Interviewing skills in obtaining a health history

and physical assessment skills utilized in a physical examination are addressed. Prerequisites: "C" or better in NURS 165, NURS 232, and NURS 235. **Three semester hours** (2,1).

NURS 242.STRATEGIES AND TECHNIQUES FOR NURSING CARE

This course focuses on nursing theory and practice to develop basic nursing strategies in assessment of health problems, diagnosis, nutrition, medication administration, and basic nursing interventions. The emphasis of the course is on nursing care skills essential to promote comfort and meet treatment needs, with opportunity for experiential learning. Prerequisites are: "C" or better in NURS 165, NURS 232, and NURS 235. **Five semester hours** (3,2).

NURS 290.SPECIAL PROJECTS IN NURSING

This course provides opportunity to pursue a special area of interest in nursing on a self-directed basis under faculty supervision. Prior to registration the learner and faculty will develop specific objectives and activities for the project. Topics may change each semester. Prerequisite: second semester sophomore nursing status. **One to three semester hours** (1-3,0).

NURS 291.COMPLEMENTARY AND ALTERNATIVE PRACTICES IN NURSING

This course is an introduction to Complementary and Alternative Medicine Therapies (CAM). Major therapies identified by the National Center for Complementary and Integrative Health (NCCIH) are explored including the evidence to support their use, safety and contraindications for use, and training of CAM practitioners. Special attention is given to therapies most commonly integrated into holistic nursing practice and evidence-based decision-making regarding CAM use and its integration into health care and health promotion. **Three semester hours**. (3,0).

NURS 292.HOLISTIC END OF LIFE CARE ACROSS THE LIFESPAN

This course provides an introduction to the key concepts, social science theories and research relevant to death and dying issues and palliative care. Students will study the processes related to grief and mourning in the perspective of clients throughout the lifespan and across different cultures using the Neuman Systems Model to promote health. The course will also focus on the needs of the dying patient and critical end-of-life care that nurses will be faced with in their practice. Prerequisites: "C" or better in NURS 235. **Three semester hours** (3,0).

NURS 293.NURSING LEADERSHIP

This course utilizes discussion and advanced study on selected topics not covered in general courses. This is a hybrid-online course providing students an opportunity to earn academic credit for active pre-professional involvement in the local, state, and/or national levels of the National Student Nurses' Association. Students will develop individual learning contracts based on their specific roles and functions in the organization, which will enhance their critical thinking, communication, and leadership skills. Prerequisite: "C" or better in NURS 235. **One semester hour** (1,0).

NURS 303.NURSING RESEARCH

In this course, students are introduced to becoming a consumer of research. Emphasis is placed on reading, analyzing, and evaluating research articles. Clinical problems are identified and evaluated as to whether clinical practice protocols are research-based. This course builds on the learner's previous experiences with problem solving and focuses on incorporating nursing research into nursing practice. Prerequisites: "C" or better in NURS 232, NURS 233, NURS 240, NURS 242, and MATH 211, or permission of instructor. **Three semester hours** (3,0).

NURS 304.PATHOPHYSIOLOGIC BASES OF NURSING PRACTICE

This course will examine the pathophysiology of selected disease processes across the human lifespan, including circulatory, metabolic, immune, and endocrine disturbances, degenerative processes, genetic disorders, the inflammatory process, and neoplasia. This course builds on the learner's knowledge of biochemistry, human anatomy and physiology, microbiology, human development, and clinical nursing practice. Pathophysiologic changes at the cellular, tissue, organ, system, and multi-system levels will also be examined. This course includes diagnostic testing and physical assessment specific to the disease processes studied. This course will incorporate implications for health and nursing strategies. Prerequisites: Admission to the Nursing Major or permission of instructor. **Three semester hours** (3,0).

NURS 310.CURRENT PERSPECTIVES IN WORLD HEALTH

This course provides students the opportunity to explore various health topics for diverse populations, e.g. disaster, environmental issues, changing family structures, drugs and violence, sanitation, communicable diseases,

immunizations, malnutrition, etc. It is recommended that this course be taken by Junior or Senior students. (General Education - Global Issues and Cultures and General Education Electives) **Three semester hours** (3,0).

NURS 345.MEDICAL-SURGICAL NURSING I

This course focuses on nursing theory and practice using the nursing process and the Neuman Systems Model to promote health attainment and maintenance following penetration of lines of resistance. Focus is placed on adult and older clients who are experiencing medical and surgical stressors. Topics include adult development and illness, perioperative nursing, and care of adults experiencing problems of selected body systems. Prerequisites: “C” or better in NURS 304, NURS 232, NURS 233, NURS 240, NURS 242, and BIOL 204. **Five semester hours** (3,2).

NURS 346.MEDICAL-SURGICAL NURSING II

This course focuses on nursing theory and practice using the nursing process and the Neuman Systems Model to promote health attainment and maintenance following penetration of lines of resistance. Focus is placed on adult and older clients who are experiencing medical and surgical stressors. Topics include adult development and illness, perioperative nursing, and care of adults experiencing problems of selected body systems. Prerequisites: “C” or better in NURS 345, NURS 393, and NURS 303. **Five semester hours** (3,2).

NURS 370.ADVANCED TOPICS IN NURSING

This course provides a mechanism for in-depth study of a special area of interest in nursing. Prior to registration, the learner may select specific elective options offered by the School of Nursing. Themes reflect diverse topics and may change each semester. This course may be repeated for additional credit as topics change. Prerequisite: Permission of instructor. **One to three semester hours** (1-3,0).

NURS 371.INTERNATIONAL SERVICE LEARNING

This course provides interprofessional perspectives and practice based on the Neuman Systems Model in the context of an intensive directed service-learning opportunity in a medical mission setting in foreign countries. Preparatory assignments will be given in advance of the trip and participation in scholarly activities (e.g. presentations, publications) will be required after the conclusion of the trip. Additional fees are charged for costs beyond tuition. Prerequisite: Permission of the instructor. **Three semester hours** (3,0).

NURS 372.HEALTHCARE GENOMICS

This course provides a mechanism for in-depth study of the special area of genomics and the implications for health care professionals. The course will include applications of evolving genomic technology and services. Ethical, legal, and social implications of genomic technological advances will also be addressed in this course. Prerequisites: Grade of “C” or better in NURS 345 or permission of instructor. **Three semester hours** (3,0).

NURS 373.SPIRITUALITY IN NURSING

This course incorporates nursing theory and evidence-based practice to address the spiritual dimension of clients using the nursing process and the Neuman Systems Model. This course focuses on the client variable of spirituality as described by the Neuman Systems Model, including its assessment and the planning and implementation of spiritual care practices in nursing. Students will explore the concept of spirituality, including their own spirituality as it relates to nursing practice and the difference in religiosity and spirituality. Prerequisite: Grade of “C” or better in NURS 345 or permission of instructor. **Three semester hours** (3,0).

NURS 392.CHILDBEARING FAMILY AND WOMEN’S HEALTH

This course focuses on nursing theory and practice using the nursing process and the Neuman Systems Model to provide primary, secondary, and tertiary interventions to females throughout the life span, with an emphasis on the childbearing family system. This course incorporates the holistic approach of physiological, psychological, developmental, spiritual, and sociocultural variables. Prerequisites: “C” or better in NURS 345, NURS 393, and NURS 303. **Four semester hours** (3,1).

NURS 393.MENTAL HEALTH NURSING

This course focuses on nursing theory and practice using physiological, psychological, sociocultural, spiritual, and developmental theories to formulate interventions to attain and maintain optimal mental wellness across the lifespan. Nursing strategies are designed to strengthen client defensive and resistive abilities using the nursing process. Secondary and tertiary care is provided to clients with disorders of affect, cognition, personality, and anxiety in various settings. Prerequisites: “C” or better in NURS 232, NURS 233, NURS 240, NURS 242, BIOL 204, NURS 304, and MATH 211. **Four semester hours** (3,1).

NURS 408.CRITICAL CARE NURSING

This course focuses on nursing theory and practice based on the nursing process and the Neuman Systems Model with emphasis on secondary and tertiary prevention/intervention. The course focuses on acute and chronic multi-system stressors and critical care interventions for clients across the life span. Prerequisites: "C" or better in NURS 346 and NURS 392. *Four semester hours* (2,2).

NURS 409.PEDIATRIC NURSING

This course focuses on nursing theory and practice using the nursing process and the Neuman Systems Model in care of clients from infancy through adolescence. This course also focuses on family-centered, developmentally supportive care for clients in various settings by incorporating primary, secondary, and/or tertiary nursing interventions. Prerequisites: "C" or better in NURS 346 and NURS 392. *Four semester hours* (3,1).

NURS 412.NURSING LEADERSHIP AND MANAGEMENT

In this course, the student will synthesize nursing theory and practice while using the nursing process to plan and coordinate care focusing on agencies as clients. Synthesizing nursing, leadership, and management theories, the student will learn to effect change in the health care delivery system. The student will incorporate decision-making experiences in multidisciplinary groups. This course will be taken in final semester of student's program. Prerequisites: "C" or better in NURS 408 and NURS 409. *Four semester hours* (2,2).

NURS 415.EPIDEMIOLOGY AND BIOSTATISTICS

This course introduces and applies the principles of epidemiology and study design needed to support population-based and community-health assessment and evaluation. Basic and more advanced methods are covered as appropriate, with applications to public health and community contexts, and integration with biostatistics. *Three semester hours*.

NURS 417.COMMUNITY NURSING

This course incorporates nursing theory and practice utilizing the nursing process and the Neuman Systems Model to promote health for individuals, families, and groups in the community and for the community as a client. Epidemiology, biostatistics, and public health concepts are incorporated into the course. Prerequisites: "C" or better in NURS 408 and NURS 409. *Five semester hours* (3,2).

NURS 425.HEALTH PROMOTION PROGRAM PLANNING

This course provides instruction in the development, delivery, and evaluation of health programs to targeted populations. The course focuses on proposal writing, workshop planning and special programing for target groups, communities, and populations. Students will also learn how to present their program proposals in both written and oral formats. *Three semester hours*.

NURS 435.HEALTH PROMOTION MEASUREMENT AND EVALUATION

This course will examine methods, techniques, and resources used in advocacy for and implementation of health promotion and wellness programs. Students will also learn to critically assess the adequacy of evaluations and how to plan and pilot test an evaluation. *Three semester hours*.

NURS 460.CLINICAL PROBLEM SOLVING

This course provides enhancement of critical thinking skills to solve clinical problems in simulated client case situations. The course synthesizes application of nursing process, interdisciplinary collaboration, and the Neuman Systems Model for clients with complex, multidimensional stressors. This course is taken in the final semester of student's program. Prerequisites: "C" or better in NURS 408, NURS 409, and NURS 499. *Two semester hours* (2,0).

NURS 480.NURSING HONORS SYNTHESIS

This course involves development and completion of an Honors Synthesis Project. The project focuses on scholarship within the discipline of nursing through discovery (research), practice (application), teaching, or integration. The project will be submitted for professional presentation and/or publication. Prerequisites: Second semester senior status, timely submission of Nursing Honors application, and approval of Nursing Faculty and the Dean of the School of Nursing. *Three semester hours* (3,0).

NURS 499.PROFESSIONAL DEVELOPMENT IN NURSING

This course is an examination of nursing's present dynamics and future directions with emphasis on professional development, career structuring, and advanced preparation in nursing. The course incorporates legal and ethical codes of professional nursing practice as well as current issues in nursing, health and the health care delivery

system through the investigation and critical analysis of information from various sources. Topics may vary depending on current issues. Prerequisites: Grade of “C” or better in NURS 346 and NURS 392. This course is taken in final year of nursing coursework. *Two semester hours* (2,0).

