

# LANDER UNIVERSITY 2013-2014 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 2013-2014 Lander University 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 2013-2014 academic year, commencing with the 2013 fall semester and extending through the 2014 summer sessions.

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GREENWOOD, SOUTH CAROLINA 29649-2099

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

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# UNIVERSITY CALENDAR

## ACADEMIC YEAR 2013-2014

### FALL SEMESTER 2013

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	July 9	EXPO I begins at 8:00 a.m.
Wednesday	July 10	EXPO I continues
Thursday	July 11	EXPO I ends
Tuesday	July 23	EXPO II begins at 8:00 a.m.
Wednesday	July 24	EXPO II continues
Thursday	July 25	EXPO II ends
Tuesday	Aug 6	EXPO III begins at 8:00 a.m.
Wednesday	Aug 7	EXPO III continues
Thursday	Aug 8	EXPO III ends
Tuesday	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 28	Residence halls open (new freshmen and transfers only)
Thursday	August 29	Last day to validate and pay for new and continuing students with the University Business Office. Failure to validate and pay university fees will result in cancellation of student's schedule. Refer to <a href="http://www.lander.edu/business_office">http://www.lander.edu/business_office</a> for details.
Thursday	August 29	Residence halls open for continuing students
Monday	September 2	Classes begin
Friday	September 6	Registration and Drop/Add ends. Last day to drop a course and receive a full tuition refund. Refunds (see page 35 or <a href="http://www.lander.edu/Business-Administration/Business-Office/Refund-Policy.aspx">http://www.lander.edu/Business-Administration/Business-Office/Refund-Policy.aspx</a> )
Monday	September 9	Withdrawal from individual classes with a "W" grade begins. No academic penalty, no tuition refund. Refunds (see page 35)
Thursday	October 10	Graduation Application deadline for Fall 2013
Monday	October 14	Midterm week begins
Monday-Tuesday	October 14-15	Fall break
Friday	November 1	Withdrawal from individual classes with a "W" grade ends.
Monday	November 4	Registration for 2014 Spring semester begins for continuing students
Tuesday	November 26	Residence halls close at 5:00 p.m. (Students with a Tuesday evening class MAY be permitted to stay until 9:00 p.m.)
Wednesday-Friday	November 27-29	Thanksgiving holiday (University closed)

Monday	December 2	Classes resume at 8:00 a.m.
Monday	December 2	Registration for Spring 2014 for new students begins
Friday	December 6	Last day of classes and last day for a complete withdrawal from all classes
Monday-Friday	December 9-13	Examinations
Saturday	December 14	Commencement at 11:00 a.m.
Sunday	December 15	All grades due by 5 p.m.
Monday-Friday	December 24-31	University closed for holidays

### **FALL 2013 MINI-TERM**

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.

Wednesday- Thursday	October 16-October 29	Registration
Monday	October 28	Classes begin
Wednesday- Thursday	October 30-November 7	Individual course withdrawal
Wednesday-Friday	November 27-29	Thanksgiving Break
Thursday	December 5	Classes end
Monday	December 9	Examinations

## SPRING SEMESTER 2014

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.

Friday	November 29	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.
Thursday	January 2	University opens after holiday break
Wednesday	January 8	Last day to validate and pay for new and continuing students with the University Business Office. Failure to validate and pay university fees will result in cancellation of student's schedule. Refer to <a href="http://www.lander.edu/business_office">http://www.lander.edu/business_office</a> for details.
Thursday	January 9	Residence halls open (new freshmen and transfers only)
Friday	January 10	Residence halls open for continuing students
Monday	January 13	Classes begin
Friday	January 17	Registration and Drop/Add ends. Last day to drop a course and receive a full tuition refund. Refunds (see page 35)
Friday	January 17	Last day to validate and pay fees for late admissions with the University Business Office. Failure to validate and pay university fees will result in cancellation of student's schedule. Refer to <a href="http://www.lander.edu/business_office">http://www.lander.edu/business_office</a> for details.
Monday	January 20	Martin Luther King Holiday (University closed)
Tuesday	January 21	Withdrawal from individual classes with a grade of "W" begins
Thursday	February 20	Graduation Application deadline for Spring 2014
Monday-Friday	February 17-21	Mid-Term week
Friday	March 7	All non-holiday residence halls close at 5 p.m.
Monday-Friday	March 10-March 14	Spring holidays
Sunday	March 16	Residence halls open at 1 p.m.
Friday	March 21	Withdrawal from individual classes with a grade of "W" ends
Monday	March 31	Registration begins for 2014 Fall Semester and 2014 Summer sessions for continuing students
Monday	April 21	Registration for new students begins
Friday	April 25	Last day of classes
Friday	April 25	Last day for a complete withdrawal from all classes
Monday-Friday	April 28- May 2	Examinations
Friday	May 2	Residence halls close by 5 p.m. for all non-graduating students
Saturday	May 3	Commencement at 11:00 a.m.
Sunday	May 4	All grades due by 5 p.m.

## **SPRING 2014 MINI-TERM**

Monday-Tuesday	March 3-March 18	Registration
Monday	March 17	Classes begin
Wednesday-		
Thursday	March 19-27	Individual course withdrawal
Thursday	April 24	Classes end
Monday	April 28	Examinations

## **TENTATIVE SUMMER 2014 FOR UNDERGRADUATE AND GRADUATE CLASSES.**

**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 31	Registration begins for continuing students
Monday	April 21	Registration for new students begins
Monday	May 19	Classes begin and registration ends
Tuesday-Monday	May 20-26	Withdrawal from individual class with a "W" grade. No academic penalty, no tuition refund. Refunds (see page 35)
Thursday	June 19	Graduation application deadline for Summer 2014
Wednesday	June 25	Last day to withdrawal from all Summer I classes.
Wednesday	June 25	Classes End
Thursday	June 26	Examinations
Monday	June 30	All grades due by 4:00 p.m.

### **SUMMER SESSION II**

Monday	March 31	Registration begins for continuing students
Monday	April 21	Registration for new students begins
Tuesday	July 1	Classes begin and registration ends
Wednesday-Monday	July 2-July 8	Withdrawal from individual class with a "W" grade. No academic penalty, no tuition refund. Refunds (see page 35)
Friday	July 4	Fourth of July holiday (University closed)
Thursday	August 7	Classes end
Thursday	August 7	Last day to withdraw from all Summer II courses
Monday	August 11	Examinations
Wednesday	August 13	All grades due by 4:00 p.m.
Friday	August 15	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.

<b>Congressional District</b>	<b>Member</b>	<b>Expiration of Present Term</b>
<b>First</b>		
Seat 1	Mr. Robert A. Brimmer	2016
<b>Second</b>		
Seat 2	Mr. George R. Starnes	2016
<b>Third</b>		
Seat 3	Ms. Linda Dolny	2016
<b>Fourth</b>		
Seat 4	Mr. Jack W. Lawrence	2016
<b>Fifth</b>		
Seat 5	Ms. S. Anne Walker	2016
<b>Sixth</b>		
Seat 6	Dr. Ann Hurst	2016
<b>Seventh</b>		
Seat 7	Ms. Catherine Lee Frederick	2016
<b>At-Large Members (elected by the General Assembly)</b>		
Seat 8	Mr. Robert A. Barber, Jr.	2014
Seat 9	Mr. Maurice Holloway	2014
Seat 10	Ms. Mamie W. Nicholson	2014
Seat 11	Mr. Fred M. Thrailkill	2014
Seat 12	Dr. John Nicholson, Jr.	2014
Seat 13	Mr. Raymond D. Hunt	2014
Seat 14	Ann B. Bowen	2014
Seat 15	Mr. Bobby M. Bowers	2014
<b>At-Large Member (appointed by the Governor)</b>		
Seat 16	Dr. Donald Lloyd, II	
<b>Ex Officio Member</b>		
	Governor Nikki Haley	
	Designee: Ms. Holly Bracknell	

# **EXECUTIVE OFFICERS OF THE ADMINISTRATION**

Daniel W. Ball  
President

S. David Mash  
Provost and Vice President for Academic Affairs

Gary McCombs  
Vice President for Business and Administration

H. Randall Bouknight  
Vice President for Student Affairs

J. Adam Taylor  
Vice President for Governmental Affairs

Ralph E. Patterson  
Vice President for University Advancement

Jefferson J. May  
Athletics Director

## **ADMINISTRATIVE OFFICES**

Office of the President

Affirmative Action/EEO

Human Resources

Academic Affairs

Academic Colleges and Departments

College of Arts and Humanities

Department of Art

Department of English and Foreign Languages

Department of History and Philosophy

Department of Mass Communication and Theatre

Department of Music

College of Business and Public Affairs

School of Management

Department of Political and Social Sciences

College of Education

Department of Teacher Education

Department of Physical Education and Exercise Studies

Department of Psychological Science

College of Science and Mathematics

Department of Biology

Department of Physical Sciences

Department of Mathematics and Computing

William Preston Turner School of Nursing

Office of Continuing Education

- Institutional Research and Assessment
- Office of International Programs
- Enrollment Management
  - Office of Admissions
  - Office of the Registrar
  - Office of Financial Aid
- Academic Success Center
- Greenwood-Lander Performing Arts
- Library
- Business and Administration
  - Bookstore/Post Office
  - Budget Office/Grants
  - Business Office/Accounting/Payroll
  - Engineering Services
  - Information Technology Services
  - Physical Plant
  - Printing Services/Post Office
  - Procurement Services
- Intercollegiate Athletics
  - Baseball (Men)
  - Basketball (Men/Women)
  - Golf (Men/Women)
  - Soccer (Men/Women)
  - Softball (Women)
  - Tennis (Men/Women)
  - Volleyball (Women)
- Student Affairs
  - Career Services
  - Co-Curricular Activities
  - Cooperative Education
  - Counseling Services
  - Dean of Students
  - Housing and Residence Life
  - Multicultural Student Affairs
  - University Police Department
  - Student Government Association
  - Student Discipline
  - Student Health Services
  - Student Judicial Affairs
  - Student Orientation
  - Student Publications
- University Advancement
  - Alumni Affairs
  - Development
  - The Lander Foundation
  - University Relations and Publications

# 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); and Daniel W. Ball (2000-present).

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

## MISSION STATEMENT

Grounded in the belief that education is a liberating force which makes it possible for an individual to live a life of meaningful activity, of personal satisfaction, and of service to others as a neighbor and a citizen, Lander University has chosen teaching and learning as its principal concerns and providing a challenging education for qualified students as its mission. 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 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. Additionally, the Bachelor of Science degree in Athletic Training is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 2201 Double Creek Drive, Suite 5006, Round Rock, TX 78664. The Department of Business Administration 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 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. The Teacher Education programs of Lander University are approved by the state of South Carolina and the academic unit is nationally accredited by the National Council for Accreditation of Teacher Education Certification (NCATE), 2010 Massachusetts Ave., NW, Suite 500, Washington, D.C. 20036-1023). Lander's Montessori Teacher Education Program offers coursework leading to certification by the American Montessori Society. It is fully accredited by the Montessori Accrediting Council for Teacher Education (MACTE), 313 Second Street SE, 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 and the Master of Arts in Teaching Art are accredited by the National Association of Schools of Art and Design (NASAD). Both programs have been examined and approved by 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, the American Association of State Colleges and Universities, and the South Carolina Association of Colleges and Universities. Information concerning accreditation procedures applicable to the University is available in the Office of the President.

## **THE EDUCATIONAL PROGRAM**

Lander University confers the degrees of Bachelor of Arts, Bachelor of Science, Master of Arts in Teaching and Master of Education 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	History
English	Spanish
English, Professional Writing	
English, Secondary Teacher Certification	

**The BS degree is offered in:**

Athletic Training (no longer accepting applicants)	Mass Communication & Theatre
Biology	Mass Communication & Theatre, Mass Communication
Biology	Mass Communication & Theatre, Theatre
Biology, Genetics	Mathematics
Biology, Medical Technology	Mathematics
Business Administration	Mathematics, Dual Engineering
Business Administration, Accounting	Mathematics, Secondary Teacher Certification
Business Administration, Finance/Economics	Music
Business Administration, Health Care Management	Music, Instrumental
Business Administration, Management/Marketing	Music, Keyboard
Chemistry	Music, Vocal
Chemistry	Music, K-12 Teacher Certification, Choral
Chemistry, Dual Engineering	Music, K-12 Teacher Certification, Keyboard
Computer Information Systems	Music, K-12 Teacher Certification, Instrumental
Computer Information Systems, Dual Engineering	Nursing
Computer Information Systems, Networking	Nursing (Prelicensure)
Computer Information Systems, Software Development	Nursing (Completion for Registered Nurses)
Criminal Justice Management	Physical Education/K-12 Teacher Certification
Early Childhood Education	Political Science
Early Childhood Education	Political Science
Early Childhood Education, Montessori	Political Science, Public Administration
Elementary Education	Psychology
Environmental Science	Sociology
Exercise Science	Sociology
History	Sociology, Criminal Justice
History	Special Education
History, Secondary Social Studies Teacher Certification	Visual Arts
	Visual Arts
	Visual Arts, Graphic Design
	Visual Arts, K-12 Teacher Certification

**Minors or certificates are offered in:**

African American Studies	International Business
Anthropology	International Studies
Art History	Latin American Studies
Biology	Leadership
Business Administration	Mass Communication
Chemistry	Mathematics
Child and Family Studies	Military Science and Leadership
Computer Information Systems	Music
Dance	Musical Theatre
Economics	Philosophy
Electronic Art	Political Science
English	Pre-Law
English-Professional Writing	Psychology
Environmental Science	Public Administration
French	Religion
Health Care Management	Sociology
Health Care Management Certificate	Spanish
History	Theatre
Information Technology	Therapeutic Horsemanship
	Visual Arts

**GRADUATE PROGRAMS**

A Master of Arts in Teaching (MAT) degree with a concentration in art education is offered (see page 355).

A Master of Education (M.Ed.) degree is offered in Teaching and Learning (see page 357) and in Montessori Education (see page 359).

**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:

**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, Willson Hall was added to the western end of the structure in 1911. Lander's original building was one of four public buildings in Greenwood designed by Reuben Harrison Hunt, of Chattanooga, Tennessee. A prolific architect whose work can be found throughout the region, Hunt was particularly noted for his churches. The National Register for Historic Places contains many Hunt buildings; Lander's Old Main Building was added to the Register in 1984.

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

**Barratt Hall** (1967) Dedicated to the memory of John Perkins Barratt, 19<sup>th</sup> 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 and the office of University Relations and Publications.

**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 Studies. The entire Drummond Complex comprises more than 126,000 square feet of space.

**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.

**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 next to Java City 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.

**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, University Advancement and the Student Government Association.

**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.

**The Jeff May Complex** (2009) Named for Lander's Athletic Director since 1997, 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. A new fieldhouse at the complex will provide 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.

**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.



**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 executive offices, the Department of Mass Communication & Theatre, and administrative offices, including Admissions, Business Office, Financial Aid, and Registrar. The second floor houses the departments of Political & Social Sciences, and Teacher Education and the school of Management. The third floor houses the Writing Center and the departments of English & Foreign Languages, History & Philosophy, and Psychology.

**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.

**Chiple Hall** (1925) The oldest free-standing building on campus, Chiple 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. Chiple, a Greenwood businessman. In Spring 2003, Chiple was partially renovated, including air-conditioning and new furnishing. The three-story building accommodates approximately 100 students.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**Centennial Hall** (2005) Centennial Hall is a 90,000 square foot facility featuring suites of 4 single rooms including a living space and bathroom. Located in the newest developed area on campus, 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.

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

**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.

## **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 graduates and former students who attended Lander for at least one year 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 Weekend, 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 2012-2013 academic year. For more information on the Alumni Association visit <http://www.lander.edu/Alumni-And-Friends.aspx>.

## **LANDER UNIVERSITY STUDENT ALUMNI ASSOCIATION**

The Lander University Student Alumni Association (LUSAA) offers an annual membership for all undergraduate 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 \$20. Each member receives a welcome goodie package and a membership card to use for benefits. Membership benefits include a 20% first time discount of non-textbook purchases in the bookstore and 10% discount for every purchase made the remainder of the school year. Membership also provides students with discounts or free offers at the Bearcat Den and 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 on the upper level of the Grier Student Center.

## **GREENWOOD-LANDER PERFORMING ARTS**

For the 2013-2014 season, Greenwood-Lander Performing Arts (GLPA) will bring five outstanding, world-class performances to the Lander University Josephine B. Abney Cultural Center stage. The season opens on October 3, 2013, with Ray Chen, the exceptional young violinist who was selected to perform at the most recent Nobel Prize ceremony. Next, on November 19, 2013, GLPA will proudly present the well-known instrumental group, Dallas Brass, as they present the “American Musical Journey. Just after the holiday season on January 21, 2014, GLPA will showcase the classical male vocal group popular on National Public Radio, Cantus. The season will continue on February 13, 2014, with a performance by the world-renowned, multi-platinum vocalist, Sandi Patty, who will perform both Christian and Broadway classics. Then, on March 28, 2014, the final season performance will bring Irish vocalists, musicians, and dancers to the stage in Celtic Nights – “Journey of Hope”.

These exciting performances are a collaborative effort between the Greenwood community and Lander University. One ticket per person is available free of charge to full-time Lander University students, staff, and faculty on a limited basis. Faculty and staff tickets are available one week before each performance in the GLPA office. Student tickets are available on the day of the performance at the Box Office located in the Josephine Abney Cultural Center. All GLPA events are FALS approved and students, faculty, and staff must present their valid Lander ID to receive a complimentary ticket.

**GLPA Outreach Program** - During the past ten years, the Greenwood-Lander Performing Arts Outreach Program has presented a multitude of live performances to over 30,000 area students from fifty public and private schools in the surrounding eight county Lakelands area. The Outreach Program presents world-class performing arts events to students who travel to Lander during daytime hours. The Program includes a wide variety of repertoire representing diverse cultures and provides participating schools with study guides prior to each event. Master classes and special school-based programs further expand these educational enrichment opportunities and are often offered to Lander University students.

**2013-2014 Greenwood-Lander Performing Arts Season and Outreach Series Schedule**

<b>Ray Chen</b>	<b>October 3, 2013 @ 7:30 p.m.</b>
<i>Before the People Came (Outreach)</i>	<i>October 24, 2013 @ 9:30 a.m. and noon</i>
<b>Dallas Brass</b>	<b>November 19, 2013 @ 7:30 p.m.</b>
<b>Cantus</b>	<b>January 21, 2014 @ 7:30 p.m.</b>
<i>Cantus (Outreach)</i>	<i>January 21, 2014 @ noon</i>
<i>Ugly Duckling/Tortoise and the Hare (Outreach)</i>	<i>February 4, 2014 @ 9:30 a.m. and noon</i>
<b>Sandi Patty</b>	<b>February 13, 2014 @ 7:30 p.m.</b>
<i>Mine Eyes Have Seen the Glory (Outreach)</i>	<i>February 28, 2014 @ 9:30 a.m. and noon</i>
<b>Celtic Nights</b>	<b>March 28, 2014 @ 7:30 p.m.</b>
<i>The Lion, the Witch, and the Wardrobe (Outreach)</i>	<i>April 11, 2014 @ 9:30 a.m. and noon</i>

# UNDERGRADUATE ADMISSION

*Graduate Admission (see pages 355, 357, and 359).*

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](mailto:admissions@lander.edu). A completed application and all supporting documents should be submitted to the Office of Admissions at least **two weeks** prior to the term or semester for which admission is requested. 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 continual basis.

## 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>. Students may also request an application by emailing the Office of Admissions at [admissions@lander.edu](mailto:admissions@lander.edu), by calling (864) 388-8307 or 1-888-4LANDER, or by mailing to Office of Admissions, Lander University, 320 Stanley Avenue, Greenwood, South Carolina 29649-2099 and return the completed application to the Office of Admissions. A *non-refundable* \$35 application fee will be required prior to processing the application.

*\*Preferred Application Deadlines:  
Fall 2013 semester – August 1, 2013  
Spring 2014 semester – December 2, 2013*

*\*Although applicants are encouraged to submit the requested records by these two dates, they may submit them thereafter, but necessary evaluation may not be completed in a timely manner.*

### 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](http://www.collegeboard.com) or the American College Testing Service at [www.actstudent.org](http://www.actstudent.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/admissions/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" and "Non-Degree" categories, with a number of specific categories under each. Requirements for the specific categories follow.