PHILOSOPHY

PHIL 102.INTRODUCTION TO PHILOSOPHICAL INQUIRY

Introduction to major problems in philosophy through texts ranging from classical to contemporary. By thinking through questions such as, “What can I know?”, “Do I have free will?” and “What is the meaning of life?” students gain basic familiarity with philosophy’s methods of inquiry, analysis, and criticism. (General Education – Humanities and Fine Arts) *Three semester hours*.

PHIL 103.INTRODUCTION TO LOGIC

A course focusing on logic, reasoning, and argumentation. Emphasis is given to the identification, analysis, and evaluation of arguments. Formal and informal methods of deduction and induction are learned, as well as fallacies of reasoning to be avoided in constructing logically sound arguments. (General Education – Humanities and Fine Arts) *Three semester hours*.

PHIL 205.CONTEMPORARY MORAL DILEMMAS

This course is a critical survey of contemporary moral dilemmas with an applied focus on what values are, and how they differ from facts; how moral regard is shaped and maintained; how virtues differ from obligations; and how better ethical choices might be made through the exercise of due consideration and the application of habituated, moral judgment to particular cases. Topics are current and variable. Scholarly sources will be drawn from both secular and religious orientations. (General Education - Behavioral and Social Perspectives). *Three semester hours*.

PHIL 302.ETHICS

Philosophical study of morality, including analysis of basic concepts related to ethical conduct and character. Students learn theories such as virtue ethics, natural law, deontology, and utilitarianism, applying these theories to ethical problems. (General Education – Humanities and Fine Arts) *Three semester hours*.

PHIL 305.PHILOSOPHY OF RELIGION

Philosophical examination of various aspects of religion, including topics such as the nature of religion, the existence of God, the rationality of religious belief, the problem of evil, and the varieties of religious experience. Western and Nonwestern perspectives will be considered. (General Education - Humanities and Fine Arts and Global Issues and Cultures) *Three semester hours*.

PHIL 309.PHILOSOPHY OF MIND

Philosophical examination of the nature of mentality, including topics such as the relationship between mind and body, the nature of consciousness, personal identity, free will, animal minds, and artificial intelligence. (General Education – Humanities and Fine Arts) *Three semester hours*.

PHIL 312.ASIAN PHILOSOPHY

Philosophical writings drawn from Asian philosophical traditions, including Indian, Chinese, Japanese, and other Asian traditions. Texts may range from classical to contemporary, representing Hindu, Buddhist, Daoist, Confucian, and other philosophies. (General Education – Humanities and Fine Arts and Global Issues and Cultures) *Three semester hours*.

PHIL 315.EXISTENTIALISM

Philosophies of the Existentialist movement, studied through the works of thinkers such as Kierkegaard, Heidegger, Nietzsche, Sartre, de Beauvoir, and Camus. Attention may be given to Existentialist themes in other forms of media, such as literature, drama, and film. (General Education – Humanities and Fine Arts) *Three semester hours*.

PHIL 325.BIOETHICS

This important area of applied ethical study involves critical reflection upon issues arising out of the clinical setting that involve questions having to do with patient autonomy, informed consent, medical scarcity, the determination of medical futility, and end-of-life decision-making (i.e., palliative care), from both a domestic as well as international point of view. (General Education - Global Issues and Cultures and General Education Electives) *Three semester hours*.

PHIL 341.TOPICS IN PHILOSOPHY

In-depth study of a selected philosopher, philosophical movement, or subfield in philosophy. Topics may vary and may be repeated under different descriptions. Current topics and course descriptions available on the departmental webpage. (General Education – Humanities and Fine Arts) *Three semester hours.*

PHYSICAL EDUCATION and EXERCISE SCIENCE

The following courses are required of all physical education majors and exercise science majors:

- 1 (100-level) PEES 144
- 2 (100-level) Sport/Fitness

One of the above 100-level courses can be satisfied in PEES 176.

I. FOUNDATIONS

II. AQUATICS.

PEES 111.BEGINNING SWIMMING

Designed to teach the elements of good swimming, including sound stroke mechanics for the front crawl, back crawl, and elementary backstroke. Basic water safety skills and knowledge to make a person reasonably safe while in, on, or around the water are also taught. Performance tests and knowledge tests are used to evaluate the student's progress. *One semester hour.*

PEES 112.INTERMEDIATE/ADVANCED SWIMMING

Designed to increase swimming efficiency by improving swimming ability for the front crawl, back crawl, and elementary backstroke as well as focusing on sound stroke mechanics for the side stroke and breast stroke. Swimming as a fitness activity will be covered. Students should be able to demonstrate basic swimming ability prior to enrollment. Performance tests and knowledge tests are used to evaluate the student's progress. *One semester hour.*

III. INDIVIDUAL SPORTS.

PEES 121.BEGINNING TENNIS

Basic skills, strategy, etiquette, scoring, and rules to tennis will be taught. Skill tests and knowledge tests are used to evaluate the student's progress. *One semester hour.*

PEES 123.BADMINTON

Basic skills, strategy, etiquette, scoring, and rules of badminton will be taught. Class tournaments will be conducted. Skill tests and knowledge tests are used to evaluate the student's progress. *One semester hour.*

PEES 126.GOLF

A course designed to provide a level of golf instruction which meets the individual student's needs. Instruction, participation at a driving range and golf course (student's expense), and skill and written tests will be employed. *One semester hour.*

PEES 130.RACQUETBALL

The course will focus on rules, regulations, basic shots, game strategy, and skill development in the sport of racquetball. Class participation is required. Skill tests and knowledge tests are used to evaluate the student's progress. *One semester hour.*

IV. TEAM SPORTS.

PEES 134.SOCCER

Skills, strategy and rules are taught for this fast growing sport. Five-man soccer as well as eleven-man soccer is explained and played. Skill tests and knowledge tests are used to evaluate the student's progress. *One semester hour.*

PEES 137.VOLLEYBALL

Skills, strategy and rules are emphasized in this course. Skill tests and knowledge tests are used to evaluate the student's progress. *One semester hour.*

PEES 139.BASKETBALL

Skills, strategy and rules are emphasized in this course. Skill tests and knowledge tests are used to evaluate the student's progress. *One semester hour.*

PEES 145.ULTIMATE FRISBEE

This course covers the various skills needed to safely and independently play the game of Ultimate Frisbee. Positions, throws, catches and offensive and defensive strategies are learned and built upon until the student is competent to play in a game situation. The "spirit of the game", unique to Ultimate Frisbee, is stressed as well as the concept of Ultimate Frisbee as a lifetime healthy activity to be enjoyed by all. Skill tests and knowledge tests are used to evaluate the student's progress. *One semester hour.*

V. PHYSICAL FITNESS.**PEES 143.WALK/JOG AEROBICS**

Introduction to contemporary concepts of cardiovascular conditioning. Emphasis will be placed on the value of walking and jogging as aerobic conditioning exercises. Personalized walk/jog programs will be developed. Performance tests and knowledge tests are used to evaluate the student's progress. *One semester hour.*

PEES 144.BEGINNING WEIGHT TRAINING

The various aspects of weight training are introduced and individualized programs are implemented based on physiological principles. Performance tests and knowledge tests are used to evaluate the student's progress. *One semester hour.*

PEES 146.DANCE AEROBICS

The use of dance as a method of cardio-respiratory conditioning. Emphasis on improving flexibility, balance, strength and control. Performance tests and knowledge tests are used to evaluate the student's progress. *One semester hour.*

VI. CORE COURSES**PEES 175.WELLNESS FOR LIFE**

The course is designed to provide the student with a comprehensive introduction to the dynamics of lifetime wellness. The concepts of developing and maintaining a lifestyle of wellness will be presented and will include study units in nutrition, diet and weight control, stress management, sexually transmitted diseases, physical fitness, the cardiovascular system, disease risk factors, cancer, and personal wellness assessment/responsibility. (General Education – General Education Electives) *Two semester hours.*

PEES 176.WELLNESS FOR LIFE ACTIVITY

This course is designed to provide the student an opportunity to engage in active participation of healthy, and lifetime activities. This course may be taken for one additional credit with a change in activity. (General Education – General Education Electives) *One semester hour.*

PEES 199.ADULT CPR AND FIRST AID

This course provides the student with the knowledge and skills to administer adult CPR and first aid. Emphasis is placed on the American Red Cross Emergency Action Principles throughout the course. Successful completion will result in American Red Cross Adult CPR and First Aid Certification. Restricted to Physical Education and Exercise Science majors, or by permission of the instructor. *Two semester hours.*

PEES 201.HEALTH AND PHYSICAL EDUCATION FOR THE CLASSROOM TEACHER

This course serves as an introductory course in the foundations and concepts of teaching elementary health and physical education. The focus is on the methods, skills and knowledge necessary to sequence and provide progressions for appropriate activities based on state and national standards for health and physical education. Peer teaching and semester projects are required components of the course. *Three semester hours.*

PEES 202.PERSONAL HEALTH AND HEALTH PROMOTION

Based on the concept of accepting self-responsibility, this course gives students practical information regarding the development of strategies to make informed health decisions that will positively affect their well-being throughout their lives. *Three semester hours.*

PEES 204.TEACHING TEAM SPORTS

Students learn to determine appropriate development of content according to game stages in a variety of team sports for different age levels and abilities, to identify tactical content in team sports and implement game strategies. Students will develop a minimal level of competency in a variety of team sports. Two hours lecture, one hour laboratory weekly. Prerequisites: PEES 175 and PEES 226. Co-requisite: PEES 222. *Two semester hours.*

PEES 206.TEACHING INDIVIDUAL AND DUAL SPORTS

Students learn to determine appropriate development of content according to game stages in a variety of individual and dual sports for different age levels and abilities, to identify tactical content in individual and dual sports and implement game strategies. Students will develop a minimal level of competency in a variety of individual and dual sports. Two hours lecture, one hour laboratory weekly. Prerequisite: PEES 204. Co-requisite: PEES 318. *Two semester hours.*

PEES 210.ANATOMY AND PHYSIOLOGY OF HUMAN MOVEMENT

A critical study of the structures and function of the organ systems specifically related to the advanced study of kinesiology and exercise physiology. Special emphasis will be placed on the skeletal, muscular, circulatory, and respiratory systems. Three hours lecture, three hours laboratory weekly. *Four semester hours.*

PEES 219.HISTORICAL AND PHILOSOPHICAL PRINCIPLES OF PHYSICAL EDUCATION AND EXERCISE SCIENCE

An introductory course for Physical Education and Exercise Science majors. The evolution of the philosophies and programs of each are investigated, and students assess the career opportunities within the areas of physical education, athletic training, sport, and fitness. *Three semester hours.*

PEES 222.EDUCATIONAL GAMES

Students learn to determine appropriate development of content according to stages in educational games for different age levels and abilities, to identify the technical and tactical content in educational games, to increase their ability to observe and analyze both skilled and unskilled movement in educational games, and to develop content appropriately in a teaching situation as evidenced through written lesson plans pertaining to educational games. Two hours lecture, one hour laboratory weekly. Prerequisite: PEES 226. *Two semester hours*

PEES 223.EDUCATIONAL GYMNASTICS

Students learn to develop individual skills using themes (BSER model - body, space, effort, relationship) of educational gymnastics to implement floor exercise routines and acquire a working knowledge of educational gymnastics as they develop gymnastic unit plans and lesson plans for the K-12 curriculum. Two hours lecture, one hour laboratory weekly. Co-requisite: PEES 226. *Two semester hours.*

PEES 224.EDUCATIONAL DANCE

Students learn to develop skillful movement patterns consistent with a designed theme and become competent in a variety of dances (i.e., creative, folk, line, and ballroom) which meet the goals and objectives of the South Carolina Frameworks for Dance Education. Laban's movement concepts will be integrated throughout and units of instruction will be developed for the K-12 Two hours lecture, one hour laboratory weekly. Prerequisite: PEES 226 or approval of instructor. *Two semester hours.*

PEES 226.MOTOR DEVELOPMENT

This course enhances the pre-service teacher's knowledge of the growth and motor behavior of children from conception through adolescence. It is a study of childhood growth and maturation as they relate to motor learning and motor skill acquisition. Two hours lecture, two hours laboratory weekly. Co-requisite: PEES 223. *Three semester hours*

PEES 228.MOTOR LEARNING

Principles of the cognitive, sensory, and motor processes, which underlie the learning of motor skills commonly included in the physical education curricula, are addressed and applied to the instruction of motor skills. Prerequisite: PEES 226 or approval by instructor. *Three semester hours.*

PEES 283.INTRODUCTION TO EXERCISE SCIENCE

This preparatory course exposes early Exercise Science majors to various skill-based components needed for successful navigation through the Exercise Science major. Examples include laboratory report writing, article dissemination, graphing, and text formatting. Educational aspects that raise awareness to departmental- and

university-related requirements and offerings are examined. In addition, topics such as professionalism and career development are discussed. *One semester hour.*

PEES 290.PRACTICUM IN PHYSICAL EDUCATION

Intended to give students practical experience in teaching physical education. Students will be required to be available two (2) hours a week to work under direct faculty supervision. Students will assist in teaching 100-level physical education classes only. May be taken for additional credit up to a maximum of three hours. Restricted to Physical Education-Teacher Education and Exercise Science majors. *One semester hour credit per semester.*

PEES 300.THEORIES OF COACHING

Theories and techniques of coaching are investigated. Includes organization of practice sessions, preparing for and conducting games and meets, and guidelines for purchasing and caring for facilities and equipment. *Three semester hours.*

PEES 305.MEASUREMENT AND EVALUATION

This course provides an introduction to the concepts and statistics related to assessing student performance and evaluating knowledge acquisition. It is designed to present current theory and practice in testing/assessment procedures and to provide the teacher candidate with the necessary skills to integrate a variety of assessment strategies for student performance and program accountability in grades K-12. Teacher candidates will gain a working knowledge with the South Carolina Physical Education Assessment Program (SCPEAP). Prerequisite: "C" or better in PEES 318. *Three semester hours.*

PEES 308.ORGANIZATION AND ADMINISTRATION OF EXERCISE-RELATED PROFESSIONS

This course focuses on a study of organizational and administrative theory, concept, principles, and practices. Specific topics include development of an organizational plan, decision-making, effective communication, personnel administration, and facility and budgetary development/management. Emphasis is placed upon the role and application of effective organizational and administrative procedures in physical education, exercise science. Prerequisite: "C" or better in PEES 219. *Three semester hours.*

PEES 310.KINESIOLOGY AND EXERCISE BIOMECHANICS

A study of the mechanical principles of human movement. Emphasis is placed on the role of the muscular and skeletal systems in human movement, and the mechanical analysis of motor skills. Prerequisites: "C" or better in PEES 210 or BIOL 202 and meet the academic requirements for Formal Admission into Level II of the Exercise Science Program. *Three semester hours.*

PEES 311.PHYSIOLOGY OF EXERCISE

The physiological and biochemical alterations occurring in the human body as a result of physical stress are studied. Emphasis is placed on the understanding of the functional changes that result from acute and chronic exercise. Laboratory sessions are an integral and important aspect of this course. Three hours lecture and three hours laboratory per week. Prerequisites: "C" or better in PEES 210 or BIOL 202 and meet the academic requirements for Formal Admission into Level II of the Exercise Science Program. *Four semester hours.*

PEES 318.INSTRUCTIONAL ASPECTS OF PHYSICAL EDUCATION

Students explore and learn to apply instructional methods in physical education settings, including environmental arrangements, task presentations, content development, and feedback. Students apply instructional principles to small peer group settings using open and closed motor skills. Requirements for each teaching episode include the development of a written lesson plan and submission of a written self-reflection on teaching. Students use technological skills to critique and evaluate their instructional methods. Prerequisite: PEES 226. *Three semester hours.*

PEES 320.TEACHING METHODS FOR ELEMENTARY PHYSICAL EDUCATION

Basic skills, games and rhythmic activities of children in grades pre K through 5 will be explored. Emphasis will be placed on how children move and on learning appropriate teaching techniques and physical education content for this age group. Prerequisites: "C" or better in PEES 226 and acceptance into the Teacher Education Program. *Three semester hours.*

PEES 325.HUMAN SEXUALITY

This course offers an integrated view of the physiological, psychological, social and cultural factors that affect human sexuality. The student explores the impact of the lifestyles and values of different cultures on human

sexuality. Junior/Senior status required. (General Education – Behavioral and Social Perspectives, Global Issues and Culture, and General Education Electives) *Three semester hours.*

PEES 326.NUTRITION FOR HEALTH AND PERFORMANCE

A review of normal nutritional needs followed by a thorough study of the effects of food on sport performance. Biochemical actions of foods will be investigated in relation to performance. Consideration will be given to diet analysis, special diets, and the use of ergogenic aids. Prerequisite or co-requisite: PEES 311. *Three semester hours.*

PEES 329.FIELD EXPERIENCE II

The majority of the course is conducted in an elementary physical education setting and provides opportunities to observe in both the classroom and gymnasium. In a 50-hour clinical, students plan for, teach and evaluate physical education lessons on a regular basis. Students use technological skills to critique and evaluate their instructional methods. Prerequisites: “C” or better in PEES 318 and acceptance into the Teacher Education Program. Co-requisite: PEES 320. *One semester hour.*

PEES 330.PHYSIOLOGICAL ADAPTATIONS TO AGING

This course explores the process of aging on body systems with ramifications related to activity and fitness level. Interrelationships between exercise, nutrition and health are explored from birth to death. Prerequisites: A grade of “C” or better in PEES 311. *Three semester hours.*

PEES 341.RESEARCH TECHNIQUES

An introduction to the process of research and its usefulness in the fields of exercise science, athletic training, physical education, and sport. This course covers reading, analyzing, and evaluating research articles. Scientific writing, formulating research hypotheses, measuring variables, appropriate research design, and using statistical results to draw conclusions will be included. Prerequisites: “C” or better in MATH 211 and PEES 311. *Three semester hours.*

PEES 361.LEGAL ASPECTS OF EXERCISE-RELATED PROFESSIONS

A study of the legal ramifications of exercise, physical education, and sport activities in contemporary society. Emphasis will be placed on legal issues and problems related to amateur sports. *Three semester hours.*

PEES 362.EXERCISE TESTING AND PRESCRIPTION FOR HEALTHY POPULATIONS

This course provides the student with the opportunity to acquire knowledge and skills for assessing fitness, interpreting, and designing health and activity programs for healthy populations, with an emphasis on developing competency in following ACSM guidelines for exercise testing and prescription. In addition, students will acquire leadership skills through the presentation of exercise testing procedures and the development of exercise prescriptions. This class includes both lecture and hands-on practical laboratory sessions. Prerequisite: “C” or better in PEES 311. *Three semester hours.*

PEES 370.SPECIAL TOPICS IN PHYSICAL EDUCATION AND EXERCISE SCIENCE

Selected contemporary topics that generally do not receive thorough coverage in the undergraduate curriculum will be covered in this course. Topics will be selected by the PEES faculty with input from the students and/or discipline-related agencies. *One to three semester hours.*

PEES 402.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 approval by instructor. *Three semester hours.*

PEES 406.CLINICAL EXERCISE PHYSIOLOGY

This course provides the student with the opportunity to acquire knowledge in chronic disease pathophysiology, the benefits of exercise for these diseases, and the skills needed to safely assess fitness and design physical activity programs for clinical populations. Chronic diseases to be addressed include endocrine and metabolic disorders, cardiovascular disorders, respiratory disorders, osteoporosis, arthritis, cancer, and stroke. Prerequisite: “C” or better in PEES 311. *Three semester hours.*

PEES 407.INDEPENDENT RESEARCH I

An independent research project which requires the preparation of a proposal for a research project and a thorough review of literature on the topic. The topic must be from at least one of the several PEES disciplines.

Prerequisites: Physical Education-Teacher Education or Exercise Science majors. Sophomore standing or above. Permission of the instructor. *One semester hour.*

PEES 420.PHYSICAL EDUCATION FOR SPECIAL POPULATIONS

A study of physical education and rehabilitation programming for special populations. Emphasis placed on curriculum/program development and implementation in physical education for individuals with special needs, specifically gross and fine motor coordination skills and fitness activities. Two hours lecture, two hours laboratory weekly. Prerequisites: PEES 226 and 318; admission to Teacher Education Program; or permission of instructor. *Three semester hours.*

PEES 422.SECONDARY METHODS OF INSTRUCTION

Students further develop instructional skills in the planning and teaching of psychomotor, cognitive and affective learning in large group settings, with emphasis on intermediate and advanced learners in team and individual sports, dance and fitness activities. Prerequisites: "C" or better in PEES 320 and 329; admission to Teacher Education Program. *Three semester hours.*

PEES 424.SPORTS PSYCHOLOGY

The psychological variables affecting motor learning and performance are investigated. Emphasis on the relation of personality factors to motor learning and performance, and also the relation of psychological factors to involvement in sports as an athlete, spectator, or coach. Prerequisite: Junior or senior standing. *Three semester hours.*

PEES 429.FIELD EXPERIENCES III

This clinical experience is designed to further immerse teacher candidates into the secondary physical education setting. Teacher candidates plan for, teach and evaluate physical education lessons using a variety of strategies for meeting the needs to diverse learners. Students use technological skills to critique and evaluate their instructional methods. Prerequisites: "C" or better in PEES 320 and PEES 329. Formal admission to Teacher Education Program. Co-requisite: PEES 422. *One semester hour.*

PEES 451.PROGRAMMATIC CONCERNS IN TEACHING PHYSICAL EDUCATION

This course provides the student with the knowledge, skills and resources to develop a philosophical position and curricular materials consistent with that position and with the state and national guidelines. Units of instruction (elementary and secondary) are developed showing evidence of the integration of both state and national standards. The pre-service teacher is apprised of current South Carolina requirements of physical education relative to assessment and evaluation protocols. Students also gain an understanding and working knowledge of ADEPT (Assisting, developing, and evaluating professional teaching) procedures, the evaluation process used during the student teaching experience. Students are encouraged to implement their secondary unit of instruction in PEES 422. Co-requisite: PEES 422. Prerequisites: "C" or better in PEES 320 and 324 and admission to Teacher Education Program. *Three semester hours.*

PEES 461.CLINICAL PRACTICE

Observation, participation and supervised teaching in the public schools. Prerequisite: Formal admission to Teacher Education Program. *Eleven semester hours*

PEES 490.INTERNSHIP I

The first of two internships designed to give PEES majors practical work experience. Students must apply one semester prior to the semester in which they wish to have the work experience. This course may be taken for additional credit up to a maximum of twelve semester hours. Internships for Exercise Science majors require a "B" or higher to be considered as passing. Prerequisite or co-requisite: PEES 362 and permission of the department chair. Student must also have current CPR certification throughout the duration of each internship experience. *Three semester hours per semester.*