### I. DEGREE-SEEKING ADMISSION

#### A. Freshman Admission

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

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

Prospective students are required to have completed, as 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 an average of 450 on all tests for a total score of 2250 and a minimum score of 410 on each of the five tests.

## **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. In certain cases, such students may receive academic credit in professional programs based on proficiencies developed through work experience. Specific opportunities are outlined in the section of the catalog dealing with advanced standing (see page 45), which also includes information about the College-Level Examination Program (CLEP) and locally administered procedures which allow for credit by examination. 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 45).

## **4. Assessment of Academic Records**

Freshman applicants who satisfy the course requirements listed above will be evaluated on the basis of high school curriculum, grades, rank in class, and SAT or ACT scores. Principal and guidance counselor recommendations are optional. These factors will be used to calculate the predicted GPA to determine the applicant's probability of success during the freshmen year. Each student is reviewed on an individual basis based on the above criteria. Higher class rank and grades may offset lower SAT or ACT scores and higher examination scores may offset lower class rank and grades.

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.

Exception 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 and Petitions Committee. a college or university and the applicant is less than 21 years of age, official high school transcripts and official SAT/ACT score reports must be forwarded to the Office of Admissions. ***All students are required to submit a final official high school transcript.***

General transfer requirements include:

- 1) Evidence indicating the applicant is academically and otherwise eligible to return to all colleges attended as a regular student;
- 2) Official transcript sent directly from **EACH** institution attended;
- 3) Transfer students having earned fewer than 24 semester hours or under 21 years of age must also meet freshman admission requirements;
- 4) If applicant was suspended from a prior institution, the applicant must take action to restore eligibility to return to that institution.

Transfer applicants from regionally accredited two- and four-year institutions must have at least a 2.0 ("C") cumulative grade point average (on a 4.0 scale) at the last college attended. If the student has not earned at least 12 semester hours of college-level work at the last college attended, all transcripts from previous institutions will be reviewed. 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 43-45 for policy on placement tests.

### **Transfer Credit Policy**

Academic transcripts of course work successfully completed at an institution accredited by a regional accrediting agency will be considered for Lander University credit.

### **Junior College and Technical College Transfer Applicants**

A maximum of 64 semester hours will be accepted for graduation credit for students transferring directly from regionally accredited junior and technical colleges. For degree completion, at least 25% of the total semester credit hours, including a minimum of 12 semester hours of 300- and 400-level credits in the major must be earned through instruction by Lander University.

Courses taken at the junior and technical college level will not substitute for 300- and 400-level courses required in the major program at Lander.

*A junior or technical college transfer student may choose to graduate under the Lander University catalog in effect at the time of the student's initial enrollment at an accredited junior or technical college, as long as the date does NOT exceed three years prior to enrolling at Lander University.*

### **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, participants are guaranteed admission to Lander University as sophomores and allowed initial priority registration. There is no additional 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 Lecture 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](mailto:admissions@lander.edu).

### **Senior College Transfer Applicants**

A maximum of 93 semester hours will be accepted for graduation credit for students transferring from regionally *accredited* four year colleges. For degree completion, at least 25% of the total semester credit hours including a minimum of 12 semester hours of 300/400-level credit in the major must be earned through instruction by *enrollment* at Lander University.

Courses taken at the 100- and 200-level will not substitute for 300- and 400-level courses required in the major program at Lander, except by petition or departmental or college approval.

## Transfer Credits

Courses similar to those offered at Lander University are transferable, provided the student earned a grade of “C” or higher 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:

1. Courses that are occupational or technical in nature;
2. Courses that are essentially remedial in nature;
3. Courses from a two-year institution which are considered upper division or upper level at Lander
4. Courses from two-year institutions that are not listed as part of that institution’s college parallel program; and
5. Courses exempted through any form of testing or assessment at another institution.

## 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](http://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) Guide is used to evaluate for college credit military experience-schools, special courses, seminars, etc.

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 Council on the Evaluation of Foreign Education Credentials (CEC). 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 45-47 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](http://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](http://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/AcademicAffairs/TRANSFER/RevisedTransferPolicyFINAL.pdf>

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



### **Transfer Officer**

Robin McMurtury  
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](mailto:registrar@lander.edu)

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

### **B. 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.*

There is no application fee for readmission.

#### **1. Requirements for a returning student must:**

- a. Complete an application for admission;
- b. Submit final official transcripts from all colleges attended since last enrolment at Lander;
- c. 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 must:**

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

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

[http://www.lander.edu/docs/registrars-documents/Admissions\\_Petitions\\_Committee\\_11-12\\_Meetings.pdf?sfvrsn=0](http://www.lander.edu/docs/registrars-documents/Admissions_Petitions_Committee_11-12_Meetings.pdf?sfvrsn=0)

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

Fall 2013 semester - August 1, 2013  
Spring 2014 semester - December 2, 2013

### **C. Second Undergraduate Degree Admission**

Requirements for a second undergraduate degree include:

- 1) A completed application for admission; and
- 2) 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 300/400 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. No application fee is required for students applying for special/non-degree 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 43-45 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.

### **B. Concurrent/Dual Enrollment Students**

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

- 1) Concurrent completion of high school program;
- 2) Composite SAT score of 1100 (110 PSAT), ACT score of 24, **or** 3.0 grade point average (on UGS scale) on all academic course work; and
- 3) Recommendation from high school principal or guidance counselor.

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

- 1) Limited to junior and senior students;
- 2) 3.0 grade point average (on a 4.0 scale); and
- 3) Recommendation from high school principal or his/her designee.

### **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.

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

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 a dean or department chair at the 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. Military Special**

Men and women belonging to the reserve components or active duty personnel who do not wish to pursue a degree may be admitted as Military Special students. Military experience and/or transfer credits for military students will be evaluated only for those who are accepted as regular, degree-seeking students.

#### **F. 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. ADMISSION TO OTHER PROGRAMS**

**Evening Classes:** Application must be made through the Office of Admissions and an applicant must meet all usual requirements for admission.

**Summer School:** Undergraduate students entering the University for the first time in a summer term who expect to continue studying toward a degree should submit only one regular application and must meet all requirements for admission as a degree-seeking student before the beginning of the summer term. These students should not submit a separate application for the fall term.

Students wishing to attend the university for the summer only should apply as special students under the non-degree-seeking category included in this section.

### **IV. 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) An Application for Undergraduate or Graduate Admission;
- 2) Official school records (transcripts, diplomas or certificates of study), in 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](http://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.
- 3) English proficiency. While exchange and 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. English being the official native language.
  - d. Completion of the equivalent of Lander's ENGL 101 and ENGL 102 from a regionally accredited college or university in the United States.
  - e. Hold a bachelor's degree from a regionally accredited United States college or university.
    - ii. In the case of the latter, the SAT or ACT may be required; and
- 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](http://www.lander.edu/docs/admissions-documents/International_Fees_Sheet.pdf?sfvrsn=0). Please note that expenses may change without notice.

The Director of International Students and Scholar Services 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, DSO  
 Office of International Programs  
 Jackson Library  
[jconstant@lander.edu](mailto:jconstant@lander.edu)

## V. SOUTH CAROLINA RESIDENTS at least 60 years of age

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.

**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 pages 53-54 for details on how Academic Renewal is applied to the student’s record.

## VII. ADVANCED PLACEMENT

Students who wish to begin their academic study at a level appropriate to their experience may wish to seek advanced placement and/or credit by one or a combination of means. For details, see pages 45-47.

## IX. 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/Libraries/Student\\_Affairs\\_Documents/Health\\_Immunization\\_Form.sflb.ashx](http://www.lander.edu/Libraries/Student_Affairs_Documents/Health_Immunization_Form.sflb.ashx).

### 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 requires 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.

*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.

## **X. 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 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. "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 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 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.

When a student with a disabilities 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.

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.

### **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  
The Wellness Center, Lander University  
Greenwood, SC 29649-2099  
(864) 388-8032  
Email: [kshannon@lander.edu](mailto:kshannon@lander.edu)

### **HOUSING ACCOMMODATION REQUESTS BY STUDENTS WITH A DISABILITY**

Lander University will consider requests for reasonable housing accommodations by students who have a qualified disability as defined by the Americans with Disabilities Act (ADA). It is the sole responsibility of the student to obtain and provide sufficient documentation supporting the need for an accommodation. Each request is considered independently and the University's decision to make an accommodation will be based on the specific facts and circumstances as provided by the student, student's doctor, and/or other individuals.

The deadline for submitting a housing accommodation request, with sufficient supporting documentation, is **March 1st** of each year. The University cannot guarantee an accommodation will be made for requests and/or documentation received after this deadline. Such requests must be made directly to one of the departments below. These two departments will then 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) 388-8032



# 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, student publications, 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 either the 10-meal, 15-meal or unlimited 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\*

**Application Fee** - A \$35.00 application fee must be paid by all undergraduate and graduate students. This fee is non-refundable and does not apply to the basic expenses.

**Advance Registration Deposit** - Undergraduate freshmen, transfers, and returning students intending to enroll at Lander are required to submit a \$100 advance tuition deposit to confirm their plans. This deposit will be used towards paying the student’s tuition costs. The deposit is refundable until May 1 for fall and November 1 for spring should the student’s plans change. After the deadlines have passed, the deposit becomes non-refundable.

**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.

**EXPO (New Student 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 the 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 \$40.00 to cover cost of diploma, cap and gown. Master's degree candidates are charged a non-refundable fee of \$50.00 to cover the cost of diploma, cap and gown, and hood. A student who orders a diploma and does not graduate on the anticipated date will need to re-apply and pay another graduation fee.

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

**Mini Course Fee** – Students enrolled in courses offered during mini term will be assessed an additional \$150.00 fee per course plus normal fees.

**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.

**Room Confirmation Fee** - A boarding student is required to remit a room confirmation fee of \$100.00 for each fall semester. This amount will be deducted from the student's room and board fee. Please refer to the housing contract terms for detailed information regarding this fee.

**Room Damage Deposit** - A boarding student is required to pay a \$75 room damage deposit upon applying. This amount is refundable according to provisions in the Housing Contract. A Housing Contract must be on file for all boarding students. Terms and conditions are included in the Housing Contract. All checks, drafts and money orders should be made payable to Lander University.

**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.

**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.

**Transcripts** - Students will be charged a fee of \$5.00 per semester/session they enroll. This will allow future transcripts to be provided at no additional cost.

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

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

## REFUND POLICY

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

- one week after classes begin 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.*

*Conditions for refunds to students whose tuition and fees are paid by certain types of financial aid are set forth in this catalog.*

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) later than one week after the beginning of classes each fall or spring semester. No refunds will be made to part-time students for reduction of hours carried later than one week after the beginning of the fall or spring semester. (For amount of refund during the one week period, refer to Withdrawal/Refund schedule above.) 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 all attorney's fees and other reasonable collection costs and charges necessary for the collection of this debt.*

# FINANCIAL AID

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

Limited information regarding financial aid is provided in the university catalog and the student handbook; for details and the most current information concerning financial aid at Lander University, please visit <http://www.lander.edu/Academics/Financial-Aid/Overview.aspx>.

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

## Application Process

Lander University uses the Free Application for Federal Student Aid (FAFSA) to award all federal and state sponsored financial aid programs, which include grants, work-study, student loans and parental loans. No additional institutional application is necessary; however, the Financial Aid Office may require supplementary information during the awarding process. Students are encouraged to respond to all requests for information in a timely manner. The FAFSA must be completed for each academic year that aid is requested. The Financial Aid Office awards aid upon receipt of the results of the FAFSA throughout the academic year. However, students whose FAFSA results are received by the **priority deadline of March 1** proceeding 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 **March 1** priority deadline.

## Types of Aid

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

The most common programs at Lander University are:

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

## 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.

### **INSTALLMENT PAYMENT PLAN**

The university offers a semester installment payment plan that divides the charges for tuition, fees, room, and board into three equal 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/Business-Administration/Business-Office/Installment-Plan.aspx>.

### **MAIL AND EMAIL**

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

### **RETURN OF TITLE IV FUNDS**

Federal regulations require each educational institution to have a written policy for the refund and repayment of federal aid received by students who withdraw during a term for which payment has been received. This policy is

effective only if the student completely terminates enrollment (i.e. cancels his/her registration, withdraws, or is dismissed) or stops attending classes before completing more than 60 percent of the enrollment period. All returned funds will be distributed back to the aid programs in the order prescribed by law. The amount of refunded fees for students who withdraw will be calculated based on the percentage of the aid earned before separation as outlined in federal law. Students who may be eligible for post-withdrawal disbursements will be notified in writing. Students may contact the Business Office for details or visit <http://www.lander.edu/Business-Administration/Business-Office/Overview.aspx>.

## **STUDENT WORK PROGRAMS**

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

## **SUMMER SCHOOL AID**

Aid for summer school is based on unused eligibility from the academic year immediately preceding summer enrollment. Students who wish to be considered for summer aid must have a current FAFSA on file and must complete a separate, one-page application in the Financial Aid Office by April 1, annually. 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 mid-December 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 24 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 3.50 or better with a minimum of 30, but not more than 90, semester hours earned and have a satisfactory completion rate. Students must be admitted and have all final transcripts submitted by July 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 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 over 60 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 student orientation program, EXPO, 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. In addition, academic departments sponsor visits by poets, lecturers, and musicians who mingle informally with students as well as share their talents freely from the lectern or concert stage.

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 **Student Publications Board** oversees student publication of *The Forum*, the student newspaper; and *Review*, a literary magazine which publishes entries judged the best in art work, poetry, short stories, essays and photography.

The **Intercollegiate Athletics** program allows students an opportunity to support teams in eleven varsity sports: women's basketball, golf, soccer, softball, tennis, and volleyball, and men's baseball, basketball, golf, soccer, and tennis. 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 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** is funded by and serves full time students who pay the student health services' fee. The staff consists of registered nurses and a group of local physicians who treat students upon referral.

**Counseling Services** provides professional assistance at no cost to students in matters such as personal and family problems, substance abuse, low morale, sub-par academic performance, test anxiety, and relationship difficulties. In a physical or mental health emergency during the day or after office hours, students may choose to be treated or be referred to the Express Care or the Emergency Room at Self Regional Health Care. Such treatment is at the student's expense.)

**Veterans' Affairs** information is available from the Office of the Registrar.

**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 register on Lander's online job board at <http://collegecentral.com/lander>.

Various career fairs 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 Fair each fall. Universities from across the region visit Lander's campus to offer students insight into their graduate study program. 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 and certain reminders often appear in the student newspaper. 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 each student and 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 TESTS CRITERIA

All degree-seeking freshmen and transfer students must take the Math Skills Assessment. All entering students who do not have 101 and 102 college-level foreign language credit must take the Foreign Language Placement Test in the language they took in high school (see Foreign Language Placement Policy below).

## **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.

## **MATHEMATICS**

All students must take the Math Skills Assessment.

Exceptions:

- Transfer students who transfer in credit for a course listed as equivalent to a Lander University mathematics course are exempt from taking the Math Skills Assessment. Please note, students whose program requires one or more additional courses in mathematics are strongly advised to take the Math Skills Assessment prior to enrolling in a mathematics course at Lander University.

## **FOREIGN LANGUAGE PLACEMENT POLICY**

Prior to registration, 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 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 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 foreign language placement test and the university requirement. International students may take upper-level courses in their native tongue but must take the placement exam first.
- f) Students who have never taken a specific language may take any language without taking the placement test. Students must contact the Director of the Academic Success Center, Genesis Hall, for a registration waiver.
- g) Students bringing in AP, IB, and CLEP scores may place out of the university foreign language requirement and will not be required to take the Foreign Language Placement Exam. Students must consult with the Admissions Office and/or their advisor to confirm their credit for foreign language.
- h) Transfer students who have passed (with at least a “C”) a modern language course equivalent to the first half year proficiency at other accredited colleges and universities must enroll in the second semester of their foreign language.
  - Students cannot enroll for credit in a foreign language course below their placement level.
  - No retroactive credit will be granted based on the foreign language placement test.
  - Other languages: Students who come to Lander with a background in a foreign language other than Spanish, French, German, Russian, or Latin (such as Japanese) should contact the Director of the Academic Success Center, Genesis Hall, for placement test availability. To enroll in SPAN 101 or FR 101, students must contact the Director of the Academic Success Center for a registration waiver.

- **Non-Academic Learning Experience:** Students who have acquired familiarity with Spanish or French while living or traveling abroad for an extended period of time must take the Foreign Language Placement Test before enrolling in a foreign language class in order to determine placement. Students with familiarity with German, Russian, or Latin may also test in those languages to determine foreign language requirements.

## **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 higher 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/admissions/Future-Students/Advanced-Placement.aspx>. 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, as indicated below, will receive credit for the following 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. Test dates, applications (payment of a fee for each exam), and registration deadlines are available through the Academic Success Center in Genesis Hall.

### **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 at <http://www.lander.edu/admissions/Future-Students/International-Baccalaureate.aspx>. 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 Program Practicum** (63 hours over 20 weeks): utilizes a directed working and learning experience by expanding knowledge of successful organizational practices.

- A. Disney Communications Course (40.5 hours over 8-12 weeks): focuses on the concepts inherent in business communication and teaches participants how to apply them in the workplace.
- B. Disney Hospitality Management Course (34 hours over 8-12 weeks): conveys the fundamental knowledge and skills, and the inherent understanding about how and why quality counts, in the hospitality and service industry, specifically – exceptional service, productivity, product knowledge, sales techniques, continuous quality improvement, and financial matters.
- C. Disney ExpEARiential Learning (34 hours over 8-12 weeks): offers self-paced, experiential learning opportunities that identify and reflect basic adult learning theory within the *Walt Disney World*® Resort.
- D. Disney Human Resource Management Course (37 hours over 8-12 weeks): teaches fundamental human resource management skills that apply in a corporate setting. Course focuses on developing the knowledge and skills related to interviewing, employment and labor law, compensation, training, performance evaluation and maintaining effective environments.
- E. Disney Organizational Leadership Course (40 hours over 8-12 weeks): increases the skills of participants in identification, examination, and application of several leadership theories including classical learning in organizational leadership, time management, organizational change, teamwork, diverse work environments, performance coaching and feedback, and risk management.

## 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 Course Work 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.) is offered at the University.

Students needing 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 administers several programs geared to student success and retention. The Academic Success Center administers all placement and standardized testing, coordinates the accommodations for students with disabilities, and the Student Academic Success Program (SASP). Tracking of provisional and probation student success is monitored in this area. The office is located in Genesis Hall, telephone (864) 388-8308. Visit our web site at: [www.lander.edu/asc](http://www.lander.edu/asc).

**The Academic Success Center** provides academic assistance to students, new student placement testing, individualized help in study skills, peer tutoring in a variety of subjects, preparation for standardized tests, and preparation for Pre-Professional Skills Test (PPST) for education majors. The Academic Success Center provides free tutoring in all general education courses plus most major courses. These services offer instruction in all skills levels as well as opportunities for enhancing those skills. These 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; international students; students who have been away from formal education for some time; and students preparing for graduate or professional schools.

**Academic Advising** is housed in the Academic Success Center. 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: transfer students from any of South Carolina's 16 technical colleges;
- General Education Students: students who have not declared a major;
- International Students;
- Students on Academic Probation;
- Students needing advising during Summer;
- 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.

**Early Alert/Student Concern** helps identify students who are having difficulty in coursework early in the semester. These students are referred to the Academic Success Center by the student concern early alert form for tutorial assistance, study skills enhancement, and/or counseling.

**College Seminar 101 (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 strategies, test taking strategies and test anxiety).

### **Accommodations for Students with Disabilities**

The Academic Success Center provides quiet testing rooms for extended testing times and other special testing accommodations.



## 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 semester hours for a fall or spring semester and to a maximum of 18 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 Course Work** - 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 course work 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.

Students must present approval from the college dean offering the course to the Office of the Registrar. Upon presentation of approval, 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 Application and Registration 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, relief from 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.

Relief from 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 relief. In this case, the credit hours associated with the requirement become electives for that student. For example, a student granted relief from a 3-hour requirement would not be required to have the specified 3 hours of coursework. Those 3 hours would now be considered elective 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. In the case that a transfer course does not have a direct Lander equivalent, the student will receive elective credit for that transfer course.