PEES 491.INTERNSHIP II

The second of two required internships designed to give PEES majors practical work experience. Students must apply one semester prior to the semester in which they wish to have the work experience. This course may be taken for additional credit up to a maximum of twelve semester hours. Internships for Exercise Science majors require a "B" or higher to be considered as passing. Prerequisite: "B" or higher in PEES 490 and permission of the department chair. Student must also have current CPR certification throughout the duration of each internship experience. *Three semester hours per semester.*

PEES 499.PROFESSIONAL CONCERNS SEMINAR

Professional concerns, ranging from current issues in the field to applying to graduate school, are discussed in a seminar format. Completion of assessment requirements is an important component of this course, including achievement of a passing score on the Professional Knowledge Inventory in the student's declared major. Failure to successfully complete all assessment requirements will result in a failing grade for the course. Graded pass/fail. Prerequisite: Senior standing. Physical Education-Teacher Education majors in the semester prior to student teaching or Exercise Science majors in their final semester of classes. *One semester hour.*

PHYSICAL SCIENCE

PSCI 111.GENERAL PHYSICAL SCIENCE

An introduction to the fundamental concepts of physics and their application to everyday lives. Topics include mechanics, properties of matter, heat, sound, electricity and magnetism, light, and atomic and nuclear physics. Three hours lecture, three hours laboratory weekly. (General Education – Scientific and Mathematical Reasoning) *Four semester hours.*

PSCI 112.EARTH AND SPACE SCIENCE

An introduction to the fundamental concepts of astronomy, geology and meteorology and how they shape human understanding of the universe. Topics include the origin and characteristics of the solar system, stars, galaxies, cosmology, rocks and minerals, plate tectonics, and weather phenomena. Three hours lecture, three hours laboratory weekly. (General Education – Scientific and Mathematical Reasoning) *Four semester hours.*

PSCI 451.SCIENCE PEDAGOGY

An exploration of problem based teaching methods such as laboratory techniques, demonstrations, and teaching resources. Special emphasis is placed on instructional implementations of the NSTA Standards (Content knowledge, content pedagogy, learning environments, safety, impact on student learning, professional knowledge and skills). Prerequisite: formal admission to Teacher Education Program. Note: must concurrently enroll in the associated integrated arts course and field experience. *Three semester hours.*

PSCI 499.SENIOR SEMINAR

This course provides instruction and practice in topics related to professional careers or advanced study in the physical sciences. Provides instruction in the preparation and presentation of a professional seminar and accompanying research paper, principles of professional conduct, beginning a career in the sciences, resumes and applications, interviews, and advanced educational opportunities. Students will participate in evaluations for program assessment purposes. Course is open to juniors majoring in chemical engineering and seniors majoring in chemistry or environmental science. *Three semester hours.*

PHYSICS

PHYS 201-202.INTRODUCTORY PHYSICS

Non-calculus coverage of the fundamental principles of physics and their applications. Topics include mechanics, heat, sound, electricity and magnetism, and atomic and nuclear physics. Three hours lecture, three hours laboratory weekly. Prerequisite: MATH 121, MATH 123, or MATH 141. "C" or better in PHYS 201 is a prerequisite for PHYS 202. (General Education – Scientific and Mathematical Reasoning) *Four semester hours per course.*

PHYS 203.ELECTRONICS

A study of impedance, admittance, resonance, circuit elements, integrated circuits, and mathematical models. Students build and analyze circuits involving these components in various applications, including amplifiers, oscillators, power supplies, counting and timing circuits, and digital circuits. Three hours lecture, three hours laboratory weekly. Prerequisite: MATH 114, MATH 121, MATH 141 or equivalent. (General Education – Scientific and Mathematical Reasoning) *Four semester hours.*

PHYS 211-212.GENERAL PHYSICS

An introductory calculus-based coverage of the fundamental principles of physics and their applications. Topics include mechanics, heat, sound, electricity and magnetism, and atomic and nuclear physics. Three hours lecture, three hours laboratory weekly. Prerequisite: MATH 142. "C" or better in PHYS 211 is a prerequisite for PHYS 212. (General Education – Scientific and Mathematical Reasoning) *Four semester hours per course.*

PHYS 305.SPECIAL STUDIES

Studies in physics on special topics for juniors and seniors. Prerequisite: Permission of instructor. *One to four semester hours.*

PHYS 314.FLUIDS AND HEAT TRANSFER

General principles of chemical engineering and the study of fluid flow, fluid transportation, and heat transmission. Special emphasis is placed on theory and its practical application to design. Three hours lecture, two hour laboratory weekly. Prerequisite: CHEM 351. *Four semester hours.*

POLITICAL SCIENCE

POLS 101.AMERICAN NATIONAL GOVERNMENT

An introductory study of major topics in American politics including political parties, elections, and public opinion. (General Education – Behavioral and Social Perspectives) *Three semester hours.*

POLS 103.INTRODUCTION TO WORLD POLITICS

Introduction to selected major global problems including but not limited to globalization, clash of civilizations, terrorism, weapons of mass destruction, nationalism, the North-South gap, environmental and human rights issues. Special attention to the hegemonic role of the United States in world affairs and to the international politics of the Middle East. This course enables students to make sense of current events and also prepares students for upper-level courses in comparative politics and international relations. (General Education – Behavioral and Social Perspectives) *Three semester hours.*

POLS 200.INTRODUCTION TO POLITICAL SCIENCE

Introduction to the study of political science, including an examination of key concepts in the discipline, methods and approaches to research in the various subfields, and skills and techniques of importance to the political science student. *Three semester hours.*

POLS 217.INTRODUCTION TO PUBLIC ADMINISTRATION

This course is an introduction to government bureaucracy and an overview of the study of public administration. Case studies will examine the relationship between politics and administration and comparisons between public and private (business) administration. Special focus is on bureaucratic structures, public personnel management, communications, leadership, budgeting, and policy. Prerequisite: “C” or better in POLS 101. *Three semester hours.*

POLS 250.INTRODUCTION TO HOMELAND SECURITY

This course is an introduction to the public- and private-sector dimensions of homeland security, its concepts, and local, state, and national-level governmental institutions. Emergency preparedness is covered as part of efforts to align preparedness, incident management, and response plans from governmental and non-governmental actors responding to man-made and natural disasters. (General Education – Behavioral and Social Perspectives) *Three semester hours.*

POLS 271.TOPICS IN POLITICAL SCIENCE

Exploration of topics and issues not currently included in the political science curriculum. This course is designed as an in-depth study of topics of political interest. May be taken for additional credit as topic changes. Prerequisite: “C” or better in POLS 101 or POLS 103 or permission of the instructor. *One to three semester hours.*

POLS 302.POLITICAL BEHAVIOR

An examination of political behavior by the general public. Topics include elections, voter choice, voter turnout, and activist recruitment. *Three semester hours.*

POLS 303.INTERNATIONAL RELATIONS

This course helps students develop the ability to analyze and evaluate the actions of countries and other entities in contemporary world affairs. It addresses questions of why nations go to war and how they make peace. It looks at challenges to the state-centric systems such as terrorism, politicized religion, imperialism, ideology, failed states and anarchy, and weapons of mass destruction and it looks back at the international politics of the cold war and forward toward alternative models of international affairs in the first half of the 21st century. Special attention to the analysis of the hegemonic role of the United States in international affairs. Junior/Senior status recommended. (General Education – Global Issues and Cultures and General Education Electives) *Three semester hours.*

POLS 305.EUROPEAN POLITICS

This comparative government course focuses on the governmental systems of the United Kingdom, France, Germany, Russia, and the European Union. After reviewing and comparing politics within each nation-state, special attention is given to the history and processes of European integration, the role of Europe in the world, and transatlantic relations. Junior/senior status recommended. (General Education – Global Issues and Cultures and General Education Electives) *Three semester hours.*

POLS 307.PUBLIC OPINION

The course examines public opinion in the context of American politics. Topics include the formation, structure, and measurement of public opinion; the levels of stability and change in public opinion; and the relationship between public opinion and democracy. Special attention is devoted to some of the factors influencing public opinion such as party identification, ideology, political socialization, psychological dispositions, and political knowledge. The course will help students gain an appreciation for the multifaceted nature of public opinion and its importance in the American political system. Junior/senior status recommended. Prerequisite: POLS 101 or POLS 103. *Three semester hours.*

POLS 308.INTRODUCTION TO LAW

This course examines various approaches to the law, including philosophical, sociological, political, and historical. Topics include elements of legal reasoning, institutions, functions of the law, and the effects of law in American society. Prerequisite: “C” or better in POLS 101. *Three semester hours.*

POLS 311.CONSTITUTIONAL LAW

This course is a study of American federalism, political power of the judicial branch, judicial review, and limitations on the power of the courts. Special emphasis is given to the Supreme Court of the United States. Prerequisite: “C” or better in POLS 101. *Three semester hours.*

POLS 312.CIVIL RIGHTS AND CIVIL LIBERTIES

This course provides a study of rights guaranteed to American citizens under the Constitution of the United States. This course focuses on court decisions which interpret and protect individual rights and freedoms. Prerequisite: “C” or better in POLS 101. *Three semester hours.*

POLS 313.JUDICIAL PROCESS

This course will focus on the operation and workings of the courts and the people involved in or behind them, thereby analyzing the courts not just as formal institutions that are affected by an outside world of politics, but as major and integral parts of state and national politics. It will also include recent changes in judicial policy and its impact. Prerequisite: “C” or better in POLS 101. *Three semester hours.*

POLS 318.PUBLIC BUDGETING

As a basic course in public budgeting, this course focuses on the key steps in the development of state and local government budgets. This course will examine the budget process, identify the primary actors, their roles in the budget process, and their ability to influence the budget outcome. Budget concepts will be examined to include line item budgets, zero based budgets, performance budgets and capital budgets. The student will be exposed to the local budget process by attending budget hearings at either the county, city or local school boards. The goals of this course are: (1) to understand the concepts of public budgeting; (2) to understand the process of establishing a public budget; and (3) to understand the role of government agencies and citizens in the process. *Three semester hours.*

POLS 325.INTERNATIONAL CONFLICT AND TERRORISM

This course focuses on conflict in world politics, specifically the study of war, the use of force, and terrorism. Topics include both interstate wars and civil wars as well as military transformations related to technology, weapons of mass destruction (WMDs), political violence, ethnic conflicts, and humanitarian disasters. The course also examines the modern science and technology of nuclear weapons since 1945. Junior/senior status recommended. (General Education – Global Issues and Cultures and General Education Electives) *Three semester hours.*

POLS 331.POLITICAL PHILOSOPHY

As the basic course in political philosophy, this course focuses upon the origin and development of the key concepts which have molded our modern world. We will use original works of political philosophy, covering theorists as diverse as Plato, Aristotle, Machiavelli, Descartes, Hobbes, Rousseau, Mill, Foucault, Arendt and Marcuse. Each semester will have some variation with respect to these and other authors. The goals of this course

are: (1) to improve the student's own analytic-philosophical reasoning; (2) to gain a solid foundation of these key thinkers; and (3) to apply their concepts to the "modern" world in which we are learning to live. Prerequisites: POLS 101 or 103. *Three semester hours.*

POLS 350.POLITICAL PSYCHOLOGY

Political Psychology examines the interaction between politics and psychology in the attempt to understand various phenomena in the political world. The course focuses on how psychological processes influence the political behaviors and attitudes of individuals, groups, leaders, and the masses. Some of the commonly examined topics of the course include the roles of personality in politics, the processing of political information, individual and group decision making processes, intergroup conflict (based on factors such as ethnicity, race, nationalism, and religion), and collective violence. Prerequisite: POLS 101 or POLS 103 or POLS 200 or permission of instructor. *Three semester hours.*

POLS 351.SOUTH CAROLINA STATE LEGISLATIVE PROCESS

An introduction to the practice of state legislative procedures. This class will examine theory in legislating, legislative procedure, and will actually participate in a mock legislative process with other colleges and universities throughout the state. Students are required to participate in the South Carolina Student Legislature. Students may take the course up to three times for elective credit only. Prerequisite: A GPA of at least a 3.0 or permission of the instructor. *One credit hour.*

POLS 360.CONGRESS AND THE PRESIDENCY

This course examines the legislative and executive branches of the U.S. government. The constitutional and political powers of Congress and the president are addressed as well as their interaction in the policymaking process. Prerequisite: "C" or better in POLS 101 or permission of instructor. *Three semester hours.*

POLS 361.TOPICS IN GLOBAL ISSUES AND CULTURES

Diversity of human experience in politics with focus on politically-oriented issues of interest either globally or in the non-western world. Prerequisite: Junior/Senior status. (General Education – Global Issues and Cultures and General Education Electives) *Three semester hours.*

POLS 366.INTERNATIONAL ORGANIZATION AND LAW

This course examines the ordering principles of world politics including international institutions, regimes, norms, and law. The course will look primarily at the historical evolution, functions, and policies of United Nations and the development of international law. Junior/Senior status recommended. (General Education – Global Issues and Cultures and General Education Electives) *Three semester hours.*

POLS 371.SPECIAL TOPICS IN POLITICAL SCIENCE

Special theme course to be announced by discipline. Includes experimental and interdisciplinary courses, special trips, and research topics. *One to three semester hours.*

POLS 379.EMERGENCY MANAGEMENT

This course examines emergency management and preparedness for disaster mitigation, planning, response, and recovery. The course will address disaster risks, threats, and hazards. It covers intergovernmental relations as part of efforts to integrate and coordinate actions by governmental actors at the national, state, and local level, but also discusses ties to non-profit organizations and the private sector. *Three semester hours.*

POLS 381.QUANTITATIVE RESEARCH IN POLITICAL SCIENCE

This course examines quantitative approaches used to study politics, focusing on the foundational principles of research design and data analysis in political science. Students learn to critically evaluate political and social research and to conduct their own original analyses using computer software. Strongly recommended for all political science majors, especially those students who intend to pursue a graduate degree. Prerequisite: MATH 101, MATH 121, MATH 123, MATH 125, MATH 131, MATH 132, MATH 211, or MATH 212, or permission of the instructor. *Three semester hours.*

POLS 386.STATE AND LOCAL GOVERNMENT

Study of state and local governments in the United States, with a focus on South Carolina. Topics on state government include state political culture, institutions, and bureaucratic structures. Topics on local government include local government structures, functions, and roles. Special focus will be given to the topics of federalism and intergovernmental relations within the American federal system. Prerequisite: POLS 101. *Three semester hours.*

POLS 390.THE POLITICS OF GLOBALIZATION

This course will examine the politics of globalization and the development and management of the contemporary global economy. It will present various perspectives of international political economy, look at the roles of the Bretton Woods institutions, and examine the politics of trade and investment. Other topics, such as foreign aid, poverty, and the globalization of the American South, will be selected to analyze the interaction between international politics and international economics. Junior/Senior status recommended. (General Education – Global Issues and Cultures and General Education Electives) *Three semester hours.*

POLS 391.HOMELAND SECURITY

This course is a survey of the actors, processes, and legal issues involved in policy areas of homeland security such as anti-terrorism, emergency management, and cybersecurity. It also examines the evaluation of homeland security policy in the United States. Junior/senior status recommended. (General Education – Global Issues and Cultures and General Education Electives) *Three semester hours.*

POLS 445.AMERICAN FOREIGN POLICY

This course involves description and analysis of American foreign policy. The primary focus is upon how foreign policy is made, including the roles of the president, executive departments, Congress, intelligence community, public opinion, and the media. The course includes coverage of diplomatic, military, and foreign economic policy tools, and encourages evaluation of America's role in the world. Junior/Senior status recommended. (General Education – Global Issues and Cultures and General Education Electives) *Three semester hours.*

POLS 490.INTERNSHIP

Students participate in practical work experience related to the study of political science. Internship is supervised by a faculty member. A student must be in good academic standing and have completed 45 semester hours of credit. It is recommended that students complete at least three semester hours of credit in political science before participating in an internship. Other course prerequisite(s) may be required at the instructor's discretion. Only six semester hours of credit in internships may count toward fulfillment of major requirements. For Pass/Fail credit only. *One to twelve semester hours.*

POLS 499.CAPSTONE SENIOR SEMINAR

This course is designed to be one of the last classes a political science major takes and is structured so that students conduct independent research, synthesize their experiences in political science coursework, and prepare to apply their knowledge and skills after graduation. The research project will build upon analysis of political processes and course topics will include a political autobiography and skills to enable transition to graduate study and/or a career. Prerequisites: Senior or near-senior status. *Three semester hours.*

PORTUGUESE

PORT 101.ELEMENTARY PORTUGUESE I

Pronunciation, vocabulary building, principles of grammar and reading, and introduction to culture. Idiomatic communication in the spoken language. (General Education – Core Academic Skills and General Education Electives) *Three semester hours.*

PORT 102.ELEMENTARY PORTUGUESE II

Pronunciation, vocabulary building, principles of grammar and reading, and introduction to culture. Idiomatic communication in the spoken language. Prerequisite: PORT 101. (General Education – Core Academic Skills and General Education Electives) *Three semester hours.*

PSYCHOLOGY

PSYC 101.GENERAL PSYCHOLOGY

This course introduces students to the fundamental laws, facts, problems, and fields of psychology and its relation and important applications to other fields. Prohibited to students currently enrolled in or having earned credit in PSYC 102. (General Education – Behavioral and Social Perspectives). *Three semester hours.*

PSYC 102.INTRODUCTION TO PSYCHOLOGY FOR MAJORS

Introduces psychology majors to the scientific study of behavior and mental processes. Emphasizes fundamental laws, research methods, facts, problems and fields of psychology and its relation and important applications to other fields. Prohibited to students currently enrolled in or having earned credit in PSYC 101. Prerequisite: psychology major or permission of instructor. *Three semester hours.*

PSYC 190.CAREERS IN PSYCHOLOGY

This course is an introduction to career opportunities in the various fields of psychology. It provides information on the knowledge and skills expected of a psychology major. It presents aspects of psychology as a science and profession, and discusses the requirements for advanced degrees (MS, Ph.D.). Restricted to psychology majors. *One semester hour.*

PSYC 203.DEVELOPMENTAL PSYCHOLOGY

A study of the psychological aspects of human development from conception through the experience of dying with emphasis on cognitive, emotional, social, physical and moral development. Different approaches to development and various factors affecting development provide the framework for the course. Prerequisites: "C" or better in ENGL 102 and "C" or better in PSYC 101 or PSYC 102. *Three semester hours.*

PSYC 212.INTERVIEWING AND COUNSELING

Introduces the student to relevant theory and effective techniques of interviewing and counseling used in institutions, agencies, and business. Students will actively participate in class exercises as well as theoretical discussions to develop their knowledge and skills in this area of psychology. Prerequisites: ENGL 102 and one of the following: PSYC 101, PSYC 102, SOCI 101, or ANTH 104. *Three semester hours.*

PSYC 221.UNDERGRADUATE RESEARCH

Faculty mentored research on a topic of psychological interest. This course may be repeated for additional credit. Prerequisites: "C" or better in PSYC 101 or PSYC 102 and permission of the instructor, psychology major or minor. Graded pass/fail. *One semester hour.*

PSYC 251.ABNORMAL PSYCHOLOGY

Provides students with the basic vocabulary of the field and the basics of diagnostic procedure, plus an understanding of ethical issues. Students also learn how various disorders are explained and treated by the major approaches currently in use. Prerequisites: ENGL 102 and PSYC 101 or PSYC 102. *Three semester hours.*

PSYC 261.QUANTITATIVE AND RESEARCH SKILLS

This course focuses on the quantitative skills involved in scientific psychological research, including the different kinds of data scales and distributions encountered in behavioral research, the process of selecting appropriate inferential statistics to answer different research questions, the use of statistical software, and the procedures of summarizing and presenting data and statistical analyses in tabular, graphic, and verbal formats. Students also learn how to evaluate and critique relevant information from primary sources and are introduced to the research process from formulating an idea to disseminating findings. Includes a research lab component. Prerequisites: "C" or better in PSYC 101 or PSYC 102 and "C" or better in ENGL 102. *Six semester hours.*

PSYC 299.PSYCHOLOGICAL FIELDWORK

One hour weekly in class meeting and two hours weekly service for a minimum of 26 hours, as volunteers for social service agencies or businesses. Formal reports in class. Prerequisites: PSYC 101 or PSYC 102 and Psychology major or minor. Graded pass/fail. This course may be repeated for additional credit. *One semester hour.*

PSYC 301.SOCIAL PERCEPTION: SOCIAL PSYCHOLOGY I

An analysis of the current methods and theories concerning how people process social information. Topics include social cognition, social perception, attitudes and persuasion, the self, and interpersonal attraction. Prerequisites: ENGL 102 and PSYC 101 or PSYC 102. *Three semester hours.*

PSYC 302.GROUP PROCESSES: SOCIAL PSYCHOLOGY II

An analysis of the current methods and theories concerning group processes and social influence. Topics include conformity, obedience, compliance, aggression, prosocial behavior, stereotyping, prejudice, and discrimination, and group cooperation and conflict. Prerequisites: ENGL 102 and PSYC 101 or PSYC 102. *Three semester hours.*

PSYC 303.PSYCHOLOGY OF AGING

Course is structured to trace the latter part of the maturation scale, studying the biological, psychological, and sociological changes and adjustments attendant upon the human organism in advancing years. The changes in the organism's vulnerability because of the psychological, chemical, and anatomical adjustments; the changes in capacity to adapt to the demands of the environment and other persons; the changes in social habits due to

society's expectations--these are the interests this course is designed to address. Prerequisites: PSYC 101 or PSYC 102, and PSYC 203 and ENGL 102 or permission of instructor. *Three semester hours.*

PSYC 304.BIOLOGICAL BASES OF BEHAVIOR

An investigation of the biological foundations of behavior with particular emphasis on the role of the nervous system. Topics included are sensation, motivation, emotion, learning and some aspects of psychopathology. Prerequisites: ENGL 102 and PSYC 101 or PSYC 102, and a laboratory science course. *Three semester hours.*

PSYC 306.PSYCHOLOGY OF PERSONALITY

Detailed study of normal personality. The course is organized around the biological and social determinants of personality, and sketches important methods used in personality study, various theories of personality development, and concepts of traits, types and attitudes. Prerequisites: ENGL 102 and PSYC 101 or PSYC 102, and junior status. *Three semester hours.*

PSYC 312.SYSTEMS OF PSYCHOTHERAPY

An investigation of the theories, processes, and practical applications of psychological principles of therapy. Students are encouraged in participation in order to experience some of the methods that comprise an integral part of therapy through such activities as videotaping, testing, interviewing, role play and simulated therapy sessions. Prerequisites: ENGL 102 and PSYC 101 or PSYC 102. *Three semester hours.*