#### **Procedures for students seeking relief from a requirement**

- A student seeking relief from a general education requirement or a university requirement, must petition the General Education Committee. Decisions will be made on a case-by-case basis.
- A student seeking relief from a requirement established by a Major program or a Minor program must petition the appropriate department. 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 Curriculum 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 Curriculum course to satisfy a General Education competency, the student may petition to substitute the required General Education Course with another approved General Education course that addresses the same competency.
  - The student must petition the department of the major requiring the specific General Education course. Decisions will be made on a case-by-case basis.

#### Substitutions involving University course requirements

- A student wanting to substitute a course for a university course requirement, must petition the General Education Committee. Decisions will be made on a case-by-case basis

#### Substitutions of courses for a Major Program or a Minor Program (non-transfer)

- A student wanting to substitute courses within a Major program or Minor program must petition the department of the Major or Minor. Decisions will be made on a case-by-case basis.

#### **Procedures involving courses transferring to Lander from another institution**

In many cases, courses transferred from other institutions already have an accepted Lander course equivalency. These are the procedures for handling transfer courses for which the equivalency to an existing Lander course has not yet been established. These procedures also apply 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 General Education course must petition the General Education Committee. If the equivalency is approved, the Registrar's Office and the Admissions Office shall be notified of the update to add the course to the University's approved transfer list.
- A student wanting to establish an equivalency (or update an existing one) between a transfer course and a course within a Major program or a Minor program must petition the department offering the course of the course in question. If the equivalency is approved, the Registrar's Office and the Admissions Office shall be notified of the update to add the course to the University's approved transfer list.

**Study at Other Institutions** - A Lander student who wishes to receive credit for courses taken at another institution during any academic term must secure prior permission from his advisor, his major department chair, 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 an official transcript to be sent to the Lander University 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 93 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 beginning of each semester according to the total number of semester hours credit earned. 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 semester hours
Sophomore	30-59 semester hours
Junior	60-89 semester hours
Senior	90 semester 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 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 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 is unable to complete some portion of the assigned work in a course because of an unanticipated illness, accident, work-related responsibility or family hardship; it is not intended to give students additional time to complete course assignments unless there is some indication that the specified condition or event prevented the student from completing course assignments on time. By arrangement with the instructor, the student will have up to six months from the last day of examinations for the semester in which to complete the work and for the instructor to submit a grade. After six months, an “I” which has not been made up is changed to a grade of “F”. *Re-enrolling in the course will not make up an Incomplete grade*. It is the responsibility of the student to ensure that all arrangements for removal of the incomplete have been made and that all work for completing course assignments has been accomplished.

**Grade Point Average** - Grade points in any course are computed by multiplying the number of 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 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 course work.

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 Department 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 course work. 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 and if the enrollment break is caused by appropriate personal, medical, or emergency reasons. 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 appropriate academic advisor, academic department chair, the Vice President for Student Affairs, a representative of the Business Office, and the Registrar.

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, 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 should apply during the first semester of return to the university. Students who are approved for academic renewal have their previous Lander course work 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 1<sup>st</sup> for December graduates and no later than April 1<sup>st</sup> for May graduates. August graduates must also appeal by April 1<sup>st</sup> 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

### GOOD STANDING

A student is considered to be in good standing and making normal progress toward a degree as long as academic probation is avoided.

### 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 the minimum acceptable level of achievement outlined below:

Overall	Cumulative Institution
<u>Hours Earned*</u>	<u>Grade Point Ratio</u>
0-29	1.700
30-59	1.900
60-	2.000

*\*Includes transfer, advanced standing, etc.*

A student receiving two or more grades of “F” in any one term is placed on academic probation regardless of GPA. Probationary status at Lander University is based on the concept that a student should be informed when the average is so low that graduation within a reasonable time is in doubt.

A student on academic probation should limit their course load to four courses or 14 hours. This student is expected to work closely with the academic advisor in attempting to overcome all academic deficiencies. The student is also expected to limit extracurricular activities. The Student Academic Success Program (SASP) provides individualized advice for students on academic probation.

## ACADEMIC SUSPENSION

A student on academic probation for at least one semester is placed on academic suspension under any of the following circumstances:

1) When the level of achievement falls below the one outlined in the following table:

Overall <u>Hours Earned*</u>	Cumulative Institution <u>Grade Point Ratio</u>
0-29	1.300
30-59	1.500
60-89	1.700
90	1.900

\* Includes transfer, advanced standing, etc.

- 2) A student receiving two or more failing grades in two successive terms or combination of one semester and all summer sessions taken successively will be suspended regardless of GPA.
- 3) If a student is found guilty of an infraction of the Academic Honor Code, the student may be placed on academic suspension. Unless action is imposed under the Academic Honor Code, no student will be suspended for academic reasons without being placed on academic probation for at least one semester. A student who earns a minimum grade point average (GPA) of 3.000 but whose cumulative GPA falls below the minimum level for suspension is continued on academic probation.

Academic suspension lasts for at least one spring or fall semester. A student who has been suspended may apply for readmission only to a spring or fall semester.

After two or more suspensions from Lander University, a student is not allowed to reapply for admission for at least one calendar year.

Applications for readmission must be submitted to the Admissions Office. The University Admissions and Petitions Committee reviews applications and makes the decision on readmission for applications received by the published deadline.

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.

A student on academic suspension may not be admitted to, or continue in, any program of Lander University for credit or for grade point purposes. *Credit earned at other institutions while a student is on academic suspension from Lander can be applied toward a degree from Lander University provided the student meets the transfer student admissions GPA requirement and the courses are transferable. Credits earned at other institutions cannot be used for improving the Lander University GPA.*

Any student suspended from Lander University for academic deficiencies has the right to make an appeal to the Admissions and Petitions Committee prior to completing the first or second suspension period. An appeal for admission or continuation following suspension must be submitted in writing prior to the first day of classes and must stipulate in detail the facts of each case which might warrant a review of the suspension decision. If the petition is approved, the student is permitted to enroll at the specified registration period and continues on academic probation. A student suspended more than twice no longer has the right to appeal a suspension and must remain separated from Lander University for at least one calendar year.



## **EXPULSION**

If a student is found guilty of an infraction of the Academic Honor Code, the student 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 Science, Master of Education, and Master of Arts in Teaching with a concentration in Art Education on candidates recommended by the faculty. See the “Graduate Programs” section for information on the Master of Arts in Teaching with a concentration in Art Education, the Master of Education degree in Teaching and Learning and the Master of Education degree in Montessori Education.

A candidate for the first Bachelor of Arts, 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.

**Fine Arts and Lectureship Series (FALS)** - All undergraduate, degree-seeking students are required to earn one semester hour of credit toward graduation by attending 2 FALS-approved events for each 15 completed semester hours at Lander. Students may attend approved events scheduled on campus, in the city of Greenwood and in city of Greenville. Additionally, students may petition to have other off-campus events and exhibits approved as FALS events.

toward the FALS requirement. They may earn additional credits by petition if they attended specific events and exhibits while abroad.

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.

Second undergraduate degree candidates are not required to satisfy the FALS requirement.

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.

It is the student’s responsibility to have their Lander ID scanned by the event sponsor at the entrance of the event before the event begins and scanned again 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 term in which graduation is expected to occur.

FALS events during the summer are limited in number.

**Declaring or Changing Majors and Minors** - A student declares a major by selecting the major on the Application for Admission Form or by notifying the Office of the Registrar by completing the Advisor/Major Assignment Card. To declare a new major or minor, a student must notify the Office of the Registrar by completing the Advisor/Major Assignment Card.

**Graduating Under a Catalog** - In all areas except teacher certification program, business administration, 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 majoring in business administration or 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. The graduation deadline is available on Lander’s website under Academic Events and is posted in the university catalog (pages 5, 7, and 8).

## **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 31 semester hours with a minimum of 12 semester hours of 300- or 400-level credit in the major which must be earned through instruction by Lander University;
3. Completion of two semesters in residence after the first degree has been completed;
4. Meeting of all prescribed requirements in the specified major for the second degree as well as the “GENERAL DEGREE REQUIREMENTS” listed in the University Catalog, Academic Regulations and Procedures section.
5. Students who have earned a bachelor’s degree from a regionally accredited institution are not required to meet the General Education Requirements or the University Requirements.

## **GRADUATION**

**Application for degree** - 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 accepted unless the student has paid all fees required by the university, including the graduation fee. Candidates for graduation must complete all institution coursework in the anticipated term of graduation and by the semester deadline date for final grades in order to receive their diploma/degree. 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 August and are automatically included in the following December ceremony.

**Participation in Commencement Ceremony** – Student participation is allowed if

- the student has filed a Request for Graduation form with the Office of the Registrar and completed the online graduation application in Bearcat Web for the specific commencement ceremony, and
- the student has completed the Fine Arts Lectureship (FALS) requirement by the deadline set by the Registrar’s Office.

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

Any other conditions which disqualify a student from participation in the commencement ceremony must be appealed directly to the president of the University.

**Conferring of Degree** - Degrees for students who take course work at another institution during their term of graduation will not be conferred if an official transcript of that coursework cannot be received by the Office of the Registrar within one month of the term graduation date. The student bears the responsibility of requesting the transcript 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 Honor's student's transcript will be notated as follows: "Graduated with Honors in "(student's major)".

### **Graduation Honors**

*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. The following course work may not be used to meet the required hours or to meet the GPA requirement (1) course work not completed in residence at Lander University (CLEP, credit earned by exam, transfer course work, etc.) and (2) Lander University course work graded on a "Pass/Fail" scale. 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* - The following designations indicate a consistently high level of academic achievement throughout the student's academic career. To be eligible for academic honors at graduation, a student must complete the Lander degree requirements and must meet the required overall grade point average for all coursework. Courses and GPA calculations removed for academic renewal participants will be reinstated for the honor review.

The required average for the respective honor is as follows:

*Summa Cum Laude* - A cumulative GPA of 3.90-4.00

*Magna Cum Laude* - A cumulative GPA of 3.75-3.89

*Cum Laude* - A cumulative GPA of 3.50-3.74

Students that have credits transferred from another institution must meet the GPA requirements on all Lander coursework as well as on the combination of all Lander work and all coursework taken at other institutions. Coursework taken at other institutions cannot raise a graduate to a higher level of academic honors.

## **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 a Petition to the Office of the Registrar or 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 Admissions and 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 and Petitions 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 Admissions and Petitions Committee meets at least once during each month of the year; contact the Office of the Registrar 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 GPA provided that the student has earned at least 60 credit hours in residence at Lander University and the student's 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.

### **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.

### **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.

### **Spanish Discipline Award**

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

### **History Discipline Award**

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

### **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 nonfiction essay published in *New Voices*, Lander's essay 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 Communication and Theatre Discipline Award**

Given annually by the mass communication and theatre faculty to the most outstanding senior majoring in mass communication/theatre as evidenced by high academic achievement, leadership, and promise in the field of mass

communication or theatre. The recipient must be expected to graduate within one calendar year of the award ceremony.

#### **Turner Music Medal**

Established in 1973 by Gladys Winchester Turner, a 1954 alumna. This medal is awarded 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.

#### **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.

#### **Philosophy Discipline Award**

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

#### **Theatre Award for Excellence**

Given annually by the theatre faculty based upon academic record, leadership, dedication, and commitment to the theatre program.

### **COLLEGE OF BUSINESS AND PUBLIC AFFAIRS**

#### **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.

#### **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.

#### **Criminal Justice Management Discipline Award**

Given annually by the political and social science faculty to the most outstanding graduating senior majoring in criminal justice management.

#### **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.

#### **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 must have a 3.0 GPA or above.

**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.

**Sociology Discipline Award**

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

**Wall Street Journal Award**

The Department of Business faculty presents this most prestigious award annually to a business major for overall outstanding academic achievement and promise of success in the field of business administration. The award is normally given to a graduating senior with the highest GPA.

**COLLEGE OF EDUCATION**

**Athletic Training Award**

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

**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.

**Exercise Studies Discipline Award**

Given annually by the physical education and exercise studies faculty to an outstanding graduating senior majoring in exercise studies 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*.

**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.

**Physical Education Discipline Award**

Given annually by the physical education and exercise studies 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.

**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.

**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 SCIENCE & MATHEMATICS****Biology Discipline Award**

Given annually by the biology faculty to the most outstanding senior in biology as evidenced by high academic achievement and a promise of an exemplary career in biology, medicine, or related fields. 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 overall and 20 hours in biology at Lander.

**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 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.

**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 science 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.

**Generic 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. The award includes a monetary gift.



**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, including freshmen and upper classmen, 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 Computer Science and Engineering Dual-Degree Award**

Given annually by the mathematics/computer science faculty to an outstanding student majoring in computer science or mathematics and intending to earn an engineering degree at 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, and 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 and a cumulative grade point average of at least 3.5 and who has 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 student with the most outstanding achievements.

**RN-BSN Discipline Award**

Given annually by the nursing faculty to the registered nurse with the highest cumulative grade point average on course work 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. The recipient receives a monetary award.

**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 Department of Nursing Honors Program. The award includes a monetary gift.

**ATHLETIC 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 athletic banquet).

#### **Hodges Medal**

The Dr. Samuel C. Hodges Medal 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 athletic banquet).

#### **Bill Wells Award**

The Bill 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 athletic 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.

### **MILITARY AWARDS**

#### **Colonel James A. Lander Award**

This award is presented to the outstanding senior cadet who has demonstrated moral character, high military and general academic standing, extracurricular involvement and leadership qualities.

#### **Lieutenant Colonel Walter Roark Award**

Awarded 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.

### **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.

# 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 course work 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, 232-233, 238-240, 247-248, and 253-254 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 Education Colleges (TEC) 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 those credits and courses from TEC institutions are available online at <http://www.lander.edu/admissions> or through the South Carolina Commission on Higher Education.

**Transfer Information from South Carolina Colleges and Universities** is available from the Office of Admissions for the following institutions: Allen University, Anderson College, Benedict College, Bob Jones University, Charleston Southern University, The Citadel, Claflin College, Clemson University, Clinton Junior College, Coastal Carolina University, Coker College, College of Charleston, Columbia Biblical Seminary, Columbia International University, Converse College, Erskine College, Francis Marion University, Furman University, Limestone College, Medical University of South Carolina, Morris College, Newberry College, North Greenville College, Presbyterian College, South Carolina State University, Southern- Wesleyan University, Spartanburg Methodist College, University of South Carolina-Aiken, -Beaufort, -Columbia, -Lancaster, Salkehatchie, -Upstate -Sumter, and -Union, Voorhees College, and Winthrop University, Wofford College. Please contact the Office of Admissions for additional information about institutions not listed or go to the website <http://www.lander.edu/Admissions/Future-Students/Transfer.aspx>.

## **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](http://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 1100 or a composite ACT score of at least 25; and
- Complete an application form; and
- Provide sufficient evidence of promise of academic excellence based on any one of the following:
  - A high school GPA of 3.75 or above on a 4.0 scale;
  - 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
  - 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 3.25 or above;
- Complete an application form; and
- Provide sufficient evidence of promise of academic excellence based on any one of the following:
  - An academic writing sample or creative portfolio;
  - Two letters of recommendation from university faculty; or
  - 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. Honors "break away" experiences encourage academic travel and professionalization.

#### Gateway Courses (4 semester hours of required coursework)

HONS 210.HONORS TRAVEL LABORATORY.....1 semester hour  
HONS 211.INTERNATIONAL ISSUES IN HUMANITIES (\*Humanities).....3 semester hours

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

HONS 291.INTERNATIONAL ISSUES IN PUBLIC AFFAIRS (\*Political Economy).....3 semester hours  
HONS 292.INTERNATIONAL ISSUES IN LOGIC AND ANALYTICAL THOUGHT  
(\*Logic & Analytical. Thought).....3 semester hours  
HONS 294.INTERNATIONAL ISSUES IN BEHAVIORAL SCIENCES  
(\*Behavioral Sciences).....3 semester hours

<b>HONS 295.INTERNATIONAL ISSUES IN FINE ARTS</b> (*Fine Arts).....	3 semester hours
<b>HONS 296.INTERNATIONAL ISSUES IN HISTORY</b> (*History).....	3 semester hours
<b>HONS 297.INTERNATIONAL ISSUES IN LITERATURE</b> (*Humanities/Literature).....	3 semester hours
<b>HONS 299.INTERNATIONAL ISSUES IN MATHEMATICS</b> (*Mathematics).....	3 semester hours
<b>HONS 389.DIRECTED INDEPENDENT STUDY</b> .....	1-3 semester hours
<b>HONS 390.SPECIAL TOPICS</b> .....	1-4 semester hours
<b>HONS 393.INTERNATIONAL ISSUES IN EDUCATION</b>	
(*Global Issues/Nonwestern Studies).....	3 semester hours
<b>HONS 398.INTERNATIONAL ISSUES IN SCIENCE</b> (*Global Issues/Nonwestern Studies).....	3 semester hours

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

Directed Honors Tutorials: Students may pursue unique projects through individual or small group tutorials with the approval of the Honors Committee, for up to three hours of the Honors Core.

**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 experiences must be approved by the Honors Director.

**Capstone Experiences (2 hours of required coursework)**

<b>HONS 489.HONORS REFLECTION SEMINAR</b> .....	1 semester hour
<b>HONS 499.HONORS CAPSTONE SEMINAR</b> .....	1 semester hour

**Campus and Community Engagement**

Honors College students are expected to participate in campus events, service, lectures, etc. They will document their campus engagement in a short annual report submitted to the Honors Director at the conclusion of the year.

**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 & 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 spends a regular semester at an approved study abroad site will be automatically granted four FALS credits.

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](mailto: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, 2<sup>nd</sup> Floor, Jackson Library or by emailing to [international@lander.edu](mailto:international@lander.edu) or visiting <http://www.lander.edu/International-Programs/Overview.aspx>

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.

## **CONTINUING EDUCATION PROGRAM**

Lander’s Continuing Education program offers noncredit classes designed to help participants acquire new skills and expand existing ones. Continuing Education (CE) credit courses are available for those in professional fields looking to advance their education and expertise.

The Continuing Education program is divided into three semesters similar to the academic schedule: spring, summer and fall. Instructors bring practical knowledge and relevant experience to the classes. Past classes in Continuing Education have included: computer skills, drawing and painting, sign language, foreign languages, literature, horsemanship, bridge, chess, gardening, dancing, and programs that explore current issues with guest speakers. In addition, each semester Continuing Education sponsors trips.

## **LANDER UNIVERSITY MEDICAL RESERVE CORP**

The Lander University Medical Reserve Corp (LU-MRC) was established in 2009 as a joint student/faculty/staff community service project based in the School of Nursing. The LU-MRC was the first MRC established in a university in the state and is a branch of the Western Piedmont Medical Reserve Corp that serves eight counties in South Carolina: Abbeville, Anderson, Edgefield, Greenwood, Laurens, McCormick, Oconee, and Saluda. The organization’s primary objective is to increase awareness, preparedness, and volunteerism for community disasters. The LU-MRC works in collaboration with the SC Department of Health and Environmental Control (SC DHEC) to organize and utilize volunteers to promote public health awareness and preparedness, to coordinate training and educational opportunities, and to supplement existing local public health resources.

# 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 we do 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

Below may be found the categories that 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 (Minimum Credit Hours)

#### A. BEHAVIORAL SCIENCE (3 credit hours)

ANTH 104

HONS 294

PSYC 101

SOCI 101

#### B. FINE ARTS (3 credit hours)

ART 101

DANC 101, 102

FA 103

HONS 295

MUSI 101, 201

THTR 201



C. GLOBAL ISSUES/NONWESTERN STUDIES (3 credit hours)

ART 314	NURN 310
BA 390	NURS 310
CHEM 381	PEES 325
ECON 321	PHIL 305
EDUC 309	PHIL 312
ES 390	POLS 303
HIST 306	POLS 305
HIST 307	POLS 320
HIST 322	POLS 325
HIST 323	POLS 345
HIST 349	POLS 366
HIST 365	POLS 361
HIST 366	PSYC 341
HIST 370	PSYC 360
HIST 371	PSYC 405
HIST 376	RELI 301
HIST 383	RELI 330
HONS 393	SOCI 301
HONS 398	SOCI 351
HUMA 390	SOCI 361
MUSI 333	SOCI 377

*Junior/senior standing is recommended for all Global Issues-Nonwestern Studies.*

The Global Issues/Nonwestern Studies requirement will be waived for students who spend a semester at an approved study abroad site. These students must still earn the minimum number of hours required for a degree in their major.