PSYC 314.PSYCHOLOGY OF CHILDHOOD

An examination of human development from conception to adolescence. This course will focus on psychological development, with particular emphasis on cognitive, social, and emotional development. Prerequisites: ENGL 102 and PSYC 101 or PSYC 102, and PSYC 203. *Three semester hours.*

PSYC 315.ADOLESCENT DEVELOPMENT

An examination of human development through the period of adolescence. This course will focus on the scientific examination of psychological development, with particular emphasis on cognitive, social, and emotional development. Prerequisites: ENGL 102 and PSYC 101 or PSYC 102, and PSYC 203. *Three semester hours.*

PSYC 330.METHODS AND LOGIC OF BEHAVIORAL RESEARCH

This course is an examination of basic assumptions, rules, and limitations of the scientific method, as well as the procedures involved in formulating research hypotheses, measuring variables, and selecting appropriate research designs. Scientific writing, hypothesis testing, psychometrics, and a lab component are also required. Prerequisites: "C" or better in PSYC 261. *Four semester hours.*

PSYC 333.COGNITIVE PSYCHOLOGY

Theories and research pertaining to cognitive topics, such as perception, learning of concepts, memory, reasoning, and language. Junior/senior status recommended. Prerequisites: ENGL 102 and PSYC 101 or PSYC 102. *Three semester hours.*

PSYC 347.ATTRACTION AND JEALOUSY

This class is designed to provide an in-depth analysis of current theory and research into the factors that contribute to interpersonal attraction and jealousy. Prerequisites: PSYC 101 and ENGL 102. *Three semester hours.*

PSYC 350.SCHOOL PSYCHOLOGY

This course provides an orientation to the history and current practice of school psychology in educational and other clinical settings. It also reviews legal, ethical, and cultural issues as they affect the practice of school psychology. Students will learn about the role of the school psychologist and the diverse groups of children, adolescents, and adults with whom school psychologists interact. Prerequisites: ENGL 102 and PSYC 101 or PSYC 102. *Three semester hours.*

PSYC 358.HISTORY AND SYSTEMS OF PSYCHOLOGY

Designed to examine the development of systems of thought and theories in psychology with an emphasis on the criticisms of and contributions made by these systems and theories. Prerequisites: ENGL 102 and PSYC 101 or PSYC 102 and junior standing. *Three semester hours.*

PSYC 360.PSYCHOLOGY OF GENDER

This course examines gender and gender roles from a number of different perspectives: psychological, biological, historical, anthropological, and social roles. This course also considers how gender is perceived and how gender

influences interactions in a number of real world domains (such as work, government, and education). Prerequisites: PSYC 101 and ENGL 102. Junior/senior status recommended. *Three semester hours.*

PSYC 361.STATES OF CONSCIOUSNESS

This course investigates the current scientific psychological research into states of consciousness and the practical implications of this research. Topic areas include sleep, hypnosis, meditation, mind-altered states, and drug states. Prerequisite: PSYC 101 or PSYC 102. *Three semester hours.*

PSYC 362.HEALTH PSYCHOLOGY

The profession of psychology has found an increasingly important role in the treatment of health related behaviors. The course reviews our current scientific knowledge with respect to the psychological and emotional causes for many health problems (obesity, heart disease, stress disorders). This course will also investigate the role that psychology plays in the treatment of obesity, smoking, stress, and sleep disorders. Prerequisite: PSYC 101 or PSYC 102. *Three semester hours.*

PSYC 363.SEXUAL BEHAVIOR AND DEVIANCE

This course reviews psychology's current research into the occurrence development, and classification of human sexual behavior including deviant behaviors. This course will acquaint the students with the range of different forms that sexual behavior may take and the challenges faced by researchers in this field of study. Prerequisite: PSYC 101 or PSYC 102. *Three semester hours.*

PSYC 379.SPECIAL TOPICS SEMINARS

Such seminars are designed to provide an in-depth analysis of a topic. The student is expected to participate more than he or she ordinarily would in a traditional lecture course. Prerequisites: ENGL 102 and PSYC 101 or PSYC 102. *Three semester hours.*

PSYC 405.DEATH AND DYING

A cross-cultural analysis of death and dying from historical, anthropological, psychological, theological, and sociological perspectives. Topics will include denial/acceptance of death, euthanasia, funeral rituals, mourning, and suicide. Prerequisites: ENGL 102 and PSYC 101 or PSYC 102. Junior/senior status recommended. (General Education – Global Issues and Cultures and General Education Elective) *Three semester hours.*

PSYC 416.CHILDHOOD PSYCHOPATHOLOGY

This course is designed to provide an introduction to the behavioral disorders of childhood and adolescence. Along with the descriptions of these disorders, we will discuss the empirical data associated with each disorder, as well as the assessment and treatment of these disorders. Special emphasis will be given to the multiple factors/variables that underlie these conditions. Prerequisites: ENGL 102 and PSYC 101 or PSYC 102, and PSYC 203. *Three semester hours.*

PSYC 421.RESEARCH SEMINAR

Students will be involved in independent research on a topic of psychological interest. A research paper is required. This course may be repeated for additional credit. Prerequisite: "C" or better in PSYC 330 and permission of instructor. *One to three semester hours.*

PSYC 490.INTERNSHIP

Interns work for a social service agency or business for a total of 110 hours, performing various activities related to their particular career goals and emphases in psychology, e.g., testing, counseling, behavior modification, human resources, day care, elder care. Interns meet in class once per week and make formal presentations. This course may be repeated for an additional three hours credit with the approval of the Chair of the Department of Psychological Science. Prerequisites: PSYC 330 with a minimum of "C" and permission of the instructor. *Three semester hours.*

PSYC 499.SENIOR SEMINAR

This course is the professional concerns/capstone course. Topics include issues of professional conduct, ethics, resumes, and transition to career choices. Prerequisites: Senior status, a grade of "P" in PSYC 221 or PSYC 299, a grade of "C" or better in PSYC 330, and restricted to psychology majors or minors. *Two semester hours.*

RELIGION

RELI 101.SACRED TEXTS AND IDEAS

This course introduces students to the reading of sacred texts and the vital role of religion in human experience. Texts will be examined with a focus upon literary and cultural dimensions that produce patterns of belief, ritual, and human action. *Three semester hours.*

RELI 211.INTRODUCTION TO THE HEBREW SCRIPTURES

This course is a survey of the literature of the Hebrew Scriptures as they reflect the development of an historical community whose stories and traditions date to the second millennium BCE. The texts reflect the emerging faith and culture of the ancient Hebrew community within the diverse environment of the Ancient Near Eastern world. *Three semester hours.*

RELI 212.INTRODUCTION TO THE NEW TESTAMENT

The course begins with the Maccabean period BCE and examines the emergence of Christianity. It investigates the theological, historical, and literary developments of the rapid growth of the early Christian church by focusing on Jesus, his apostles, and the person of Paul. Emphasis is placed on the interpretation of texts of the New Testament. *Three semester hours.*

RELI 301.RELIGIONS OF THE WORLD

This course offers a comparative and historical study of several of the world's major religious traditions, such as Judaism, Christianity, Islam, Hinduism, and Buddhism. (General Education – Global Issues and Cultures and General Education Elective) *Three semester hours.*

RELI 330.THE PAPACY

The story of the Papacy parallels the story of Western Civilization from the founding of the Christian Church through the end of the second millennium and beyond. The popes have also come to oversee a faith-community of one billion members throughout the world. This course will explore this enduring and influential institution – one that has outlived empires, kingdoms, dynasties, and states in world history – not only through the office itself, but also through the human dimensions of the popes in their roles as administrators, political leaders, and patrons of culture and learning. Prerequisite: ENGL 101 and ENGL 102. (General Education – Global Issues and Cultures and General Education Elective) *Three semester hours.*

RELI 371.TOPICS IN GLOBAL ISSUES AND CULTURES

This special or experimental course is to be announced by the department to explore the diverse religious roots of world cultures and societies. This course may be repeated for additional credit as the theme changes. Prerequisites: ENGL 102 and a 100-level general education history course. (General Education – Global Issues and Cultures and General Education Elective) *Three semester hours.*

RELI 441.TOPICS IN RELIGION

This course offers special topics in the study of religion to be offered by various instructors and announced in advance. Prerequisites: ENGL 102 and a three semester hour 100-level general education history course. *Three semester hours.*

SOCIOLOGY

SOCI 101.INTRODUCTION TO SOCIOLOGY

General perspectives of sociologists toward human behavior in social groups, the individual as a social actor, interaction pattern between social groups, inter-institutional differentials in human behavior, and dynamics of social systems. SOCI 101 is required of all sociology majors. (General Education – Behavioral and Social Perspectives) *Three semester hours.*

SOCI 202.SOCIAL PROBLEMS

Sources, nature, extent, and consequences of social and cultural change, with special emphasis on the development of social movements, political protest, and collective violence. Attention is also given to the major problems confronting groups and individuals in contemporary societies. Prerequisite: "C" or better in SOCI 101 or departmental approval. *Three semester hours.*

SOCI 205.AFRICAN-AMERICAN COMMUNITIES

This course focuses on: 1) the history, development, and internal structure of African-American communities as a unique social type in American Society; and 2) the ways in which these communities have shaped African-

American identity. This course explores the assumption that African-American communities have been shaped by a particular set of historical circumstances. Within these communities, autobiographical, generational, and ancestral memories of those events inform racial/ethnic identity. Prerequisite: "C" or better in SOCI 101 or departmental approval. *Three semester hours.*

SOCI 227.SOCIAL MOVEMENTS

This course offers an introductory survey to the sociology of social movements. Particular social movements to be studied may include, but will not be limited to environmental, civil rights, feminist, gay rights, class-based, hate-based, and terrorist social movements. Significant attention will be paid to the history, theory and methods of social movement research, and also to role of social movements in contemporary society. Prerequisite: SOCI 101 with "C" or better or permission of instructor. *Three credit hours.*

SOCI 228.POPULAR CULTURE AND THE MASS MEDIA

This course addresses the sociology of popular culture and the mass media. Theories of the construction and reproduction of popular culture, the role and influence of the mass media in society, connections to systems of race, class, and gender stratification, and the sociology of particular forms of mass media (e.g. television, film, literature, music, digital and internet) will be addressed. Prerequisite: "C" or better in SOCI 101 or departmental approval. *Three semester hours.*

SOCI 271.SPECIAL TOPICS IN SOCIOLOGY

This course provides an exploration of topics and issues not currently included in the sociology curriculum. The course is designed as an experimental course covering in-depth studies of interest. It may be taken for additional credit as the topic changes. Prerequisites: SOCI 101 or departmental approval. *One to three semester hours.*

SOCI 275.SOCIAL STRATIFICATION

This course focuses on the causes and consequences of systems of class, gender, race and ethnic stratification in the United States. It will address the history of systems of stratification, how they impact the distribution and reproduction of wealth, power, and privilege, and efforts to mitigate social inequality. Prerequisite: "C" or better in SOCI 101 or permission of the instructor. *Three semester hours.*

SOCI 301.RACE AND ETHNIC RELATIONS

This course examines the nature of racially and ethnically defined intergroup relations in a variety of cultural contexts. Of particular concern are the ways in which race and ethnicity shape stratification systems, and the ways in which race and ethnicity shape individual and group identity. The course examines both historical and cultural variations in prejudice and discrimination. Prerequisite: Junior/senior status only. (General Education – Global Issues and Cultures and General Education Electives) *Three semester hours.*

SOCI 302.COMPARATIVE SOCIAL INSTITUTIONS

The primary purpose of this course is to provide cross-cultural analysis of social institutions. The course will examine the major aspects of social institutions - familial, religious, educational, political, economic, legal and media - from a sociological perspective. Special attention will be given to understanding how the structures of institutions in one society compare with those found in other societies. Prerequisites: "C" or better in SOCI 101 and SOCI 202 or departmental approval. *Three semester hours.*

SOCI 311.INTRODUCTION TO SOCIAL WORK

Survey of the historical background of social work and the changing philosophy as shown in the present principles and techniques common to all forms of social case work. Prerequisites: "C" or better in SOCI 101 and SOCI 202 or departmental approval. *Three semester hours.*

SOCI 314.SOCIAL WELFARE POLICIES AND PROGRAMS

This course will examine the history of social welfare, including the values, beliefs, and attitudes that have shaped social welfare in the United States. The course will examine diverse social issues. The student will have the opportunity to address political and economic factors that affect social welfare policy. The student will also participate in developing a social project policy, carry out the policy, and then evaluate the policy on the act usage of the newly developed policy. Prerequisites: "C" or better in SOCI 101 and SOCI 202 or departmental approval. *Three semester hours.*

SOCI 321.MEDICAL SOCIOLOGY

This class is organized around holistic exploration of ways in which health, illness and medical practices are socially pattered across diverse human cultures. A focus will be how processes and structures within economic

systems (including poverty, political violence, and toxic waste disposal) impact well-being. Cross-listed with ANTH 321. Prerequisites: Grade of “C” or better in ANTH 104, or SOCI 101 and sophomore/junior/senior status recommended. *Three semester hours.*

SOCI 322.SOCIOLOGY OF MENTAL HEALTH

Sociocultural variations in the predictability of psychopathology of mental disorder. A critical analysis of the complex organizations, etiologies, typologies, and social policies relative to the phenomenon of mental health. Prerequisites: “C” or better in SOCI 101 and SOCI 202 or departmental approval. *Three semester hours.*

SOCI 328.SOCIOLOGY OF GENDER

This course analyzes the role of gender and sexuality in society. It explores the social construction of gender, cross-cultural research variations of masculinity, femininity and sexuality; how gender and sexuality impact life chances and well-being; and gendered dimensions of social institutions, including the economy, media, family, religion, politics, science and the law. Prerequisites: “C” or better in SOCI 101 and SOCI 202 or departmental approval. *Three semester hours.*

SOCI 331.DEVIANCE AND SOCIAL CONTROL

This course concerns the sociology of deviance and social control at both individual and organizational levels of society. Theories of deviance, different forms of deviance, mechanisms of social control, and how deviant behavior is related to questions of power, identity, and systems of race, class, and gender stratification, will all be addressed. Prerequisite: SOCI 202. *Three semester hours.*

SOCI 351.SOCIOLOGY OF FAMILY

A primary purpose of this course is to provide an in-depth cross-cultural analysis of family systems. It will involve an examination of the major aspects of the family. In addition, attempts will be made to understand the basic sociological perspectives employed in the analysis of family. Prerequisite: completion of at least 40 credit hours of college coursework. Junior/senior status recommended. (General Education – Global Issues and Cultures and General Education Electives) *Three semester hours.*

SOCI 356.SOCIOLOGY OF SPORTS AND LEISURE

This course addresses the sociology of sports and leisure in the United States. Sports and leisure activities and relationships at micro, meso, and macro levels of sociological reality will be examined. Particular attention will be paid to understanding how sports and leisure activities are embedded in systems of class, race, and gender stratification and how they relate to social institutions such as the family, politics, media, religion, and the economy. Prerequisite: SOCI 101 or department approval. *Three semester hours.*

SOCI 363.ENVIRONMENTAL SOCIOLOGY

This course is an introduction to the field of environmental sociology. It addresses the impact of natural and built environments upon human populations; the relationships between nature, culture and society; the causes and consequences of environmental degradation in the United States and around the world; and differential responses of individual, institutional, and non-institutional actors to environmental problems. Prerequisite: Junior or Senior status. (General Education – Global Issues and Cultures and General Education Electives) *Three semester hours.*

SOCI 371.SPECIAL TOPICS IN SOCIOLOGY

This course is an exploration of topics and issues not currently included in the sociology curriculum. This course explores emergent areas within sociology as informed by theory. It may be taken for additional credit as the topic changes. Prerequisites: SOCI 101 or departmental approval. *One to three semester hours.*

SOCI 377.SPECIAL TOPICS IN GLOBAL ISSUES AND CULTURES

Special or experimental course that either explores a sociological topic relevant to all cultures and societies or explores a sociological issue relevant to nonwestern cultures and societies. Prerequisite: Junior/Senior status. (General Education – Global Issues and Cultures and General Education Electives) *Three semester hours.*

SOCI 389.CULTURES OF VIOLENCE

The use of violence as a cultural and political weapon dates back over 2000 years. This course explores key foundational topics by defining types of violence, introducing the history and causes of violence, as well as discussing environments of violence (domestic, global, religious, etc.), tactics, targets, and counterterrorism. Contemporary information regarding ethnic violence, emerging terrorist movements, and social media and violence are also included. Junior/senior status recommended. (General Education – Global Issues and Cultures and General Education Electives) *Three semester hours.*

SOCI 397.SOCIOLOGY OF RISK

This course provides students with the skills to analyze risk at different levels of social reality, helping students to better manage risk in their own lives and communities. Philosophical and theoretical perspectives on the nature of risk, key debates in the field of risk studies, and how specific populations around the world are differentially vulnerable to risk will be addressed. Junior/Senior status recommended. (General Education – Global Issues and Cultures and General Education Electives) *Three semester hours.*

SOCI 398.METHODS OF SOCIAL RESEARCH

This course is an introduction to the logic and conduct of social research, relationships between theory and empirical evidence, formulation of hypotheses, conduct and analysis of field research, research design, and techniques for data collection and analysis. Prerequisites: SOCI 101 with a “C” or better; MATH 211 with a “C” or better; and nine additional hours of criminology, criminal justice, or sociology coursework with a “C” or better. Students must also have a Lander GPA of at least 2.0. *Three semester hours.*

SOCI 399.SOCIOLOGY THEORY

This course offers students the opportunity to critically examine the major theoretical orientations in classical sociological thought. Students will use knowledge and skill based techniques to reinforce their understanding of theory construction and to generate models of social processes and dynamics. The course will also explore the social, political, cultural and historical contexts in which theory is developed as well as the structural transformations of modernity that shaped early sociological theory. A central focus of the course will be using sociological theory to make connections between individual circumstances and the general nature of social life. Prerequisites: SOCI 101 and nine additional hours in sociology with “C” or better. Students must also have a Lander GPA of at least 2.0 and permission of the instructor to take this course. *Three semester hours.*

SOCI 433.CONTEMPORARY SOCIOLOGICAL THEORY

This course is designed to be the companion class to SOCI 399. Whereas SOCI 399 mainly addresses the concerns of classical sociological theorizing, this course covers sociological theory from the mid-20th century to the present. Topics to be addressed include: Parsonian Sociology, the Frankfurt School, Symbolic Interactionism, Feminism, contemporary theories of race and ethnicity, modern and postmodern theory and globalization. Prerequisites: “C” or better in SOCI 399 and/or departmental approval. *Three semester hours.*

SOCI 490.SOCIOLOGY INTERNSHIP

An advanced workshop for future professionals in the field of applied sociology. The main objective of this course will be the application of selected basic concepts of sociology to a current social reality. Emphasis will be given to analyses of aspects of current acute social problems while familiarizing students with the basic principles of sociologists’ professional ethics. This course is intended as a professionalization building experience for students in the Sociology program. This course may be taken for one to nine semester course hours. This course may be repeated for additional credit, not to exceed nine hours total. Anything beyond three semester hours requires approval of the department chair. Only six semester hours of credit in internships may count toward fulfillment of major requirements. Prerequisites: “C” or better in SOCI 398 and a Lander GPA of at least 2.0. *One to nine semester hours.*

SOCI 499.CAPSTONE SENIOR SEMINAR

This course is designed to be one of the last classes a sociology major takes and is structured so that students conduct independent research on a topic of sociological interest as well as learn to apply their knowledge and skills after graduation. In addition to the research project, the course will cover major topics, concerns, and paradigms in sociology, provide discussion of the role of sociology and sociologists in society today, and include strategies for putting a sociology degree to work in a post-collegiate context. Prerequisite: “C” or better in SOCI 398 and SOCI 399. *Three semester hours.*

SPANISH**SPAN 101.SPANISH FOR GLOBAL CITIZENS I**

Students learn basic sentence structure and vocabulary in Spanish and are introduced to the cultures of the Spanish-speaking world. Students also begin to acquire the language skills and cultural knowledge to participate effectively in multilingual communities at home and around the world. Prerequisite: Placement determined per Foreign Language Placement Policy. (General Education - Core Academic Skills and General Education Electives). *Three semester hours.*

SPAN 102.SPANISH FOR GLOBAL CITIZENS II

This course is designed for students who have taken SPAN 101 or its equivalent, and builds upon what they have already studied. Students learn basic sentence structures and vocabulary in Spanish and are introduced to the cultures of the Spanish-speaking world, with an emphasis on Mexico. Students continue to acquire the language skills and cultural knowledge to participate effectively in multilingual communities at home and around the world. Prerequisite: SPAN 101 or placement determined per Foreign Language Placement Policy. (General Education - Core Academic Skills and General Education Elective). *Three semester hours.*

SPAN 203 SPANISH FOR GLOBAL CITIZENS III

This course is designed for students who have taken SPAN 102 or its equivalent, and builds upon what they have already studied. Students learn sentence structures and vocabulary in Spanish and are introduced to the cultures of the Spanish-speaking world, with an emphasis on Spain. Students continue to acquire the language skills and cultural knowledge to participate effectively in multilingual communities at home and around the world. Prerequisite: SPAN 102 or placement determined per Foreign Language Placement Policy. (General Education - Core Academic Skills and General Education Electives). *Three semester hours.*

SPAN 204.SPANISH FOR GLOBAL CITIZENS IV

This course is designed for students who have taken SPAN 203 or its equivalent, and builds upon what they have already studied. Students continue to learn structures and vocabulary in Spanish while they gain a vision of the social, economic, and political forces that shape the Hispanic world today. Students also acquire the language skills and cultural knowledge to participate effectively in multilingual communities at home and around the world. Prerequisite: SPAN 203 or departmental permission. *Three semester hours.*

SPAN 280.SPECIAL TOPICS

The study of a particular issue, theme, or topic in Hispanic language, civilization, or literature. May be given in Spanish or English. Prerequisite: Permission of instructor. *One to three semester hours.*

SPAN 301.SPANISH CONVERSATION AND COMPOSITION

Development of proficiency in oral and written communication in Spanish, focusing on vocabulary and structures. Discussions, oral presentations, and essays on material from Spanish texts and film. Conducted in Spanish. Prerequisite: SPAN 203 or placement. *Three semester hours.*

SPAN 305.SPANISH GRAMMAR AND COMPOSITION

Development of writing proficiency in Spanish, including vocabulary, grammar, usage, and style. Conducted in Spanish. Prerequisite: SPAN 202 or placement. *Three semester hours.*

SPAN 308.HISPANIC CIVILIZATIONS

This course undertakes a comparative examination of the cultures and civilizations of Spain and Spanish America. The course topics include geography, history, as well as the current social, economic, and political forces that give the Hispanic world its distinctive identity. Conducted in Spanish. Prerequisite: SPAN 305 or permission of instructor. *Three semester hours.*