Students who spend a semester at an approved study abroad site may be able to take courses that fulfill some of their University and General Education requirements. Each student should confer with his or her advisor and with the Director of Study Abroad Programs for specific course transfer details.

D. HISTORY (3 credit hours)

HIST 101, 102, 111, 112, 121, 122  
HONS 296

E. HUMANITIES/LITERATURE (3 credit hours)

ENGL 201, 202, 204, 205, 214, 221, 241  
HONS 297

F. HUMANITIES (3 credit hours)

ENGL 201, 202, 204, 205, 214, 221, 241  
HIST 330  
HONS 211  
HUMA 230, 285, 330, 390  
PHIL 102, 302, 309, 312, 315, 341

G. LABORATORY SCIENCE (8 credit hours)

BIOL 101\* or BIOL 111\*  
BIOL 102, 103, 112, 213  
CHEM 103, 105, 106, 111, 112  
GEOL 111  
PSCI 111, 112  
PHYS 201, 202, 203, 211, 212

\*Students may take either BIOL 101 or BIOL 111 for general education credit in the laboratory science category. This policy will not affect students who completed successfully both BIOL 101 and BIOL 111 for general education credit in the laboratory science category prior to Fall 2007.

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.

H. LOGIC & ANALYTICAL THOUGHT (3 credit hours)

CIS 130  
HONS 292  
MATH 101, 121, 123, 125, 131, 132, 211, 212  
PHIL 103

I. MATHEMATICS (3 credit hours)

HONS 299  
MATH 101, 121, 123, 125, 131, 132, 211, 212

J. POLITICAL ECONOMY (3 credit hours)

BA 101  
ECON 101, 201  
FINA 151  
HONS 291  
POLS 101, 103

K. WELLNESS (3 credit hours)

NURN 203 (limited to students enrolled in online degree programs or permission of instructor)  
NURS 203 and PEES 176  
PEES 175 and PEES 176

L. WRITING (6 credit hours)

ENGL 101 and ENGL 102

# UNIVERSITY REQUIREMENTS

## **FINE ARTS AND LECTURESHIP SERIES (FALS)** (1 credit hour)

All undergraduate, degree-seeking students are required earn one semester hour of credit toward graduation by attending 2 FALS-approved events for each 15 completed semester hours at Lander, not to exceed 15 FALS events. Students may attend approved events scheduled on campus, in the city of Greenwood and in city of Greenville. Additionally, students may petition to have other off-campus events and exhibits approved as FALS events.

Students who spend a semester at a Lander approved study abroad site will be automatically granted 4 credits toward the FALS requirement. They may earn additional credits by petition if they attended specific events and exhibits while abroad.

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.

Second undergraduate degree candidates are not required to satisfy the FALS requirement.

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.

It is the student's responsibility to obtain the appropriate attendance card from the event sponsor at the entrance of the event before the event begins and turn it in at the conclusion of the event to the event sponsor.

Candidates for graduation must have attended the required number of events and have the appropriate FALS card(s) returned to the Office of the Registrar no later than the close of business on the last day of classes on the campus of the term in which graduation is expected to occur.

FALS events during the summer are limited in number.

## **FOREIGN LANGUAGE** (0-6 credit hours)

FR 101 and 102

FR 102

SPAN 101 and 102

SPAN 102

Students may satisfy the foreign language requirement (1) by demonstrating first-year proficiency on the Foreign Language Placement Test, (2) by completing 101-102 courses in foreign languages offered at Lander University, (3) by completing the 102 course in foreign languages offered at Lander University, or (4) by transferring equivalent course work from another institution.

Students who have learned English as a foreign language are exempt from the foreign language proficiency requirement. Such students may not receive credit for 100 level courses in their native language and may enroll in 200 level courses only with the permission of the instructor.

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

# **UNDERGRADUATE ACADEMIC PROGRAMS**

**2013-2014**

# COLLEGE OF ARTS AND HUMANITIES

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

Karen A. Hammond, Administrative Assistant  
Laura F. Riddle, Administrative Specialist  
Susan L. McIntyre, Administrative Specialist

## Department of Art

**James D. Slagle, MFA**  
**Associate Professor of Art and Chair**

Jonathan O. Holloway, MFA  
Assistant Professor of Art  
Douglas L. McAbee, MFA  
Assistant Professor of Art  
Asma Nazim-Starnes, MFA  
Assistant Professor of Art  
Tom R. Pitts, Ph.D.  
Associate Professor of Art History

Sandy Singletary, MFA  
Assistant Professor of Art  
James D. Slagle, MFA  
Assistant Professor of Art  
Elizabeth Snipes, MFA  
Assistant Professor of Art

## Department of English and Foreign Languages

**Jeffrey S. Baggett, Ph.D.**  
**Professor of English and Chair**

Chris Allen, MFA  
Lecturer of English  
Sean M. Barnette, Ph.D.  
Assistant Professor of English  
Judy H. Bello, MA  
Lecturer of English  
Lauren J. Corbitt, MA  
Lecturer of Spanish  
Lillian E. Craton, Ph.D.  
Associate Professor of English  
Brittany Cuenin, MA  
Lecturer of English  
Amy England, Ph.D.  
Associate Professor of English  
Andrew L. Jameson, Ph.D.  
Assistant Professor of English

Misty L. Jameson, Ph.D.  
Assistant Professor of English  
Pedro Lopes, Ph.D.  
Associate Professor of Spanish  
C. Renee Love, Ph.D.  
Associate Professor of English  
Kathryn McLaughlin-Rojas, MA  
Lecturer of English  
Carl R. Mentley, Ph.D.  
Professor of Spanish  
Osvaldo Parrilla, Ph.D.  
Professor of Spanish  
Murray M. Sellers, Ph.D.  
Associate Professor of English Education  
Lloyd E. Willis, Ph.D.  
Associate Professor of English

## **Department of History and Philosophy**

### **William L. Ramsey, Ph.D. Associate Professor of History and Chair**

Robert C. Figueira, Ph.D.

Professor of History

Mathew A. Foust, Ph.D.

Assistant Professor of Philosophy

M. Ryan Floyd, Ph.D.

Assistant Professor of History

John G. Moore, Ph.D.

Professor of Philosophy

Kenneth N. Mufuka, Ph.D.

Emeritus Professor of History

Jean Paquette, Ph.D.

Emeritus Professor of History

Franklin D. Rausch, Ph.D.

Assistant Professor of History

Kevin B. Witherspoon, Ph.D.

Associate Professor of History

## **Department of Mass Communication & Theatre**

### **Laura E. Hester, MMC Associate Professor of Mass Communication and Chair**

Frank E. Jackson, MFA, MMC

Emeritus Associate Professor of Mass

Communication & Theatre

Hannah Park, Ph.D.

Assistant Professor of Dance

Monique E. Sacay-Bagwell, MFA

Professor of Theatre

Jennifer Sansfacon, MFA

Assistant Professor of Theatre

Robert F. Stevenson, Ph.D.

Professor of Mass Communication

## **Department of Music**

### **Lila D. Noonkester, DMA Associate Professor of Music and Chair**

Amy Blackwood, MM

Instructor of Music

Paul D. Criswell, DMA

Emeritus Professor of Music,

Reed P. Gallo, DMA

Assistant Professor of Music

Robert A. Gardiner, DMA

Associate Professor of Music

Robert T. Kelley, Ph.D.

Associate 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 & HUMANITIES**

## **Department of Art**

### **Degree Programs**

BS in Visual Arts  
BS in Visual Arts, Graphic Design Emphasis  
BS in Visual Arts, K-12 Teacher Certification

## **Department of English & Foreign Languages**

### **Degree Programs**

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

## **Department of History & Philosophy**

### **Degree Programs**

BA in History  
BS in History  
BS in History with Secondary Teacher Certification

## **Department of Mass Communication & Theatre**

### **Degree Programs**

BS in Mass Communication & Theatre with Mass Communication Emphasis  
BS in Mass Communication & Theatre with Theatre Emphasis

## **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.

## VISUAL ARTS MAJOR

Visual Arts program goals are consistent with the liberal arts tradition of Lander University. Three programs of study emphasize the skill and processes necessary for students to cultivate their professional, aesthetic, intellectual, and personal development – Visual Arts, Visual Arts with Graphic Design 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 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 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 304	3
ART 308	3
ART 404	3
One of the following	
ART 351, 408, or 490	<u>3</u>
TOTAL	12

## 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**

Students enrolled in undergraduate programs which lead to teacher certification must take the PRAXIS I exam during their freshman year or during the semester enrolled in their first education courses (EDUC 202 and EDUC 203). Students can provide evidence of a composite score of 24 on the ACT or combined score of 1650 (1100 on older version) on the SAT to meet the Praxis I requirement. It is the responsibility of the student to provide official documentation from ACT or ETS if used in lieu of Praxis I.

Art majors seeking a career with certification for teaching grades P-12 will take a specified sequence of courses in both art and in professional education. 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 will not be allowed to take 300- and 400-level professional education courses without being formally admitted to the teacher education program.**

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.

**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 101	3
Two of the following:	
ART 103, 104, 105, 106	6
Three 300-level art history courses	<u>9</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 214	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

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: VISUAL ARTS**

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science	3
Fine Arts (DANC 101 or 102 or MUSI 101 or 201 or THTR 201)	3
Global Issues/Nonwestern Studies	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS</b>	<b>45-51</b>

### MAJOR PROGRAM CORE REQUIREMENTS

ART 103	3
ART 104	3
ART 105	3
ART 106	3
ART 203 or 206	3
ART 204	3
ART 205	3
ART 207	3
ART 302	3
ART 499	1

### MAJOR PROGRAM ADDITIONAL REQUIREMENTS

ART 320	3
ART 300-level or above (ART 301, 303-307, 350, 354, 402-408)	3
ART 300-level or above (ART 301, 303-307, 350, 354, 402-408)	3
ART 300-level or above (ART 301, 303-307, 350, 354, 402-408)	3
ART 400-level studio (ART 402-408)	3
ART History	3
ART History	3
ART History	3

TOTAL MAJOR PROGRAM REQUIREMENTS	52
<b>OTHER ELECTIVES</b>	18-24*
TOTAL FOR BS DEGREE	121

Students must earn a “C” or better in 100-level art courses before proceeding to the sophomore studio courses and also maintain 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>

## 2013-2014 PROGRAM REQUIREMENTS

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

	Credit Hours
<b>UNIVERSITY REQUIREMENTS</b>	
FALS	1
Foreign Language	0-6
Foreign Language	
<b>GENERAL EDUCATION REQUIREMENTS (For approved courses see the <a href="#">General Education section</a>)</b>	
Behavioral Science	3
Fine Arts (DANC 101 or 102 or MUSI 101 or 201 or THTR 201)	3
Global Issues/Nonwestern Studies	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS</b>	<b>45-51</b>
<b>MAJOR PROGRAM CORE REQUIREMENTS</b>	
ART 103	3
ART 104	3
ART 105	3
ART 106	3
ART 203 or 206	3
ART 204	3
ART 205	3
ART 207	3
ART 302	3
ART 499	1
<b>MAJOR ADDITIONAL REQUIREMENTS</b>	
ART 320	3
ART History	3
ART History	3
ART History	3

**MAJOR PROGRAM EMPHASIS REQUIREMENTS**

ART 304	3
ART 308	3
ART 351 or 408 or 490	3
ART 404	3

TOTAL MAJOR PROGRAM REQUIREMENTS 52

**OTHER ELECTIVES** 18-24

TOTAL FOR BS DEGREE 121

Students must earn a “C” or better in 100-level art courses before proceeding to the sophomore studio courses and also maintain 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>

## 2013-2014 PROGRAM REQUIREMENTS

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

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science (PSYC 101)	3
Fine Arts (MUSI 101)	3
Global Issues/Nonwestern Studies (ART 314)	3
History	3
Humanities/Literature (ENGL 214 or ENGL 221)	3
Humanities	3
Laboratory Science (BIOL)	4
Laboratory Science (CHEM, PHYS, or PSCI)	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3

TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51
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### MAJOR PROGRAM CORE REQUIREMENTS

ART 103	3
ART 104	3
ART 105	3
ART 106	3
ART 203 or 206	3
ART 204	3
ART 205	3
ART 207	3
ART 302	3
ART 499	1

### MAJOR PROGRAM ADDITIONAL REQUIREMENTS

ART 221	3
ART 301	3
ART 451	3
ART History	3
ART History	3
ART History	3

TOTAL MAJOR PROGRAM REQUIREMENTS	46
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## TEACHER CERTIFICATION REQUIREMENTS

EDUC 202	3
EDUC 203	0.5
EDUC 240	3
EDUC 329	0.5
EDUC 351	3
EDUC 429	1
EDUC 499	1
EDUC 461	11
SPED 223	3
TOTAL TEACHER CERTIFICATION REQUIREMENTS	26
<b>OTHER ELECTIVES</b>	0-6*
TOTAL FOR BS DEGREE	123

For formal admission to the visual arts with teacher certification major see Student Eligibility on page 81.

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 art.

Students in Art Education must maintain a GPA of 2.75 in the teacher certification requirements and a 2.65 GPA overall.

**Freshman Year:** State Basic Skills Exam (PRAXIS I); Cumulative GPA of 2.65 or higher

**Sophomore Year:** application for admission to major in Teacher Education; Screening Interview; cumulative GPA of 2.65 or higher

**Junior Year:** Application for student teaching; professional education GPA 2.75 or higher; cumulative GPA of 2.65 or higher

**Senior Year:** Content Area Exams (PRAXIS II) and PLT; professional education GPA of 2.75 or higher; cumulative GPA of 2.65 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 & FOREIGN LANGUAGES

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, English-Professional 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 (English 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 (English 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 (English 499) in which they reflect on their course work 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 (English 200), Introduction to Language and Linguistics (English 345), and Senior Seminar (English 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 (English 251, 275, 350, 353, 354, 364, 373, 413, 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 (English 451). Students will include Introduction to Language and Linguistics (English 345) and Studies in Rhetoric (English 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 undergraduate programs which lead to teacher certification must take the PRAXIS I exam during their freshman year or during the semester enrolled in their first education courses (EDUC 202 and EDUC 203). Students can provide evidence of a composite score of 24 on the ACT or combined score of 1650 (1100 on the older version) on the SAT to meet the Praxis I requirement. It is the responsibility of the student to provide official documentation from ACT or ETS if used in lieu of Praxis I.

English majors seeking a career with certification for secondary education will take a specified sequence of courses in both English and in professional education. 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 will not be allowed to take 300- and 400-level professional education courses without being formally admitted to the teacher education program.**

### **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:

- ENGL 303-339, 406-414 (literature)
- ENGL 345 or 413 (language)
- ENGL 350-373; 417 (writing)

### **ENGLISH MINOR – PROFESSIONAL WRITING**

Students who are pursuing a major in an area other than English may minor in English – Professional Writing by taking 18 hours chosen from the following courses:

- ENGL 251 or 275
- ENGL 350 or 373
- ENGL 353, 354, or 364
- Two upper-level English courses (300- or 400-level courses)
- One 400-level English course

### **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 I and II (SPAN 201 and 202) will be required. Four other specific courses are required: Grammar and Composition (SPAN 305), Hispanic Civilizations (SPAN 308), Introduction to Hispanic Literature (SPAN 310), 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 201 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.

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF ARTS**

**MAJOR: ENGLISH**

	Credit Hours
<b>UNIVERSITY REQUIREMENTS</b>	
FALS	1
Foreign Language	0-6
Foreign Language	
<b>GENERAL EDUCATION REQUIREMENTS (For approved courses see the <a href="#">General Education section</a>)</b>	
Behavioral Science	3
Fine Arts	3
Global Issues/Nonwestern Studies	3
History	3
Humanities/Literature (ENGL 221)	3
Humanities	3
Laboratory Science	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51
<b>MAJOR PROGRAM CORE REQUIREMENTS</b>	
ENGL 200	3
ENGL 201	3
ENGL 202	3
ENGL 345	3
ENGL 499	3
<b>MAJOR PROGRAM ADDITIONAL REQUIREMENTS</b>	
200-level Foreign Language	3
200-level Foreign Language	3
<b>MAJOR PROGRAM ELECTIVES</b>	
300-level English courses	9
400-level English courses	9
Upper-level English electives	9
TOTAL MAJOR PROGRAM REQUIREMENTS	48
<b>OTHER ELECTIVES</b>	22-28
TOTAL FOR BA DEGREE	121

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>

## 2013-2014 PROGRAM REQUIREMENTS

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

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science	3
Fine Arts	3
Global Issues/Nonwestern Studies	3
History	3
Humanities/Literature (ENGL 214 or ENGL 221)	3
Humanities	3
Laboratory Science	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
 TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	 45-51

### MAJOR PROGRAM CORE REQUIREMENTS

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

### MAJOR PROGRAM ADDITIONAL REQUIREMENTS

200-level Foreign Language	3
200-level Foreign Language	3

*Select at least 3 hours from the following categories:* 3

MEDA 101, 341, 421

SPCH 101

BA 101, 205, 251

CIS 101, 102, 120

**MAJOR PROGRAM ELECTIVES**

300-level courses (selected from ENGL 303-364)	6
400-level courses (selected from ENGL 401-417)	6

**MAJOR PROGRAM EMPHASIS REQUIREMENTS**

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

TOTAL MAJOR PROGRAM REQUIREMENTS	51
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<b>OTHER ELECTIVES</b>	19-25
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TOTAL FOR BA DEGREE	121
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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>.

## 2013-2014 PROGRAM REQUIREMENTS

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

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science	3
Fine Arts	3
Global Issues/ Nonwestern Studies	3
History	3
Humanities/Literature (ENGL 221 or ENGL 214)	3
Humanities (PHIL 102)	3
Laboratory Science	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3

TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51
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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

200-level Foreign Language	3
200-level Foreign Language	3
ENGL 401	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 42

## TEACHER CERTIFICATION REQUIREMENTS

EDUC 202	3
EDUC 203	0.5
EDUC 204	3
EDUC 240	3
EDUC 320	1
EDUC 329	0.5
SPED 223	3
EDUC 429	1
EDUC 351	3
EDUC 461	11
EDUC 499	1

TOTAL TEACHER CERTIFICATION REQUIREMENTS 30

**OTHER ELECTIVES** 0-5

TOTAL FOR BA DEGREE 122-123

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:** State Basic Skills Exam (PRAXIS I); cumulative GPA of 2.65 or higher

**Sophomore Year:** application for admission to major in Teacher Education; screening interview; cumulative GPA of 2.65 or higher

**Junior Year:** Application for student teaching; professional education GPA 2.75 or higher; cumulative GPA of 2.65 or higher

**Senior Year:** Content Area Exams (PRAXIS II) and PLT; professional education GPA of 2.75 or higher; cumulative GPA of 2.65 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>.

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF ARTS**  
**MAJOR: SPANISH**

	Credit Hours
<b>UNIVERSITY REQUIREMENTS</b>	
FALS	1
Foreign Language (SPAN 101)	0-6
Foreign Language (SPAN 102)	
<b>GENERAL EDUCATION REQUIREMENTS</b> (For approved courses see the <a href="#">General Education section.</a> )	
Behavioral Science	3
Fine Arts	3
Global Issues/Nonwestern Studies*	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS</b>	<b>45-51</b>
<b>MAJOR PROGRAM CORE REQUIREMENTS</b>	
SPAN 201**	3
SPAN 202**	3
SPAN 305	3
SPAN 308	3
SPAN 310	3
SPAN 499	3
<b>MAJOR PROGRAM ELECTIVES</b>	
SPAN 350 or 380 or 410	3
SPAN 313 or 314 or 360 or 410	3
SPAN 200-, 300- or 400-level electives	6
<b>TOTAL MAJOR PROGRAM REQUIREMENTS</b>	<b>30</b>
<b>ELECTIVES</b>	<b>40-46</b>
<b>TOTAL FOR BA DEGREE</b>	<b>121</b>

\*The Global Issues/Nonwestern Studies 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 test into SPAN 305 level will not take 201 or 202, but must take six 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).

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 & 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. critically evaluate a secondary source of history;
2. place major events in American history in correct chronological order;
3. critically evaluate primary sources;
4. narrate a series of events in the history of a country other than the United States;
5. write a research paper using the *Chicago Manual of Style* for documentation; and
6. orally articulate and defend a position developed through research.

### 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 undergraduate programs which lead to teacher certification must take the PRAXIS I exam during their freshman year or during the semester enrolled in their first education courses (EDUC 202 and EDUC 203). Students can provide evidence of a composite score of 24 on the ACT or combined score of 1650 (1100 on older version) on the SAT to meet the Praxis I requirement. It is the responsibility of the student to provide official documentation from ACT or ETS if used in lieu of Praxis I.

Students will take a specified sequence of courses in both social studies and in professional education. 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 will not be allowed to take 300- and 400-level professional education courses without being formally admitted to the teacher education program.**

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 History Thesis), 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 six 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 History Thesis) 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.

I. Courses from chosen area, either A or B (pages 150-151)	9
II. Courses from other two areas (pages 150-151)	<u>9</u>
TOTAL HOURS	18

### **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

### **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 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 take both of the following courses:

HIST 111 U.S. History to 1877

HIST 112 U.S. History since 1877

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

Total 6 semester hours

#### **GROUP D (3 semester hours)**

Students must choose one of the following courses:

SOCI 214 Criminal Justice System

SOCI 326 Society and Law

BA 251 Legal Environment of Business

PHIL 302 Ethics

Total 3 semester hours

#### **Total required hours for minor:**

**21 semester hours**

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.

## **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 rather than the inculcation of the values of any one religion. The minor provides studies in the primary texts, histories and founders of all of the world's major religions. While it is possible to develop a deep knowledge of Christianity, the focus is on the comparative study of religious experiences. The minor is intended for students who wish to pursue a religious vocation following graduation, including enrollment in a seminary, and for those who have a general interest in the academic discipline of religious studies.

The religion minor consists of 18 semester hours of courses distributed as follows:

### **Core Required Courses:**

	<u>semester hours</u>
RELI 101 SACRED TEXTS AND IDEAS	3
RELI 211 INTRODUCTION TO THE OLD TESTAMENT	3
RELI 212 INTRODUCTION TO THE NEW TESTAMENT	3
RELI 301 RELIGIONS OF THE WORLD	3
TOTAL	12 semester hours

### **Six semester hours from among the following:**

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 330 THE PAPACY	3
RELI 441 TOPICS IN RELIGION	3
(May be repeated with different topics)	
TOTAL	6 semester hours

**Total hours in the minor: 18 semester hours**

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF ARTS**  
**MAJOR: HISTORY**

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science	3
Fine Arts	3
Global Issues/Nonwestern Studies	3
History (HIST 111)	3
Humanities/Literature	3
Humanities	3
Laboratory Science	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS</b>	<b>45-51</b>

### MAJOR PROGRAM CORE REQUIREMENTS

HIST 201	3
HIST 399	3
HIST 499	3

### MAJOR PROGRAM ADDITIONAL REQUIREMENTS

Intermediate Foreign Language	3
Intermediate Foreign Language	3
HIST 112	3
HIST 121 and HIST 122 or HIST 101 and HIST 102	6

### 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

<b>TOTAL MAJOR PROGRAM REQUIREMENTS</b>	<b>48</b>
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**OTHER ELECTIVES**

25-31

TOTAL FOR BA DEGREE

124

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

**PRE-LAW PROGRAM**

History majors interested in the preparation for law school should consult page 151-153 for appropriate electives. See page 102 for pre-law minor.

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

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

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: HISTORY**

	Credit Hours
<b>UNIVERSITY REQUIREMENTS</b>	
FALS	1
Foreign Language	0-6
Foreign Language	
<b>GENERAL EDUCATION REQUIREMENTS (For approved courses see the <a href="#">General Education section.</a>)</b>	
Behavioral Science	3
Fine Arts	3
Global Issues/Nonwestern Studies	3
History (HIST 111)	3
Humanities/Literature	3
Humanities	3
Laboratory Science	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	2
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS</b>	<b>45-51</b>
<b>MAJOR PROGRAM CORE REQUIREMENTS</b>	
HIST 201	3
HIST 399	3
HIST 499	3
<b>MAJOR PROGRAM ADDITIONAL REQUIREMENTS</b>	
HIST 112	3
HIST 121 and HIST 122 or HIST 101 and HIST 102	6
<b>MAJOR PROGRAM ELECTIVES</b>	
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
<b>TOTAL MAJOR PROGRAM REQUIREMENTS</b>	<b>45</b>

**OTHER ELECTIVES**

28-34

TOTAL FOR BS DEGREE

124

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>.

**PRE-LAW PROGRAM**

History majors interested in the preparation for law school should consult page 151-153 for appropriate electives. See page 102 for pre-law minor.

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: HISTORY**  
**CERTIFICATION: SECONDARY SOCIAL STUDIES TEACHER**

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science (SOC 101)	3
Fine Arts (ART 101 or MUSI 101 or THTR 201)	3
Global Issues/Nonwestern Studies	3
History (HIST 121)	3
Humanities/Literature (ENGL 214 or ENGL 221)	3
Humanities (PHIL 102)	3
Laboratory Science	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics (MATH 211)	3
Political Economy (POLS 101)	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION REQUIREMENT</b>	<b>45-51</b>

### 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
HIST 451	3
ANTH 104	3
GEOG 101	3
PSYC 101	3
POLS (U.S. politics or government)	3
ECON 201	3
ECON 202	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
TOTAL MAJOR PROGRAM REQUIREMENTS	51

**TEACHER CERTIFICATION REQUIREMENTS**

SPED 223	3
EDUC 202	3
EDUC 203	0.5
EDUC 204	3
EDUC 240	3
EDUC 320	1
EDUC 329	0.5
EDUC 351	3
EDUC 429	1
EDUC 461	11
EDUC 499	1
TOTAL TEACHER CERTIFICATION REQUIREMENTS	30
TOTAL FOR BS DEGREE	126-132

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:** State Basic Skills Exam (PRAXIS I); Cumulative GPA of 2.65 or higher

**Sophomore Year:** application for admission to major in Teacher Education; Screening Interview; cumulative GPA of 2.65 or higher

**Junior Year:** Application for student teaching; professional education GPA 2.75 or higher; cumulative GPA of 2.65 or higher

**Senior Year:** Content Area Exams (PRAXIS II) and PLT; professional education GPA of 2.75 or higher; cumulative GPA of 2.65 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 MASS COMMUNICATION & THEATRE

## MISSION STATEMENT

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

The Mass Communication and Theatre 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 the student's chosen emphasis area; and
- 5) to apply their training in a professional environment

In order to accomplish these objectives and broaden their mass communication background, students are encouraged to engage in a variety of media, theatre, and journalism courses and activities at Lander University. Opportunities are available for student participation in theatre, dance and musical productions; in print, online and broadcast journalism; and in radio, video and television productions.

## DANCE MINOR

Dance as a creative art form contributes to the associative skills for many different major fields of study. Students completing the program of study in dance should be able to realize contributions to individual vocational goals, especially in the fields of:

Community Theatre  
Elementary Education  
Private Studio Teaching  
Professional Theatre  
Recreational Work  
Secondary Education (Theatre and Physical Education)

Students should understand and develop basic skills in body strength, flexibility and control, as well as leadership qualities and artistic ability in the use of these body skills in personal performance and the choreography of dance art events.

Students should gain an understanding of the historical development of dance from primitive to contemporary movement, appreciation of the art of dance, and preparation for the teaching of such art.

The dance minor is available to students majoring in any area.

Requirements for the minor in dance are:

DANC 101	3
DANC 102	3
DANC 201	3
DANC 301	3
DANC 302	3
DANC 155 (4 semesters)	4
Electives (4 hours credit from the following): MUSI 101, MUSI 333, PEES 210, THTR 112	4
TOTAL SEMESTER HOURS	23

*For the dance minor a student must earn a grade of "C" or higher in all courses required in the minor.*

## Minors in Mass Communication and Theatre

Students who are pursuing a major other than mass communication and theatre may pursue a minor in either theatre or mass communication. Students interested in either minor should consult with the mass communication and theatre faculty as early in their academic careers as possible.

### MASS COMMUNICATION MINOR

This minor requires a total of 18 hours of course work as follows:

MEDA 101	3
MEDA 302	3
MEDA 340	3
JOUR 201	3

Six hours from the following:

JOUR 375	3
MEDA 204	3
MEDA 219 (or ART 203)	3
MEDA 290 or 490	3
MEDA 301	3
MEDA 341	3
MEDA 360	3
MEDA 450	3

### THEATRE MINOR

This minor requires 18 hours of course work as follows:

SPCH 201 or 102	3
THTR 112	3
THTR 200	3
THTR 350	3
THTR electives	6*
(*Excluding THTR 499)	

### MUSICAL THEATRE MINOR

Students in any major, including Mass Communication and Theatre or Music, may pursue a minor in Musical Theatre.

Requirements for the minor in Musical Theatre are:

THTR 221	Basic Stagecraft	3
THTR 200	Acting One	3
THTR 301*	Theatre Problems: Musical Theatre History	3
*Special Topics course focus must be in Musical Theatre History to complete requirement.		
DANC 101	Dance Technique	3
DANC 102	Intermediate and Advanced Techniques	3
MUSI 125	Voice Class One	1
MUSI 126	Voice Class Two	1

To fully understand the performance experience, it is suggested that the student audition for at least one of the following activities:

MUSI 141 University Singers  
Lander Department of Theatre Production  
Community Theatre/Musical Production

Total Hours: 17

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: MASS COMMUNICATION AND THEATRE**  
**EMPHASIS: MASS COMMUNICATION**

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science	3
Fine Arts	3
Global Issues/Nonwestern Studies	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS</b>	<b>45-51</b>

### MAJOR PROGRAM CORE REQUIREMENTS

MEDA 101	3
MEDA 302	3
MEDA 340	3
SPCH 101	3
SPCH 102	3
SPCH 201	3
THTR 390	3

### MAJOR PROGRAM EMPHASIS REQUIREMENTS

ART 203 or MEDIA 219	3
BA 205	3
JOUR 201	3
JOUR 302	3
JOUR 375	3
MEDA 204	3
MEDA 290 or 490	3
MEDA 301	3
MEDA 341	3
MEDA 360 or ENGL 275 or ENGL 350	3
MEDA 421	3
MEDA 450	3



MEDA 460	3
MCOM 199	3
MCOM 499	1
TOTAL MAJOR PROGRAM REQUIREMENTS	64
<b>OTHER ELECTIVES</b>	6-12
TOTAL FOR BS DEGREE	121

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.

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

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: MASS COMMUNICATION AND THEATRE**  
**EMPHASIS: THEATRE**

	Credit Hours
<b>UNIVERSITY REQUIREMENTS</b>	
FALS	1
Foreign Language	0-6
Foreign Language	
<b>GENERAL EDUCATION REQUIREMENTS</b> (For approved courses see the <a href="#">General Education section.</a> )	
Behavioral Science	3
Fine Arts	3
Global Issues/ Nonwestern Studies	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51
<b>MAJOR PROGRAM CORE REQUIREMENTS</b>	
MEDA 101	3
MEDA 302	3
MEDA 340	3
SPCH 101	3
SPCH 102	3
SPCH 201	3
THTR 390	3
<b>MAJOR PROGRAM EMPHASIS REQUIREMENTS</b>	
THTR 112	3
THTR 112	3
THTR 200 Fall	3
THTR 203 Spring odd year	3
THTR 221 Fall	3
THTR 301	3
THTR 301 (must be different topic than one covered in first THTR 301)	3
THTR 342 Spring	3
THTR 350 Fall odd year	3
THTR 416	1
THTR 450 Spring even year	3
THTR 490	3
THTR 499	3
TOTAL MAJOR PROGRAM REQUIREMENTS	58

**ELECTIVES**

12-18

TOTAL FOR BS DEGREE

121

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.

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 undergraduate programs which lead to teacher certification must take the PRAXIS I exam during their freshman year or during the semester enrolled in their first education courses (EDUC 202 and EDUC 203). Students can provide evidence of a composite score of 24 on the ACT or combined score of 1650 (1100 on older version) on the SAT to meet the Praxis I requirement. It is the responsibility of the student to provide official documentation from ACT or ETS if used in lieu of Praxis I.

Music majors seeking a career with certification for teaching will take a specified sequence of courses in both music and in professional education. 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 will not be allowed to take 300- and 400-level professional education courses without being formally admitted to the teacher education program.**

## **CAREER OPPORTUNITIES IN MUSIC**

Lander music students gain valuable experience assisting with on-campus activities presented by Greenwood-Lander Performing Arts, 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 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. 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 Scenes
- 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>.

### **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.

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: MUSIC**  
**EMPHASIS: INSTRUMENTAL**

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science	3
Fine Arts (MUSI 201) **	3
Global Issues/Nonwestern Studies (MUSI 333) **	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS</b>	<b>45-51</b>

### 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 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
<b>TOTAL MAJOR PROGRAM REQUIREMENTS</b>	<b>47-49</b>
<b>OTHER ELECTIVES</b>	<b>21-29</b>
<b>TOTAL FOR BS DEGREE</b>	<b>121</b>

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>.

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: MUSIC**  
**EMPHASIS: KEYBOARD**

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science	3
Fine Arts (MUSI 201) *	3
Global Issues/Nonwestern Studies (MUSI 333) *	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS</b>	<b>45-51</b>

### 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 Piano/Organ (MUSK 150, 151, 250, 251, 350, 351, 450, 451)	8
Ensemble (MUSI 141)	8
<b>TOTAL MAJOR PROGRAM REQUIREMENTS</b>	<b>47</b>
<b>OTHER ELECTIVES</b>	<b>23-29</b>
<b>TOTAL FOR BS DEGREE</b>	<b>121</b>

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>.

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: MUSIC**  
**EMPHASIS: VOCAL**

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science	3
Fine Arts (MUSI 201) **	3
Global Issues/Nonwestern Studies (MUSI 333) **	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS</b>	<b>45-51</b>

### 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
<b>TOTAL MAJOR PROGRAM REQUIREMENTS</b>	<b>47-49</b>
<b>OTHER ELECTIVES</b>	<b>21-29</b>
<b>TOTAL FOR BS DEGREE</b>	<b>121</b>

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>.

## 2013-2014 PROGRAM REQUIREMENTS

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

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science (PSYC 101)	3
Fine Arts (MUSI 201) **	3
Global Issues/Nonwestern Studies (MUSI 333) **	3
History	3
Humanities/Literature (ENGL 214 or ENGL 221)	3
Humanities	3
Laboratory Science (BIOL)	4
Laboratory Science (CHEM, PHYS, or PSCI)	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3

TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51
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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 MUSIC REQUIREMENTS

MUSI 131	1
MUSI 132	1
MUSI 222	2
MUSI 303	2
MUSI 304	2
MUSI 311	2
MUSI 315	3
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 202	3
EDUC 203	0.5
EDUC 240	3
EDUC 329	0.5
EDUC 351	3
EDUC 429	1
EDUC 461	11
EDUC 499	1
SPED 223	3
TOTAL TEACHER CERTIFICATION REQUIREMENTS	26
TOTAL FOR BS DEGREE	129-137

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:** State Basic Skills Exam (PRAXIS I); cumulative GPA of 2.65 or higher

**Sophomore Year:** Application for admission to major in Teacher Education; Screening Interview; cumulative GPA of 2.65 or higher

**Junior Year:** Application for student teaching; professional education GPA of 2.75 or higher; cumulative GPA of 2.65 or higher

**Senior Year:** Content Area Exams (PRAXIS II) and PLT; professional education GPA of 2.75 or higher; cumulative GPA of 2.65 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>.

## 2013-2014 PROGRAM REQUIREMENTS

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

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science (PSYC 101)	3
Fine Arts (MUSI 201) *	3
Global Issues/Nonwestern Studies (MUSI 333) *	3
History	3
Humanities/Literature (ENGL 214 or ENGL 221)	3
Humanities	3
Laboratory Science (BIOL)	4
Laboratory Science (CHEM, PHYS, or PSCI)	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3

TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS 45-51

### 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 MUSIC REQUIREMENTS

MUSI 131	1
MUSI 132	1
MUSI 222	2
MUSI 303	2
MUSI 304	2
MUSI 311	2
MUSI 315	3
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 202	3
EDUC 203	0.5
EDUC 240	3
EDUC 329	0.5
EDUC 351	3
EDUC 429	1
EDUC 461	11
EDUC 499	1
SPED 223	3
TOTAL TEACHER CERTIFICATION REQUIREMENTS	26
TOTAL FOR BS DEGREE	131-137

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:** State Basic Skills Exam (PRAXIS I); cumulative GPA of 2.65 or higher

**Sophomore Year:** Application for admission to major in Teacher Education; Screening Interview; cumulative GPA of 2.65 or higher

**Junior Year:** Application for student teaching; professional education GPA of 2.75 or higher; cumulative GPA of 2.65 or higher

**Senior Year:** Content Area Exams (PRAXIS II) and PLT; professional education GPA of 2.75 or higher; cumulative GPA of 2.65 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>.

## 2013-2014 PROGRAM REQUIREMENTS

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

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science (PSYC 101)	3
Fine Arts (MUSI 201) **	3
Global Issues/Nonwestern Studies (MUSI 333) **	3
History	3
Humanities/Literature (ENGL 214 or ENGL 221)	3
Humanities	3
Laboratory Science (BIOL)	4
Laboratory Science (CHEM, PHYS, or PSCI)	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3

TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS 45-51

### 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 MUSIC REQUIREMENTS**

MUSI 131	1
MUSI 132	1
MUSI 222	2
MUSI 303	2
MUSI 304	2
MUSI 311	2
MUSI 317 or 318	3
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
<b>TOTAL MAJOR PROGRAM REQUIREMENTS</b>	<b>58-60</b>

**TEACHER CERTIFICATION REQUIREMENTS**

EDUC 202	3
EDUC 203	0.5
EDUC 240	3
EDUC 329	0.5
EDUC 351	3
EDUC 429	1
EDUC 461	11
EDUC 499	1
SPED 223	3
<b>TOTAL TEACHER CERTIFICATION REQUIREMENTS</b>	<b>26</b>
<b>TOTAL FOR BS DEGREE</b>	<b>129-137</b>

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:** State Basic Skills Exam (PRAXIS I); cumulative GPA of 2.65 or higher

**Sophomore Year:** Application for admission to major in Teacher Education; Screening Interview; cumulative GPA of 2.65 or higher

**Junior Year:** Application for student teaching; professional education GPA of 2.75 or higher; cumulative GPA of 2.65 or higher

**Senior Year:** Content Area Exams (PRAXIS II) and PLT; professional education GPA of 2.75 or higher; cumulative GPA of 2.65 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 BUSINESS AND PUBLIC AFFAIRS

**Robert T. Barrett, Ph.D.**  
**Dean**

Joyce L. Shelton, Administrative Assistant  
Catherine M. Miller, Administrative Specialist  
Brittany Buckner, Administrative Specialist

## **School of Management**

**Carol P. Wood, M.Acc., CPA**  
**Associate Professor of Accounting and Director**

Terry M. Chambers, Ph.D.  
Assistant Professor of Business Administration  
Christine L. Mark, MBA  
Lecturer of Business Administration  
Steven R. Mark, Ph.D.  
Associate Professor of Accounting  
Michael Mlinar, MPM, CPA  
Lecturer of Business Administration  
Gail D. Moore, JD  
Associate Professor of Business Administration  
Nancy J. Niles, Ph.D.  
Associate Professor of Business Administration  
Juan Santandreu, Ph.D.  
Professor of Marketing

Anthony P. Santella, MA  
Assistant Professor of Business and Management  
Information Systems  
Michael C. Shurden, DBA  
Professor of Management  
Uma V. Sridharan, Ph.D.  
Professor of Finance and International Business  
James O. Staveley-O'Carroll, Ph.D.  
Assistant Professor of Economics  
Charles R. B. Stowe, MBA, JD, Ph.D.  
Professor of Management  
Samuel H. Tolbert, MS  
Associate Professor of Health Care Management  
Stan W. Vinson, Ph.D.  
Assistant Professor of Business Administration

## **Department of Political and Social Sciences**

**Meredith J. Uttley, Ph.D.**  
**Professor of Anthropology and Chair**

Linda A. Carson, MSW, LMSW  
Lecturer of Sociology  
Daniel M. Harrison, Ph.D.  
Associate Professor of Sociology  
Chad J. Kinsella, MPA  
Assistant Professor of Political Science

S. Lucas McMillan, Ph.D.  
Assistant Professor of Political Science  
Kimberly M. Richburg, Ph.D.  
Associate Professor of Political Science

## **Department of Military Science**

Brian Pinson, Captain  
Senior Military Science Instructor

# **PROGRAMS OF STUDY IN THE COLLEGE OF BUSINESS AND PUBLIC AFFAIRS**

## **School of Management**

### **Degree Program**

BS in Business Administration  
with Emphases in  
Accounting  
Finance/Economics  
Health Care Management  
Management/Marketing

## **Department of Political and Social Sciences**

### **Degree Programs**

BS in Political Science  
BS in Political Science with Public Administration Emphasis  
BS in Sociology  
BS in Sociology with Criminal Justice Emphasis  
BS in Criminal Justice Management

# SCHOOL OF MANAGEMENT

The mission of the School of Management is to provide high quality business education that prepares students for positions of leadership and responsibility.