SPAN 310.INTRODUCTION TO HISPANIC LITERATURE

Comprehensive introduction to the analysis of Hispanic literary texts with an emphasis on critical reading and writing. Readings, analyses, lectures, and compositions in Spanish. Prerequisite: SPAN 305 or permission of instructor. *Three semester hours.*

SPAN 313.READINGS IN SPANISH-AMERICAN LITERATURE

Selected texts in Spanish-American literature from the Conquest to contemporary times. Reading, analysis, and discussion of representative works from authors such as Cortés, Inca Garcilaso, Isaacs, Darío, Borges, Neruda, Cortázar, García Márquez, and Esquivel. Conducted in Spanish. Prerequisite: SPAN 310 or permission of instructor. *Three semester hours.*

SPAN 314.READINGS IN PENINSULAR LITERATURE

Selected texts in Spanish literature from the Middle Ages to contemporary times. Reading, analysis, and discussion of representative works from authors such as Rojas, Cervantes, Lope de Vega, Galdós, Unamuno, Machado, García Lorca, Cela, and Martín Gaité. Conducted in Spanish. Prerequisite: SPAN 310 or permission of instructor. *Three semester hours.*

SPAN 320.HISPANIC CINEMA

The study of films as mirrors of Hispanic societies. Topics include the comparative analysis of film and literature, film as propaganda, film as blockbuster, and the cinematic depiction of social, cultural, and historical realities of Hispanic nations. Prerequisite: SPAN 305 or permission of instructor. *Three semester hours.*

SPAN 330.OVERSEAS STUDY

Individualized project undertaken on an overseas study program approved by the University. *One semester hour.*

SPAN 340.OVERSEAS STUDY: LANGUAGE

Intensive language study on an overseas study program approved by the University. Prerequisite: Placement. *One to nine semester hours.*

SPAN 350.OVERSEAS STUDY: CULTURAL STUDIES

Study in any area of Hispanic culture and society on an overseas study program approved by the University. Prerequisite: Placement. *One to nine semester hours.*

SPAN 360.OVERSEAS STUDY: LITERATURE

Study of Hispanic literature on an overseas study program approved by the University. Prerequisite: Placement. *One to six semester hours.*

SPAN 380.SPECIAL TOPICS

Course offered periodically for the investigation of a particular issue, theme, or topic in Hispanic studies. Conducted in Spanish. Prerequisite: SPAN 305 or permission of instructor. *One to three semester hours.*

SPAN 403.SPANISH LINGUISTICS

Spanish morphology and syntax at the applied level, within a semantic framework. Conducted in Spanish. Prerequisite: SPAN 305. *Three semester hours.*

SPAN 410.SEMINAR IN HISPANIC STUDIES

Advanced study in a specialized area, movement, writer, or work in Hispanic culture, literature, or society. Conducted in Spanish. Prerequisite: SPAN 305 or permission of instructor. *Three semester hours.*

SPAN 490.INTERNSHIP IN SPANISH

Practical experience in professional employment settings either locally or abroad. Placements may be made available through the department, or may be arranged by students in consultation with the department. Conducted in Spanish. May be repeated for a total of twelve hours. Prerequisite: SPAN 305, overseas study, permission of instructor. *One to twelve semester hours.*

SPAN 499.SENIOR PROJECT

A directed individual research project on a topic to be arranged with a professor. Final essay and oral presentation in Spanish. Prerequisite: Senior standing, permission of instructor. *Two to four semester hours.*

SPECIAL EDUCATION

See pages 347-349.

SPEECH**SPCH 101.SPEECH FUNDAMENTALS**

Develops increased accuracy in the basic elements of the communicative process. Study and application of the principles of speech communication. *Three semester hours.*

SPCH 102.FUNDAMENTALS OF PERFORMANCE STUDIES

This course is designed to teach students the importance of research, analysis, interpretation, and practice in presenting a physical and oral performance of a variety of forms of written material for public presentations. The primary subject matter may vary, and can focus on the following areas: Voiceover Acting, Stage Acting, On Camera Acting, Audiobook Narration, or Oral Interpretation. Required for majors. Restricted to Mass Communications and Media Studies majors. *Three semester hours.*

SPCH 201.VOICE AND DICTION

Designed to develop demonstrated competence in personal speech and diction skills through the study of voice production technique, the skills required to achieve clear articulation, and the ability to identify and master

standard pronunciation. Required for majors. Restricted to Mass Communications and Media Studies or permission of instructor. This is a studio course. *Three semester hours.*

SPORTS MANAGEMENT

SPTM 101.INTRODUCTION TO SPORTS MANAGEMENT

This course focuses on the professional aspects of sports management. Potential careers available to sports managers will be explored. An introduction to the historical, social, and philosophical foundations of sports management will be provided. Students will explore the demands and expectations in various sports management venues. *Three semester hours.*

SPTM 301.PRINCIPLES OF SPORTS MANAGEMENT

This course includes a study of contemporary sports management theories and an analysis of the four basic sports management functions: planning, organizing, leading, and controlling. Students will learn how to use these functions for establishing and accomplishing business objectives, particularly related to event and facilities management. Students will build skills and gain insight into behavioral issues to more effectively manage and lead in the sport industry while articulating the vision and ethical climate for organizational effectiveness. Areas of investigation include management theories and functions, global perspectives, organizational environment, motivation, leadership, communication, decision-making, human behavior, operations, and social responsibility. Prerequisites: "C" or better in SPTM 101. *Three semester hours.*

SPTM 302.PRINCIPLES OF SPORTS MARKETING

This course is an introduction to the principles of sports marketing, particularly those applicable to micro-marketing. Main topics include the role of the marketing mix in sport industry business decision making, development of the marketing strategy, international marketing, and implementation and control of sport industry market activities. Prerequisites: "C" or better in SPTM 101. *Three semester hours.*

SPTM 490.INTERNSHIP IN SPORTS MANAGEMENT

This internship is designed to give Sports Management minors practical work experience. Students must apply one semester prior to the semester in which they wish to have the internship experience. Students must work with their major advisor to develop the internship experience. Prerequisite: "C" or better in SPTM 101 and SPTM 301, permission of the student's advisor, and permission of the Sports Management coordinator. *One to three semester hours.*

TEACHING FELLOWS PROGRAM

See page 349-350.

THEATRE

THTR 017.PERFORMANCE

This course requires students to experience a variety of dramatic literature and live performance styles by auditioning for and performing in at least two department productions. This class may not be taken more than twice. Graded pass/fail. *No credit.*

THTR 100.PLAY PRODUCTION

Students who work in a faculty-directed theatre department production as a performer, designer, or manager have the opportunity to earn credit. Participation is by audition or permission of faculty director. Principles and techniques that are taught in the department classes will be applied in the production. Participation will be determined during the drop/add week of classes. This course may be repeated for additional credit as productions change. *Zero to three semester hours.*

THTR 112.TECHNICAL PRODUCTION

Students acquire practical technical theatre production experience and training. Students serve on production crews and work in the scene shop. May be repeated for additional credit to meet required hours, or as a general elective. *Three semester hours.*

THTR 200.ACTING I

Focus is on the creative process as it applies to the study of acting. A variety of techniques that help actors to create believable characters in performance will be actively addressed. *Three semester hours.*

THTR 201.THEATRE APPRECIATION

A study in theatrical literature that focuses on key historical eras in the development of theatre movements. (General Education – Humanities and Fine Arts) *Three semester hours.*

THTR 203.ACTING II

This course is a continuation of THTR 200. Focus is on scene analysis and developing emotional honesty in a performance. Prerequisite: THTR 200 or permission of the instructor. *Three semester hours.*

THTR 221.BASIC STAGECRAFT

Lecture and laboratory course on the basic principles and techniques of executing the design elements of stage scenery, lighting, and costuming. The emphasis is on the practical experiences that require students to demonstrate competences in these areas. *Three semester hours.*

THTR 301.SPECIAL TOPICS IN THEATRE

Specialized instruction in area of theatre not normally covered in existing coursework. Area to be covered will be based on need of students. Course can be repeated for different topics. Six (6) hours are required for theatre emphasis majors. Restricted to Mass Communications and Media Studies majors or permission of instructor. *Three semester hours.*

THTR 304.VOICE OVER ACTING TECHNIQUES

Course will focus on basic voice over acting techniques to help students develop the skills they need to effectively become voice over talent for commercials, narrations, and animation. Students will also learn about setting realistic goals, marketing, studio basics, and working with a director/producer. The goal of the course is to have hands-on experience working with copy and developing a sample demo. Prerequisites: MEDA 302 and either SPCH 102 or SPCH 201. *Three semester hours.*

THTR 308.ON CAMERA ACTING TECHNIQUE

This course will focus on basic skills for an effective performance on video. Emphasis is on practical experience to develop and demonstrate competence in working in front of a camera. Prerequisite: SPCH 102 or THTR 301 or THTR 390. *Three semester hours.*

THTR 342.SCENE DESIGN AND STAGE LIGHTING

Designed to develop demonstrated competence in aesthetic and practical considerations for designing theatrical stage productions. Design elements such as lighting, scenic, and costumes will be discussed. Required for theatre majors. Prerequisite: THTR 221. *Three semester hours.*

THTR 345.INTEGRATED ARTS INSTRUCTIONAL STRATEGIES: DRAMA

Elementary education students (grades 2-6) learn to (1) develop a unit of instruction integrating instructional strategies of dramas and language arts pedagogy, (2) use drama as a primary means of communication as well as (3) use drama to make connections with other arts disciplines. Prerequisite: Restricted to Early Childhood, Elementary, and Special Education majors. Co-requisite: Taken concurrently with EDUC 345. *One semester hour.*

THTR 350.THEATRE HISTORY AND LITERATURE

Survey of the historical developments in theatre including literature, criticism, and analysis. Playwrights, representative plays, and styles of production will be surveyed from the Greek Classicism through the Elizabethan period, while also focusing on non-western theatre. Prerequisite: ENGL 102. *Three semester hours.*

THTR 390.SCRIPTWRITING

A study of the mechanics and format for stage, television/film, and radio writing with practical application achieved through the actual production of scripts. All students will be required to complete a short script. Scripts will receive public readings and selected short script will be produced in the appropriate media. Prerequisite: ENGL 102. *Three semester hours.*

THTR 416.PLAY DIRECTING LABORATORY

A continuation of Theatre 499. Students cast and direct a one-act play. Emphasis is on practical application of the information learned in Theatre 499. Prerequisite: THTR 499. *One semester hour.*

THEATRE 450.THEATRE HISTORY AND LITERATURE

Survey of the historical developments in theatre including literature, criticism, and analysis. Playwrights, representative plays, and styles of production will be surveyed from Restoration to the present. Prerequisite: ENGL 102. *Three semester hours.*

THTR 490.INTERNSHIP

Designed to give the student a practical work experience in a field related to his or her major. A student will work through an approved agency, business, or theatre company under the supervision of one of its professional employees and a major professor. Students must apply one semester in advance of the internship. Suitable positions determine availability. Prerequisites: 18 semester hours in the major and junior or senior standing. *One to six semester hours.*

THTR 499.PLAY DIRECTING

Students will learn the basic theory and techniques required to plan and direct a theatrical production. Emphasis is placed on the formulation of a production concept and the completion of a prompt book. This is also a capstone course which will examine current legal and ethical issues as well as opportunities for employment and post-graduate training. Prerequisites: THTR 221, 350 or permission of the instructor. Junior/senior status is required. *Three 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)
MESc, 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, Pragma (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
Betha, 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
Boyer, 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, Jalyssa, 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

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