This mission will be accomplished through high quality instruction, an integrated curriculum, and intellectual contributions that focus on applied business research and instructional development.

The goals for the School of Management 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
5. be capable problem solvers

## **BUSINESS ADMINISTRATION MAJOR**

Students majoring in business administration may select from four emphases: accounting, finance/economics, health care management, and management/marketing.

### **Accounting Emphasis**

Students selecting the emphasis in accounting are required to take five specified courses and at least three selective courses. The selective courses may be chosen to reinforce an interest in public accounting, management accounting, or governmental accounting.

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 125 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.

### **Finance/Economics Emphasis**

The finance/economics emphasis blends two closely related disciplines that focus on the proper use of scarce resources. Economics analyzes the use of alternative resources to produce and distribute private and public goods. Finance concentrates on the management of financial resources for accomplishing the objectives of businesses and individuals. The finance/economics emphasis also includes a Financial Services track for students interested in financial institutions, real estate and insurance.

### **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 health care delivery system. The emphasis is designed to enable qualified students to acquire the skills and knowledge needed to assume management positions within various settings of the health care delivery system.

### **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 Major in Business Administration**

Students pursuing the Bachelor of Science degree in Business Administration are assigned an advisor from the School of Management to ensure compliance with school requirements and procedures. In order to continue as a business major, students must meet the requirements stated below. In addition, business majors must obtain approval to take upper-level business courses (300 level or above).

### **Course Grade Requirements**

All business majors must earn a grade of “C” or better in ECON 201, ENGL 101, ENGL 102, and MATH 121 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**

During the period prior to obtaining approval to enroll in upper-level business courses (300 level or above), business majors must maintain at least a 2.00 GPA on all courses completed at Lander University. In order to apply for admittance to upper-level business courses and to continue in the program after admittance, business majors must maintain at least a 2.50 GPA on all courses completed at Lander University and an overall GPA of 2.50. 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.

### **Application for Admittance to Upper-Level Business Courses**

In order to enroll in the upper-level Business courses, Business majors must be approved by the School of Management and meet the following requirements:

1. Complete at least 45 semester hours of college credit (including transfer courses);
2. Maintain an overall GPA of 2.50 or better on courses attempted at Lander University and an overall GPA of 2.50;
3. Earn a grade of “C” or better in ACCT 201, BA 225, ECON 202 and ENGL 275; and
4. Successfully complete a competency assessment in writing, business mathematics, and computer applications (Microsoft Office Word, Excel, and PowerPoint or similar software) as defined and administered by the School of Management. Assessment testing will occur at least once during each semester as well as prior to the beginning of the fall semester.

### **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 Director of the School of Management will consider exceptions to all of the preceding requirements on an individual basis.



## BUSINESS ADMINISTRATION MINOR

The School of Management 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 an average GPA of 2.00 or above on all courses taken at Lander University; and
3. have completed each of the following prerequisites with a “C” or above: BA 101 or proficiency in Word, Excel, and PowerPoint; BA 225 or MATH 211; ENGL 275.

<u>Courses</u>	<u>Credit Hours</u>
ACCT 201 Financial Accounting Principles	3
ECON 101 or 201 Economics in Society of Macro Principles	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>
TOTAL HOURS	18

## HEALTH CARE MANAGEMENT MINOR

The School of Management 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 GPA of 2.00 or above on all courses taken at Lander University; and
3. have completed each of these prerequisites with a “C” or above: BA 101 or proficiency in Word, Excel, and PowerPoint; BA225 or MATH 211; ENGL 275.

<u>Courses</u>	<u>Credit Hours</u>
ACCT 201 Financial Accounting Principles	3
ECON 101 or 201 Economics in Society of Macro Principles	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	<u>3</u>
TOTAL HOURS	18

## ECONOMICS MINOR

The School of Management offers a minor in Economics for students in all disciplines at Lander except for those majoring in Business Administration with the emphasis in Finance/Economics. The minor provides a strong foundation in economic thought and develops critical thinking, analysis and research skills that are essential for understanding business, politics, markets and the global economy. The minor is appropriate for students who plan to work in the public sector or go on to graduate school in business administration, economics, law, or international affairs. It should also be attractive to students who wish to broaden their education and to understand the forces that shape the modern world. The minor in economics consists of 18 semester hours. Students are required to take the following courses:

<u>Courses</u>	<u>Credit Hours</u>
ECON 101 or 201 Economics in Society of Macro Principles	3
ECON 202 Micro Principles	3
ECON 301 Managerial Economics	3

Students will complete an additional 9 hours of course work selected from the following:

<u>Courses</u>	<u>Credit Hours</u>
ECON 315 Economics of Public Policy	3
ECON 321 Environmental Economics	3
ECON 350 Health Economics	3
ECON 352* Topics of Economics	3
FINA 309 Markets, Institutions and Banking	<u>3</u>
TOTAL HOURS	18

\*ECON 352 is a special topics course that may be repeated under separate topics

## **INTERNATIONAL BUSINESS MINOR**

The School of Management, in collaboration with the faculty of Business, Law and Sport at the University of Winchester, offers a minor in International Business to Lander students in all disciplines. Business majors at Lander may not count business department courses at Lander towards both major and minor requirements. 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, distributed as follows:

<b>Required Courses at Lander University</b>	<b><u>6 credit hours</u></b>
BA 390 International Business	3
<b>Choose any one among the following:</b>	
BA 351 Business Ethics (recommended for all majors)	3
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 pre-requisites)	
Any other 300-level BA, MGMT, MKT, FINA or ACCT course offered by the Department of Business (some of these courses may have pre-requisites)	
<b>**A minimum of six credit hours toward the minor must be completed at Lander.</b>	
<b>Required Modules (courses) at University of Winchester:</b>	<b><u>6 credit hours</u></b>
BS 2967 Globalization and Diversity (Spring Semester)	3
or	
BS 3907 Global Marketing (Fall Semester)	3
<b>Selectives at the University of Winchester:</b>	
Any two 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	<b><u>6 credit hours</u></b>
<b>TOTAL HOURS</b>	<b>18 total credit hours</b>

## LEADERSHIP MINOR

The Leadership minor is offered to Lander students in all disciplines. There are two tracks for the minor: 1) Innovation and Environmental Sustainability and 2) Education and Public Service. In order to promote cross discipline work within the constraints of general education and major requirements, certain courses in the student's major may be counted towards this minor. Students must have at least a 2.5 GPA and earn no less than a "C" in all courses in the minor.

Required leadership courses	2
LPLP 101 Leadership Development 1 (one semester hour) and	
LPLP 102 Leadership Development 2 (one semester hour)	
<u>or</u>	
LDSH 101 Introduction to Leadership (two semester hours)	
Required ethics course (i.e. BA 351 or PHIL 302)	3
Choose one course from the following:	3
PHIL 103 Introduction to Logic	
SPCH 101 Speech Fundamentals	
SPCH 102 Fundamentals of Oral Interpretation	
SPCH 201 Voice and Diction	
Choose one course from the following:	3
BA 390 International Business	
EDUC 309 Global Issues in Education	
POLS 103 Introduction to World Politics	
SOC 101 Introduction to Sociology	
Choose one of the two tracks	9
1. <u>Innovation and Environmental Sustainability Track</u>	
Required courses for innovation (six semester hours)	
BA 101 Introduction to Business	
BA 304 Management Information Systems II	
Choose one course for environmental sustainability (three semester hours)	
ECON 321 Environmental Economics	
ES 301 Introduction to Environmental Science 1	
ES 302 Introduction to Environmental Science 2	
ES 390 Global Topics in Environmental Science	
POLS 320 Environmental Politics	
2. <u>Education and Public Service Track</u>	9
Required course for education (three semester hours)	
EDUC 202 Education in America	
Choose two courses for public service (six semester hours)	
BA 101 Introduction to Business	
ECON 315 Economics of Public Policy	
HCMT 201 Health Care in America	
POLS 317 Introduction to Public Administration	
POLS 318 Public Budgeting	
SOC 321 Medical Sociology	
<b>TOTAL HOURS FOR LEADERSHIP MINOR</b>	<b>20 total hours</b>

## 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 the School of Management 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, & 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.

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: BUSINESS ADMINISTRATION**  
**EMPHASIS: ACCOUNTING**

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science	3
Fine Arts	3
Global Issues/Nonwestern Studies (BA 390 recommended)	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science	4
Laboratory Science	4
Logic & Analytical Thought (MATH 121)	3
Mathematics	3
Political Economy (ECON 201)	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3

TOTAL UNIVERSITY AND GENERAL EDUCATION REQUIREMENT	45-51
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### MAJOR PROGRAM CORE REQUIREMENTS

ACCT 201	3
ACCT 202	3
ECON 202	3
BA 101	3
BA 225	3
BA 251	3

Upper-level courses require admission into School of Management:

MGMT 301	3
MKT 301	3
FINA 301	3
BA 304	3
BA 325	3
MGMT 330	3
BA 414	3
BA 499	1

**MAJOR PROGRAM ADDITIONAL REQUIREMENTS**

SPCH 101	3
ENGL 275	3
Select three courses from the following list:	9
ACCT 307	
ACCT 312	
ACCT 322	
ACCT 332	
ACCT 352	
ACCT 403	

**MAJOR PROGRAM EMPHASIS REQUIREMENTS**

ACCT 301	3
ACCT 302	3
ACCT 321	3
ACCT 331	3
ACCT 402	3
TOTAL MAJOR PROGRAM REQUIREMENTS	70
<b>OTHER ELECTIVES</b>	4-10
TOTAL FOR BS DEGREE	125

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

In order to enroll in the upper level Business courses (300-level and above), Business majors must be approved by the School of Management and meet the following requirements:

1. Complete at least 45 semester hours of college credit (including transfer courses)
2. Maintain an overall GPA of 2.50 or better on courses attempted at Lander University and an overall GPA of 2.5.
3. Earn a grade of "C" or better in ACCT 201, BA 225, ECON 202 and ENGL 275.
4. Successfully complete a competency assessment in writing, business mathematics, and computer applications (Microsoft Office Word, Excel, and PowerPoint or similar software) as defined and administered by the School. Assessment testing will occur at least once during each semester as well as prior to the beginning of the fall semester.

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

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: BUSINESS ADMINISTRATION**  
**EMPHASIS: FINANCE/ECONOMICS**

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science	3
Fine Arts	3
Global Issues/Nonwestern Studies (BA 390 recommended)	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science	4
Laboratory Science	4
Logic & Analytical Thought (MATH 121)	3
Mathematics	3
Political Economy (ECON 201)	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL UNIVERSITY AND GENERAL EDUCATION REQUIREMENT</b>	<b>45-51</b>

### MAJOR PROGRAM CORE REQUIREMENTS

ACCT 201	3
ACCT 202	3
ECON 202	3
BA 101	3
BA 225	3
BA 251	3

Upper-level courses require admission into School of Management:

MGMT 301	3
MKT 301	3
FINA 301	3
BA 304	3
BA 325	3
MGMT 330	3
BA 414	3
BA 499	1

## MAJOR PROGRAM ADDITIONAL REQUIREMENTS

SPCH 101	3
ENGL 275	3

## MAJOR PROGRAM EMPHASIS REQUIREMENTS

Select six courses from the following list: 18

*Students with an interest in finance and financial services are advised to take FINA 309, FINA 310, BA 309 and three other courses of their choice from the list below.*

*Students with an interest in economics are advised to take FINA 309 and five other courses with the ECON prefix.*

BA 309  
BA 369  
BA 390  
ECON 301  
ECON 311  
ECON 315  
ECON 321  
ECON 335  
ECON 350  
ECON 352  
FINA 309  
FINA 310  
FINA 352  
FINA 371  
FINA 490

TOTAL MAJOR PROGRAM REQUIREMENTS 64

**OTHER ELECTIVES** 10-16

TOTAL FOR BS DEGREE 125

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

In order to enroll in the upper level Business courses (300-level and above), Business majors must be approved by the School of Management and meet the following requirements:

1. Complete at least 45 semester hours of college credit (including transfer courses)
2. Maintain an overall GPA of 2.50 or better on courses attempted at Lander University and an overall GPA of 2.5.
3. Earn a grade of "C" or better in ACCT 201, BA 225, ECON 202 and ENGL 275.
4. Successfully complete a competency assessment in writing, business mathematics, and computer applications (Microsoft Office Word, Excel, and PowerPoint or similar software) as defined and administered by the School. Assessment testing will occur at least once during each semester as well as prior to the beginning of the fall semester.

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



## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: BUSINESS ADMINISTRATION**  
**EMPHASIS: HEALTH CARE MANAGEMENT**

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science	3
Fine Arts	3
Global Issues/Nonwestern Studies (BA 390 recommended)	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science	4
Laboratory Science	4
Logic & Analytical Thought (MATH 121)	3
Mathematics	3
Political Economy (ECON 201)	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3

TOTAL UNIVERSITY AND GENERAL EDUCATION REQUIREMENT 45-51

### MAJOR PROGRAM CORE REQUIREMENTS

ACCT 201	3
ACCT 202	3
ECON 202	3
BA 101	3
BA 225	3
BA 251	3

Upper-level courses require admission into School of Management:

MGMT 301	3
MKT 301	3
FINA 301	3
BA 304	3
BA 325	3
MGMT 330	3
BA 414	3
BA 499	1

**MAJOR PROGRAM ADDITIONAL REQUIREMENTS**

SPCH 101	3
ENGL 275	3
HCMT 111	1
MGMT 315	3

**MAJOR PROGRAM EMPHASIS REQUIREMENTS**

HCMT 201	3
HCMT 301	3
HCMT 311	3
HCMT 410	3
HCMT 490	3

TOTAL MAJOR PROGRAM REQUIREMENTS 65

**OTHER ELECTIVES** 9-15

TOTAL FOR BS DEGREE 125

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

In order to enroll in the upper level Business courses (300-level and above), Business majors must be approved by the School of Management and meet the following requirements:

1. Complete at least 45 semester hours of college credit (including transfer courses)
2. Maintain an overall GPA of 2.50 or better on courses attempted at Lander University and an overall GPA of 2.5.
3. Earn a grade of "C" or better in ACCT 201, BA 225, ECON 202 and ENGL 275.
4. Successfully complete a competency assessment in writing, business mathematics, and computer applications (Microsoft Office Word, Excel, and PowerPoint or similar software) as defined and administered by the School. Assessment testing will occur at least once during each semester as well as prior to the beginning of the fall semester.

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

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: BUSINESS ADMINISTRATION**  
**EMPHASIS: MANAGEMENT/MARKETING**

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science	3
Fine Arts	3
Global Issues/Nonwestern Studies (BA 390 recommended)	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science	4
Laboratory Science	4
Logic & Analytical Thought (MATH 121)	3
Mathematics	3
Political Economy (ECON 201)	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3

TOTAL UNIVERSITY AND GENERAL EDUCATION REQUIREMENT	45-51
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### MAJOR PROGRAM CORE REQUIREMENTS

ACCT 201	3
ACCT 202	3
ECON 202	3
BA 101	3
BA 225	3
BA 251	3

Upper-level courses require admission into School of Management:

MGMT 301	3
MKT 301	3
FINA 301	3
BA 304	3
BA 325	3
MGMT 330	3
BA 414	3
BA 499	1

## MAJOR PROGRAM ADDITIONAL REQUIREMENTS

SPCH 101	3
ENGL 275	3
Selective (Management/Marketing 300-level or above or BA 351)	3
Selective (DBA [BA, ECON, FINA, HCMT, MGMT, MKT] course 300-level or above)	3

## MAJOR PROGRAM EMPHASIS REQUIREMENTS

(Required courses in the Management/Marketing emphasis are offered in the fall and the spring.)

MGMT 315	3
MGMT 340	3
MKT 415	3
MKT 420	3

TOTAL MAJOR PROGRAM REQUIREMENTS 64

**OTHER ELECTIVES** 10-16

TOTAL FOR BS DEGREE 125

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

In order to enroll in the upper level Business courses (300-level and above), Business majors must be approved by the School of Management and meet the following requirements:

1. Complete at least 45 semester hours of college credit (including transfer courses)
2. Maintain an overall GPA of 2.50 or better on courses attempted at Lander University and an overall GPA of 2.5.
3. Earn a grade of "C" or better in ACCT 201, BA 225, ECON 202 and ENGL 275.
4. Successfully complete a competency assessment in writing, business mathematics, and computer applications (Microsoft Office Word, Excel, and PowerPoint or similar software) as defined and administered by the School. Assessment testing will occur at least once during each semester as well as prior to the beginning of the fall semester.

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 POLITICAL AND SOCIAL SCIENCES

*“Inspiring scholarship, citizenship, advocacy and productive careers”*

## **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:**

All students graduating from Lander University with a degree in political science will:

1. demonstrate knowledge in most of the generally-recognized areas of the discipline;
2. be equipped with skills of political analysis;
3. demonstrate skills essential for success in careers related to political science;
4. acquire skills and knowledge to enable them to be effective citizens; and
5. demonstrate the ability to communicate effectively.

In addition, all students graduating from Lander University with a Bachelor of Science degree 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 seven courses. POLS 101 American Government and POLS 103 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 may choose one of two different degree programs (see below). Each of them has additional requirements.

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.

### **BS in Political Science**

Students wishing to pursue careers in political science research, politics and campaigning, public administration, teaching, 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 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.

## POLITICAL SCIENCE MINOR

The political science minor consists of 18 semester hours with the following distribution:

POLS 101	3
POLS 103	3
POLS electives (200-level or above)	<u>12</u>
TOTAL	18

## 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-profits, or pursue a master's degree in public administration.

The 18 hours of course requirements are:

<b>Core classes (both courses are required)</b>	<b>6</b>
POLS 317: Introduction to Public Administration	3
POLS 490: Internship	3
<b>Budgetary or statistical proficiency (one course from below is required; any additional courses from this category may be used as approved electives)</b>	<b>3</b>
POLS 318: Public Budgeting	3
POLS 381: Quantitative Research in Political Science	3
SOC 398: Methods of Social Research	3
ACCT 307: Governmental and Institutional Accounting*	3
<b>Approved electives (choose any three from the list below or from the Budgetary or statistical proficiency section above)</b>	<b>9</b>
POLS 366: International Organization and Law	3
POLS 386: State and Local Government	3
MGMT 315: Human Resource Management*	3
ECON 315: Economics of Public Policy*	3
MEDA 341: Introduction to Public Relations	3
SOC 314: Social Welfare Policies and Programs	3
Special topics courses (POLS 271 or POLS 371) are also acceptable if public administration and policy is the primary focus of appropriate course content.	
TOTAL HOURS	<b>18</b>

*\*These courses have separate major program prerequisites. See the catalog or check with the instructor.*

## 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.

I. Courses from chosen area, either A or B	9
II. Courses from the other two	<u>9</u>
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 308	Hitler and the Rise of the Third Reich
HIST 322	African History and Culture
HIST 323	The Civilizations of India
HIST 343	Modern Britain
HIST 347	The United States and the Cold War, 1945-91
HIST 365	Issues in Twentieth-Century African History
HIST 366	History of Modern South Africa
HIST 370	Modern East Asia
HIST 383	Warfare Through the Ages
HIST 391	The United States and the World in the 20 <sup>th</sup> Century

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 320	Environmental Politics
POLS 325	International Conflict
POLS 345	American Foreign Policy
POLS 366	International Organization

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.

## **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 course details, please refer to page 102.

## **COURSE RECOMMENDATIONS FOR PRE-LAW**

“ . . . the ABA 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

following list of skills presents the recommendations of the American Bar Association Section of Legal Education and Admissions to the Bar concerning preparation for a good law school experience.” For a more detailed explanation of these recommendations, visit the ABA site at <http://www.abanet.org/legaled/prelaw/prep.html>. Added to that list are some Lander classes believed to help students develop this knowledge.

Given that much of litigation involves financial conflicts over contracts, business transactions, violations of laws over business activities such as raising capital, financial markets, banking, etc, pre-law students may find that a minor in business will provide them with the vocabulary to better comprehend the nature of disputes they will be studying in law school. Some law schools are now requiring some business courses for their first year law students. A minor in business or some electives in business may provide more career options for students.

## **SKILLS AND VALUES**

The skills and values perceived as important by the American Bar Association may be obtained in many different courses. Lander University recommends to students aspiring to law school and legal careers to seek out the kinds of courses that emphasize these skills.

### **Analytic and Problem Solving Skills:**

“Students should seek courses and other experiences that will engage them in critical thinking about important issues, that will engender in them tolerance for uncertainty, and that will give them experience in structuring and evaluating arguments for and against propositions that are susceptible to reasoned debate.”

### **Critical Reading Abilities:**

“Preparation for legal education should include substantial experience at close reading and critical analysis of complex textual material, for much of what law students and lawyers do involves careful reading and sophisticated comprehension of judicial opinions, statutes, documents, and other written materials.”

### **Writing Skills:**

“Those seeking to prepare for legal education should develop a high degree of skill at written communication. Language is the most important tool of a lawyer, and lawyers must learn to express themselves clearly and concisely.”

### **Oral Communication and Listening Abilities:**

“The ability to speak clearly and persuasively is another skill that is essential to success in law school and the practice of law. Lawyers also must have excellent listening skills if they are to understand their clients and others with whom they must interact daily.”

### **General Research Skills:**

“Although there are many research sources and techniques that are specific to the law, an individual need not have developed any familiarity with these specific skills or materials before entering law school. However, the individual who comes to law school without ever having undertaken a project that requires significant library research and the analysis of large amounts of information obtained from that research will be at a severe disadvantage.”

### **Task Organization and Management Skills:**

“The study and practice of law require the ability to organize large amounts of information, to identify objectives, and to create a structure for applying that information in an efficient way in order to achieve desired results.”

### **The Values of Serving Others and Promoting Justice:**

“Each member of the legal profession should be dedicated both to the objectives of serving others honestly, competently, and responsibly, and to the goals of improving fairness and the quality of justice in the legal system.”

## **KNOWLEDGE**

The knowledge base identified as important by the American Bar Association may be obtained in many different courses, but those listed below are particularly useful. Many of these suggested courses satisfy general education requirements at Lander. When planning a class schedule, the student aspiring to law school and legal careers should refer to these recommendations:

Some of the types of knowledge that are most useful, and that would most pervasively affect one's ability to derive the maximum benefit from legal education, include the following:



1. A broad understanding of history, particularly American history, and the various factors (social, political, economic, and cultural) that have influenced the development of the pluralistic society that presently exists in the United States;” [HIST 111 - U.S. to 1877, HIST 112 - U.S. Since 1877, SOCI 205 - African-American Communities]
2. “A fundamental understanding of political thought and theory, and of the contemporary American political system;” [POLS 101 - American National Government, POLS 331 - Political Philosophy, POLS 360 - Congress and the Presidency]. **An internship with a public defender’s office or a solicitor’s office is helpful.**
3. “A basic understanding of ethical theory and theories of justice;” [POLS 308 - Introduction to Law, POLS 311 - Constitutional Law, POLS 312 - Civil Rights and Civil Liberties, PHIL 302 - Ethics]
4. “A grounding in economics, particularly elementary micro-economic theory, and an understanding of the interaction between economic theory and public policy;” [ECON 202 - Micro Principles, POLS 317 - Introduction to Public Administration, POLS 318 - Public Budgeting]
5. “Some basic mathematical and financial skills, such as an understanding of basic pre-calculus mathematics and an ability to analyze financial data;” [MATH 121 - Math for Business, Life Science, and the Social Sciences, BA 101 - Introduction to Business, BA 225 - Business Statistics, BA 251 - Legal Environment of Business]
6. “A basic understanding of human behavior and social interaction;” [SOCI 101 - Introduction to Sociology, PSYC 101 - Introduction to Psychology] and
7. “An understanding of diverse cultures within and beyond the United States, of international institutions and issues, and of the increasing interdependence of the nations and communities within our world.” [ANTH 104 - Cultural Anthropology]

“As law has become more woven into the fabric of our society, and as that society is increasingly influenced by disparate national and global forces, a broad knowledge base is essential for success in law school and for competence in the legal profession. Knowledge of specific areas of law can and will be acquired during a good legal education, but students must come to law school with much fundamental knowledge upon which legal education can build. Thus, those considering law school should focus their substantive preparation on acquiring the broad knowledge and perspectives outlined above.”

## **SUGGESTIONS FOR PRE-LAW CANDIDATES**

The American Bar Association recommends that no list of specific classes be proffered as a preparation for Law School. However, any student considering a career in law would be well served to acquaint themselves with the following background courses. (See page 102 for pre-law minor requirements)

HIST 112	US History Since 1877
PHIL 103	Logic
POLS 311	Constitutional Law
POLS 312	Civil Rights and Civil Liberties
PHIL 302	Ethics
ENGL 373	Writing Across the Disciplines

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: POLITICAL SCIENCE**

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science	3
Fine Arts	3
Global Issues/Nonwestern Studies	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS</b>	<b>45-51</b>

### MAJOR PROGRAM CORE REQUIREMENTS

POLS 101	3
POLS 103	3
POLS 200	3
POLS 305	3
POLS 331	3
POLS 345	3
POLS 360	3
POLS 499	1

### MAJOR PROGRAM ELECTIVES

(18 hours POLS courses, one of which must be a 300- or 400-level course) 18

TOTAL MAJOR PROGRAM REQUIREMENTS 40

**OTHER ELECTIVES** 29-35

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.

If you intend to major in Political Science and go to Law School, see the recommendation for the pre-law program (pages 151-153).

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

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: POLITICAL SCIENCE**  
**EMPHASIS: PUBLIC ADMINISTRATION**

	Credit Hours
<b>UNIVERSITY REQUIREMENTS</b>	
FALS	1
Foreign Language	0-6
Foreign Language	
<b>GENERAL EDUCATION REQUIREMENTS</b> (For approved courses see the <a href="#">General Education section.</a> )	
Behavioral Science	3
Fine Arts	3
Global Issues/Nonwestern Studies	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS</b>	<b>45-51</b>
<b>MAJOR PROGRAM CORE REQUIREMENTS</b>	
POLS 101	3
POLS 103	3
POLS 200	3
POLS 305	3
POLS 331	3
POLS 345	3
POLS 360	3
POLS 499	1
<b>MAJOR PROGRAM EMPHASIS REQUIREMENTS</b>	
POLS 317	3
POLS 318	3
POLS 366	3
POLS 381	3
POLS 386	3
POLS 490	3
<b>TOTAL MAJOR PROGRAM REQUIREMENTS</b>	<b>40</b>
<b>OTHER ELECTIVES</b>	<b>29-35</b>
<b>TOTAL FOR BS DEGREE</b>	<b>120</b>

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

If you intend to major in Political Science and go to Law School, see the recommendations for the pre-law program (pages 151-153).

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, our program also prepares students for a variety of more specialized occupational opportunities in fields such as journalism, social work, corrections, law enforcement, survey research, policy analysis, vocational guidance, counseling, human relations, and 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. We welcome transfer students 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 should plan on devoting at least two years of study to finishing their major. Minors should plan on devoting at least *one year of study* to finishing their coursework.

Undergraduate majors in sociology will:

1. be able to describe and articulate key sociological concepts;
2. be able to design, implement, analyze, and interpret sociological research;
3. be able to apply sociological theory to the analysis and understanding of concrete social phenomena;
4. be able to organize, analyze, and communicate both orally and in writing central issues in the discipline;
5. acquire an understanding of the cultural, economic, historical, political, and social contexts in which sociological phenomena emerge and are constructed; and
6. be exposed to 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 other sociology courses taken. Students must also pass MATH 211 or BA 225 with a “C” or better before enrolling in SOCI 398.

## CRIMINAL JUSTICE EMPHASIS

The criminal justice emphasis requires the sociology core courses, 18 semester hours of criminal justice requirements, and 6 additional semester hours of upper level (300- or 400-level) sociology electives. An internship in criminal justice or a related field (490) is also required.

In addition to the sociology program objectives, students in the criminal justice emphasis should:

1. display a comprehensive and scientific understanding of the magnitude and consequences of criminality;
2. examine public attitudes, mandates, and policies in dealing with criminals;
3. be familiar with the origins, functions, and organizations of the criminal justice system; and
4. develop a critical attitude in the analysis, understanding, and interpretation of changes occurring in the criminal justice system.

To ensure competency in the basic sociological skills, a major with the criminal justice emphasis must earn at least a “C” in SOCI 101, 202, 398, 399, and 499 and have an average GPA of 2.0 in all other sociology courses taken.

### Criminal Justice Requirements: 18 credit hours

SOCI 209 or SOC 230	3
SOCI 210	3
SOCI 214	3
SOCI 303	3
SOCI 326 or POLS 308 or 311 or 312 or 313	3
SOCI 490	<u>3</u>
TOTAL	18

Students majoring in Sociology with the Criminal Justice emphasis may enroll in Criminal Justice Management classes if they meet the following criteria: they have at least 90 credits hours; they have completed 4 out of the 5 classes in the criminal justice emphasis (209, 210, 214, 303, 326); and they have some law enforcement experience (e.g. professional, internship, or volunteer). Other students will be allowed to enroll with instructor or departmental approval.

## **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

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.

## **ANTHROPOLOGY MINOR**

A minor in anthropology will add breadth to your education at Lander. This program will familiarize students from any major with the four subfields within anthropology. For those students interested in pursuing anthropology at the graduate level, the minor will prepare them with broad exposure to the topics of concern to physical and cultural anthropologists and archaeologists. It will help students who desire to work in any area involving international contact.

A minor in anthropology consists of 18 semester hours.

Students are required to take the following two classes as part of the minor:

ANTH 103	3
ANTH 104	3

Students will take 9 semester hours from the following courses:

ANTH 315	3
ANTH 321	3
ANTH 371	3 may be repeated for 6 hours

Students will take the remaining 3 semester hours from the following courses:

ART 314	3
BIOL 306, 312	4
GEOG 101	3
HIST 306, 322, 323	3
MUSI 333	3
NURN 310, NURS 310	3
PHIL 203	3
SOCI 301, 351, 361	3

A student must maintain an average of 2.00 or above in the anthropology minor program.

## **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’ understandings 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 hours.

**I. 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

**II. 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
- PSYC 310 Black Psychology
- SOCI 205 African American Communities (prerequisite SOCI 101 or approval)

**TOTAL**

**18 HOURS**

## **CRIMINAL JUSTICE MANAGEMENT MAJOR**

Lander University's Criminal Justice Management Program is an online Bachelor of Science degree completion program specifically designed for individuals who have at least two years experience working in law enforcement (or who are currently working in law enforcement) and who already have an Associate's degree in Criminal Justice or a related field.

Lander's Criminal Justice Management (CJM) Program affords law enforcement and criminal justice professionals the opportunity to earn a degree while working full-time in their field. All of the core CJM classes are offered online, with flexible assignments and assessments. While many universities have a criminal justice program, Lander's criminal justice management program is unique, offering targeted courses specific to criminal justice management training.

The curriculum consists of transferring 24 semester hours from an associate's degree program in criminal justice; 44-50 semester hours of General Education and University requirements; 10-16 semester hours of electives; and 30 hours of Criminal Justice Management courses completed online at Lander University. Course work focuses on law enforcement management processes and agencies and is designed to help graduates attain leadership positions in the field. The program includes course work in public budgeting, risk management, incident command, human resource management, applied research, and policy analysis.

Each applicant will be assigned an academic advisor to work closely with the student and to assist with the transfer process. Core courses in the Criminal Justice Management Major are taught online and feature Web-based delivery that enables students to attend class at home and at their convenience. General Education and elective classes may be taken on location at Lander's main campus, or can be taken at other institutions and then transferred to Lander to meet the remaining requirements for the degree.

## **Goals and Objectives**

Students graduating from Lander University with a degree in criminal justice management will:

1. be capable of management level decision-making;
2. understand the issues of human resource management in a public agency;
3. comprehend the complexity of social and political issues related to law enforcement activities;
4. be capable of researching criminal justice issues; and
5. understand the legal and ethical issues related to race and class in criminal justice management.

Students majoring in Sociology with the Criminal Justice Emphasis may enroll in Criminal Justice Management classes if they meet the following criteria: they have at least 90 credits hours; they have completed 4 out of the 5 classes in the criminal justice emphasis (209, 210, 214, 303, 326); and they have some law enforcement experience (e.g. professional, internship, or volunteer). Other students will be allowed to enroll with instructor or departmental approval.

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: SOCIOLOGY**

<b>UNIVERSITY REQUIREMENTS</b>	Credit Hours
FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science (PSYC 101 or ANTH 104)	3
Fine Arts	3
Global Issues/Nonwestern Studies	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics (MATH 211)	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENT</b>	<b>45-51</b>

**MAJOR PROGRAM CORE REQUIREMENTS**

SOCI 101	3
SOCI 202	3
SOCI 398	3
SOCI 399	3
SOCI 499	3

**MAJOR PROGRAM ADDITIONAL REQUIREMENTS**

ENGL 275 or ENGL 373	3
SOCI 421	3
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
300- or 400-level Sociology elective	3
<b>TOTAL MAJOR PROGRAM REQUIREMENTS</b>	<b>42</b>

**OTHER ELECTIVES** 28-34

**TOTAL FOR BS DEGREE** 121

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>.



## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: SOCIOLOGY**  
**EMPHASIS: CRIMINAL JUSTICE**

	Credit Hours
<b>UNIVERSITY REQUIREMENTS</b>	
FALS	1
Foreign Language	0-6
Foreign Language	
<b>GENERAL EDUCATION REQUIREMENTS (For approved courses see the <a href="#">General Education section.</a>)</b>	
Behavioral Science	3
Fine Arts	3
Global Issues/Nonwestern Studies	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics (MATH 211)	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENT</b>	<b>45-51</b>
<b>MAJOR PROGRAM CORE REQUIREMENTS</b>	
SOCI 101	3
SOCI 202	3
SOCI 398	3
SOCI 399	3
SOCI 499	3
<b>MAJOR PROGRAM ADDITIONAL REQUIREMENTS</b>	
ENGL 275 or ENGL 373	3
Sociology elective	3
300- or 400-level Sociology elective	3
<b>MAJOR PROGRAM EMPHASIS REQUIREMENTS</b>	
SOCI 209 or SOCI 230	3
SOCI 210	3
SOCI 214	3
SOCI 303	3
SOCI 326 or POLS 308 or POLS 311 or POLS 312 or POLS 313	3
SOCI 490	3
<b>TOTAL MAJOR PROGRAM REQUIREMENTS</b>	<b>42</b>
<b>OTHER ELECTIVES</b>	<b>28-34</b>
<b>TOTAL FOR BS DEGREE</b>	<b>121</b>

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>.

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: CRIMINAL JUSTICE MANAGEMENT**

	Credit Hours
<b>UNIVERSITY REQUIREMENTS</b>	
Foreign Language	0-6
Foreign Language	
<b>GENERAL EDUCATION</b> (For approved courses see the <a href="#">General Education section</a> .)	
Behavioral Science	3
Fine Arts	3
Global Issues/ Nonwestern Studies	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science	4
Laboratory Science	4
Logic & Analytical Thought (MATH 121 or MATH 212 or PHIL 103)	3
Mathematics (MATH 211)	3
Political Economy	3
Wellness (NURN 203 [online] or PEES 175 and PEES 176)	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS</b>	<b>44-50</b>
<b>MAJOR PROGRAM CORE REQUIREMENTS</b>	
CJM 301	3
CJM 302	3
CJM 401	3
CJM 499	3
<b>MAJOR PROGRAM ADDITIONAL REQUIREMENTS</b>	
CJM elective 300-level or higher	3
CJM elective 300-level or higher	3
CJM elective 300-level or higher	3
CJM elective 300-level or higher	3
CJM elective 300-level or higher	3
CJM elective 300-level or higher	3
Criminal Justice transfer hours	24
<b>TOTAL MAJOR PROGRAM REQUIREMENTS</b>	<b>54</b>
<b>OTHER ELECTIVES</b>	
	16-22
<b>TOTAL FOR BS DEGREE</b>	<b>120</b>

No more than 9 hours of CJM 371 (Special Topics) may count toward 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.

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. Upon graduation from LU, 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.

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.

Please see the ROTC department 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 US Army, US 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 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 ROTC department 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 within a four or two year program.

The minor in Military Science and Leadership consists of 18 semester hours in advanced military science. 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.

	<b>Credit Hours</b>
MSL 301 Adaptive Team Leadership	4
MSL 302 Applied Team Leadership	4
MSL 321 or 322 Advanced Army Physical Fitness I	1
HIST 383 Warfare in the Modern World	3
Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112, 113 and Junior/senior status	
One of the following: SPCH 101, 102 or CIS 101	3
One of the following: POLS 303, 345, PSYC 212, or PHIL 302	3
Prerequisites for PSYC 212: ENGL 102 and one of the following PSYC 101, SOCI 101, or ANTH 104	
<b>Total hours</b>	18

# COLLEGE OF EDUCATION

**Judith A. Neufeld, Ph.D.**  
**Dean and Professor of Education**

Rebecca Koch, Administrative Assistant  
Jan M. Champion, Administrative Specialist  
Donna B. Hedman, Administrative Specialist  
Martine Fezler, Program Specialist

## Department of Teacher Education

**Dava M. O'Connor, Ph.D.**  
**Professor of Special Education and Chair**  
**Project CREATE Director**  
**Teacher Cadet Director**

George Austin, M.Ed.  
Lecturer of Education  
Daniel W. Ball, Ed.D.  
Professor of Education  
M. Susan Deaton, Ed.D.  
Assistant Professor of Education  
Barbara A. Ervin, MA  
Associate Professor of Education,  
Director of Graduate Programs,  
Director of Montessori Program  
Rebecca M. B. Fernandez, M.Ed.  
Coordinator of Field Experiences  
Cynthia C. Gardner, Ed.D.  
Assistant Professor of Education  
Tracy D. Garrett, Ed.D.  
Associate Professor of Education

Barbara M. Gilbert, M.Ed.  
Lecturer of Education  
Ashlee H. Horton, Ed.D.  
Assistant Professor of Education  
Danny L. McKenzie, Ed.D.  
Professor of Education  
Michael H. Murphy, Ed.D.  
Assistant Professor of Education  
Christine Sacerdote, Ed.D.  
Assistant Professor of Education  
Lee Vartanian, Ph.D.  
Associate Professor of Education,  
Teaching Fellows Director

## **Department of Physical Education and Exercise Studies**

**Gina V. Barton, Ph.D.**

**Professor of Physical Education and Exercise Studies and Chair**

Sophia Bonadies, MS, ATC  
Lecturer of Physical Education and  
Exercise Studies,  
Assistant Athletic Trainer  
Martin D. Carmichael, Ph.D.  
Assistant Professor of Physical  
Education and Exercise Studies  
Daniel C. Hannah, MA, ATC  
Assistant Professor of Physical  
Education and Exercise Studies,  
Director of Athletic Training Program  
B. Kym Kirby, Ph.D.  
Associate Professor of Physical Education  
and Exercise Studies

Jennifer K. LeMoine, Ph.D.  
Assistant Professor of Physical  
Education and Exercise Studies  
E. Nicole McCluney, MS  
Lecturer of Physical Education and  
Exercise Studies  
Leland J. Nielsen, Ph.D.  
Assistant Professor of Physical  
Education and Exercise Studies  
Bryan Wells, MPA, ATC  
Lecturer of Physical Education and  
Exercise Studies,  
Assistant Athletic Trainer

## **Department of Psychological Science**

**Marie Nix, Ph.D.**

**Associate Professor of Psychology and Chair**

Deborah A. Acorn, Ph.D.  
Professor of Psychology  
Jonathan F. Bassett, Ph.D.  
Associate Professor of Psychology  
Mandy J. Cleveland, Ph.D.  
Assistant Professor of Psychology

Timothy L. Snyder, Ph.D.  
Professor of Psychology  
Heather A. Smith Rush, MS  
Lecturer of Psychology

# **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  
MAT in Art Education  
M.Ed. in Montessori Education  
M.Ed. in Teaching and Learning

## **Department of Physical Education and Exercise Studies**

### **Degree Programs**

BS in Athletic Training (**The Athletic Training Education Program is no longer accepting applicants.**)  
BS in Exercise Science  
BS in Physical Education with K-12 Teacher Certification

## **Department of Psychological Science**

### **Degree Program**

BS in Psychology

# 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**

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.” Professional Educators are expected to exhibit appropriate dispositions. Failure to do so may result in removal from a teacher education program.

Students enrolled in Lander University teacher education programs are continuously 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.

**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 K-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 will not be allowed to take 300- and 400-level professional education courses without being formally admitted to the teacher education program.**

Students enrolled in undergraduate programs which lead to teacher certification must take the PRAXIS I exam during their freshman year or during the semester enrolled in their first education course (EDUC 202 and EDUC 203). 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 I. It is the responsibility of the student to provide official documentation from ACT or ETS if used in place of Praxis I.

Students will be admitted to teacher education programs at Lander University provided the following criteria are met: (**Transfer and second degree students please note special sections.**)

1. The student has submitted an application to the Department of Teacher Education for admission into the teacher education program. Applications should be submitted when enrolled in EDUC 202. Failure to submit an application in a timely manner will likely delay a student's completion of the teacher education program.

**Transfer and second-degree students:** Applications for admission into the teacher education program should be submitted during the first semester at Lander University. Failure to do so will likely delay a student's completion of the teacher education program. Requirements will be addressed on an individual basis by the Dean of the College in consultation with the student's advisor.

2. The student has achieved a minimum cumulative grade point average (GPA) of 2.65 on a 4.0 scale after completing at least 45 credit hours towards their degree program. Students who have a cumulative grade point average of 2.50-2.64 may request provisional admission to the teacher education program under the low GPA option. Students seeking provisional admission must meet all other requirements. Provisional admission is valid for one semester. At the end of the semester the student is provisionally admitted, he or she must obtain a minimum cumulative grade point average of 2.65 to be fully admitted into the program. If the student fails to make significant progress towards a cumulative grade point average of 2.65 at the end of the semester he or she will not be allowed to take additional 300- and 400-level courses.

**Transfer students, second degree seeking students, and non-degree certification seeking students:** An overall GPA of 2.65 or higher is required for the first 45 semester hours of college course work that is required in the program of study for each major area. Students with an overall GPA less than 2.65 on their first 45 semester hours of college course work will be required to take additional courses and/or repeat courses. Students must also maintain an overall GPA of 2.75 on all professional education course work completed after admission (or readmission) to Lander University. All students enrolled in undergraduate programs or course work leading to certification must meet the general education requirements of the Lander University undergraduate teacher education program.

3. The student has earned a grade of "C" or better in English 102. The student has earned a "C" or better in EDUC 202 and "B" or better in EDUC 203. Elementary, Early Childhood and Special Education majors must also earn a "C" or better in EDUC 210. Physical Education majors must earn a "C" or better in PEES 219.
4. The student has satisfactorily completed the Praxis I (PPST) (see advisor for details) and/or other state mandated examinations. (ACT Test Composite of 24 or SAT combined scores of 1650 (or 1100 combined math/reading scores)) on the SAT in lieu of Praxis I.
5. The student has completed at least 45 semester hours of course work that will apply to degree requirements of the University.

**Transfer and second degree students:** The usual requirement for admission will be 12 semester hours of course work taken at Lander University which will apply to the teacher education program.

6. The student has completed requirements of the Teacher Education Screening Committee. In order to schedule a screening interview the student must:
  - a. Successfully meet requirements 1-5 above; and
  - b. Complete the screening interview application packet by the date specified prior to a scheduled interview.
7. The student must pass written and oral components of the screening process. Students who fail either the written or oral components of the screening process (or both) may request provisional admission to the teacher education program. Students seeking provisional admission must meet all other requirements. Provisional admission is valid for one semester. At the end of the semester the student is provisionally admitted, he or she must pass the component(s) previously failed. Students failing either the written or oral components of the screening process will be required to complete prescribed remediation. If the student fails to pass the failed component he or she will not be allowed to take additional 300- and 400-level courses.
8. The student is approved by the Teacher Preparation Assessment Sub-Committee.

Students who are admitted to the teacher education program will be subject to ongoing evaluation. To continue in good standing in the program, students must meet the following standards:

1. Maintain a cumulative grade point average of at least 2.65;
2. Maintain a grade point ratio of at least 2.75 in all professional education courses (300- and 400-level);
3. Achieve a grade of “B” or higher in each field experience;
4. Achieve a grade of “C” or higher in all EDUC, ECED, and SPED prefix courses; and
5. Display professional dispositions and behaviors.

A student who has been admitted to teacher education but fails to maintain any one of the above standards will be given one semester to reestablish compliance with the standard(s) before being withdrawn from the program. Failure to reestablish the five standards will require the student to reapply for admission to the teacher education program after he/she has met all requirements for admission. A student whose dispositions and/or behaviors no longer meet professional standards will not be allowed to continue in the program. The Chair of the Department of Teacher Education, the Chair of the Department of the student’s major (if it does not lie within the Department of Teacher Education), and the Dean of the College of Education, will determine necessary remedial action(s) to address the dispositional concerns. If sufficient action is taken, a reapplication for admission to the program may be permitted.

#### **Criteria Governing Admission to Clinical Practice (Student Teaching)**

To be admitted to the clinical practice, a student must:

1. Submit an Application for Educator Certificate and required documentation to the State Department of Education six (6) months prior to scheduled student teaching semester. **For Spring clinical practice, these applications are due to the Department of Teacher Education by April 1<sup>st</sup>. For Fall clinical practice applications are due January 15<sup>th</sup>. Late applications cannot be accepted.** In addition, a separate Clinical Practice Request Form must be submitted to the Department of Teacher Education by February 1<sup>st</sup> for fall and October 1<sup>st</sup> for spring.
2. Be admitted into the teacher education program at least one semester prior to the clinical practice experience.
3. Complete most 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.
4. Complete all professional education courses and all major courses.
5. Meet Teacher Education assessment requirements demonstrating an acceptable level of competence in all learner outcomes of the Professional Educator.
6. 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 Certification**

1. Successful completion of all program requirements.
2. 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.
3. Minimum GPA of 2.65.
4. Meet Teacher Education assessment requirements demonstrating an “At Standard” or above level of competence in all learner outcomes of the Professional Educator.

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 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 (K-12)
- Early Childhood (PK-3)
- Elementary (2-6)
- English (Secondary) (9-12)
- Mathematics (Secondary) (9-12)
- Music (choral, instrumental, or keyboard) (K-12)
- Physical Education (K-12)
- Social Studies - History (Secondary) (9-12)
- Special Education (Multi-categorical) (PK-12)

**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 & Administration/Parent Education	3
MONT 473 Methods of Observation & 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	<b>or</b>
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 \$8000 in yearly scholarships for four years while they complete a degree leading to teacher certification in a K-8<sup>th</sup> 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](http://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 Fellowships to no more than 175 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 has been awarded 26 of these 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 yearly scholarships for 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.

Application for the Teaching Fellows Program must be submitted to the CERRA by the published deadline posted on [www.cerra.org](http://www.cerra.org) of their 12<sup>th</sup> grade year.

## **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 K-12 majors should request an advisor in education as well as the content area.

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: EARLY CHILDHOOD EDUCATION**

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6

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

Behavioral Science (PSYC 101)	3
Fine Arts	3
Global Issues/Nonwestern Studies	3
History	3
Humanities/Literature (ENGL 214 or 221)	3
Humanities	3
Laboratory Science (CHEM, PHYS, PSCI, GEOL)	4
Laboratory Science (BIOL)	4
Logic & Analytical Thought (MATH)	3
Mathematics	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)*	3
<b>TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS</b>	<b>45-51</b>

### MAJOR PROGRAM CORE REQUIREMENTS

MATH 203	3
SPED 223	3
ECED 222	3
ECED 227	3
ECED 307	3**
ECED 320	3**
ECED 323	3**
ECED 329	1**
ECED 405	3**
ECED 415	3**
ECED 421	3**
ECED 427	3**
ECED 429	1**
MONT 474	3**
EDUC 202	3
EDUC 203	0.5
EDUC 204	3
EDUC 210	3
EDUC 240	3
EDUC 322	3**
EDUC 499	1**
EDUC 461	11**

**MAJOR PROGRAM ADDITIONAL REQUIREMENTS**

Fine Arts (Second General Education Area)	3
History (100-level or above)	3
<b>TOTAL MAJOR PROGRAM REQUIREMENTS</b>	<b>71.5</b>

**OTHER ELECTIVES** 0-6

EDUC 462 (only required for students doing enhanced clinical practice, 1-6 hrs.)

**TOTAL FOR BS DEGREE** 122.5

†Student must maintain GPA of 2.75 or better in all professional education courses with no grade below a “C” in any ECED, EDUC, MONT, or SPED prefix course. Grades of “B” or better are required in EDUC 203, ECED 329, and ECED 429.

\*Grade of "C" or better required.

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

\*\*Requires admission to the 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>.

**EARLY CHILDHOOD EDUCATION**  
**Course Sequence**  
**2013-2014**

**First Year**

Semester I	Semester II
3 ENGL 101 (Writing, General Education) 2 PEES 175 (Wellness, General Education) 1 PEES 176 (Wellness, General Education) 3 History (General Education) 3 Foreign Language (or elective if requirement met) 3 <u>Mathematics (General Education)</u> 15 Total Semester Hours  <b>Take Praxis I</b>	3 ENGL 102 (Writing, General Education) 3 History (100-level or above) 4 Laboratory Science (CHEM, GEOL, PSCI, PHYS, General Education) 3 Foreign Language (or elective if requirement met) 3 <u>Fine Arts (ART, MUSI, THTR, DANC, Gen. Educ.)</u> 16 Total Semester Hours  <b>Take Praxis I</b>

**Second Year**

Semester I	Semester II
3 ENGL 214 or 221 (Humanities/Lit., Gen. Educ.) 3 PSYC 101 (Behavioral Science, General Education) 4 Laboratory Science (BIOL, General Education) 3 Fine Arts (ART, MUSI, THTR, DANC, General Education, 2 <sup>nd</sup> area) 3 EDUC 202 Foundations of Education .5 <u>EDUC 203 Field Experience I</u> 16.5 Total Semester Hours	3 Mathematics (Logic & Analytical Thought, Gen. Educ.) 3 Political Economy (General Education) 3 Humanities (General Education) 3 ECED 222 Young Child Growth and Development 3 <u>EDUC 210 Communication in Class</u> 15 Total Semester Hours  <b>Apply to Teacher Education (Screening application in LC 236)</b>

**Third Year**

Semester I	Semester II
3 Global Issues/Nonwestern Studies (Gen. Educ.) 3 MATH 203 Mathematics for Elementary Teachers 3 ECED 227 Intro. to Early Childhood Education 3 SPED 223 Intro. to Exceptional Learners, K-12 3 EDUC 240 Child Growth and Educational Process 3 <u>EDUC 204 Instructional Technology for Teachers</u> 18 Total Semester Hours  <b>Admission to Teacher Education</b>	3 ECED 323 Math Pedagogy for Early Childhood Classroom 3 ECED 320 Early Childhood Literature 3 ECED 307 Health and Movement in Early Childhood 3 MONT 474 Montessori Methods: Language 1 <u>ECED 329 Field Experience II</u> 13 Total Semester Hours

**Fourth Year**

Semester I	Semester II
3 EDUC 322 Science Pedagogy 3 ECED 405 Children and Families 3 ECED 415 Integrative Creative Arts for Early Childhood 3 ECED 421 Reading & Language for Early Childhood 3 ECED 427 Social Studies for Early Childhood 1 <u>ECED 429 Field Experience III</u> 16 Total Semester Hours	11 EDUC 461 Clinical Practice 1 EDUC 499 Teacher Education Seminar 1 <u>FALS Fine Arts Lectureship Series</u> 13 Total Semester Hours  <b>EDUC 462 1-6 hrs. – only required for students doing enhanced clinical practice</b>  <b>Complete Graduation Form</b> <b>Take required Praxis II (PLT &amp; EYC)</b>

**Total Program Hours = 122.5 hours**



## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: EARLY CHILDHOOD EDUCATION**  
**EMPHASIS: MONTESSORI**

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science (PSYC 101)	3
Fine Arts	3
Global Issues/Nonwestern Studies	3
History	3
Humanities/Literature (ENGL 214 or 221)	3
Humanities	3
Laboratory Science (BIOL)	4
Laboratory Science (CHEM, PHYS, PSCI, GEOL)	4
Logic & Analytical Thought (MATH)	3
Mathematics	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)*	3
<b>TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS</b>	<b>45-51</b>

### MAJOR PROGRAM CORE REQUIREMENTS

MATH 203	3
SPED 223	3
ECED 222	3
ECED 227	3
ECED 307	3**
ECED 320	3**
ECED 323	3**
ECED 329	1**
ECED 405	3**
ECED 415	3**
ECED 421	3**
ECED 427	3**
ECED 429	1**
MONT 474	3**
EDUC 202	3
EDUC 203	0.5
EDUC 204	3
EDUC 210	3
EDUC 240	3
EDUC 322	3**
EDUC 499	1**
EDUC 461	11**

**MAJOR PROGRAM ADDITIONAL REQUIREMENTS**

Fine Arts (Second General Education Area)	3
History (100-level or above)	3

**MAJOR PROGRAM EMPHASIS REQUIREMENTS**

MONT 470	3**
MONT 471	3**
MONT 472	3**
MONT 473	3**
MONT 475	3**
MONT 493	3**

<b>TOTAL MAJOR PROGRAM REQUIREMENTS</b>	<b>89.5</b>
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**ADDITIONAL ELECTIVE**

EDUC 462 (only required for students doing enhanced clinical practice, 1-6 hrs.)

<b>TOTAL FOR BS DEGREE</b>	<b>134.5-140.5</b>
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Student must maintain GPA of 2.75 or better in all professional education courses with no grade below a “C” in any ECED, EDUC, MONT, or SPED prefix course. Grades of “B” or better are required in EDUC 203, ECED 329, and ECED 429.

\*Grade of “C” or better required.

\*\*Requires admission to the Teacher Education Program.

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>.

**EARLY CHILDHOOD EDUCATION  
MONTESSORI EMPHASIS  
Course Sequence  
2013-2014**

**First Year**

<b>Semester I</b>	<b>Semester II</b>
3 ENGL 101 (Writing, General Education) 2 PEES 175 (Wellness, General Education) 1 PEES 176 (Wellness, General Education) 3 History (General Education) 3 Foreign Language (or elective if requirement met) 3 <u>Mathematics (General Education)</u> 15 Total Semester Hours  <b>Take Praxis I</b>	3 ENGL 102 (Writing, General Education) 3 History (100-level or above) 4 Laboratory Science (CHEM, GEOL, PSCI, PHYS, General Education) 3 Foreign Language (or elective if requirement met) 3 <u>Fine Arts (ART, MUSI, THTR, DANC, Gen. Educ.)</u> 16 Total Semester Hours  <b>Take Praxis I</b>

**Second Year**

<b>Semester I</b>	<b>Semester II</b>
3 ENGL 214 or 221 (Humanities/Lit., Gen. Educ.) 3 PSYC 101 (Behavioral Science, General Education) 4 Laboratory Science (BIOL, General Education) 3 Fine Arts (ART, MUSI, THTR, DANC, General Education, 2 <sup>nd</sup> area) 3 EDUC 202 Foundations of Education .5 <u>EDUC 203 Field Experience I</u> 16.5 Total Semester Hours	3 Mathematics (Logic & Analytical Thought, Gen. Educ.) 3 Political Economy (General Education) 3 Humanities (General Education) 3 ECED 222 Young Child Growth and Development 3 <u>EDUC 210 Communication in Class</u> 15 Total Semester Hours  <b>Apply to Teacher Education (Screening application in LC 236)</b>

**Third Year**

<b>Semester I</b>	<b>Semester II</b>
3 Global Issues/Nonwestern Studies (Gen. Educ.) 3 MATH 203 Mathematics for Elementary Teachers 3 ECED 227 Intro. to Early Childhood Education 3 SPED 223 Intro. to Exceptional Learners, K-12 3 EDUC 240 Child Growth and Educational Process 3 <u>EDUC 204 Instructional Technology for Teachers</u> 18 Total Semester Hours  <b>Admission to Teacher Education</b>	3 ECED 323 Math Pedagogy for Early Childhood Classroom 3 ECED 320 Early Childhood Literature 3 ECED 307 Health and Movement in Early Childhood 3 MONT 474 Montessori Methods: Language 3 MONT 472 Montessori Phil., Educ. Theory, & Admin./Parent Educ. (offered spring only) 1 <u>ECED 329 Field Experience II</u> 16 Total Semester Hours

<b>Summer Term</b>
3 MONT 471 Montessori Methods: Sensorial
3 MONT 473 Methods of Observation
3 MONT 475 Montessori Methods: Mathematics
<u>3 MONT 493 Montessori Methods: Integrated Curr.</u>
12 Total Semester Hours

**Fourth Year**

<b>Semester I</b>	<b>Semester II</b>
3 EDUC 322 Science Pedagogy 3 ECED 405 Children and Families 3 ECED 415 Integrative Creative Arts for Early Childhood 3 ECED 421 Reading & Language for Early Childhood 3 ECED 427 Social Studies for Early Childhood <u>1 ECED 429 Field Experience III</u> 16 Total Semester Hours	11 EDUC 461 Clinical Practice 1 EDUC 499 Teacher Education Seminar 3 MONT 470 Montessori Methods: Practical Life <u>1 FALS Fine Arts Lectureship Series</u> 16 Total Semester Hours  <b>EDUC 462 1-6 hrs. – only required for students doing enhanced clinical practice</b>  <b>Complete Graduation Form</b> <b>Take required Praxis II (PLT &amp; EYC)</b>

**Total Program Hours = 140.5 hours**

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: ELEMENTARY EDUCATION**

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science (PSYC 101)	3
Fine Arts	3
Global Issues/Nonwestern Studies	3
History	3
Humanities/Literature (ENGL 214 or 221)	3
Humanities	3
Laboratory Science (CHEM, PHYS, PSCI, GEOL)	4
Laboratory Science (BIOL)	4
Logic & Analytical Thought (MATH)	3
Mathematics	3
Political Economy (POLS 101)	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)*	3

TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENT	45-51
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### MAJOR PROGRAM CORE REQUIREMENTS

MATH 203	3
PEES 201	3
SPED 223	3
EDUC 202	3
EDUC 203	0.5
EDUC 204	3
EDUC 210	3
EDUC 223	3
EDUC 240	3
EDUC 300	3**
EDUC 302	3**
EDUC 321	3**
EDUC 322	3**
MUSI 322	1**
EDUC 327	3**
DANC 327	1**
EDUC 329	1**

EDUC 345	3**
THTR 345	1**
EDUC 421	3**
EDUC 424	3**
ART 424	1**
EDUC 429	1**
EDUC 430	3**
EDUC 461	11**
EDUC 499	1**

**MAJOR PROGRAM ADDITIONAL REQUIREMENTS**

Fine Arts (Second General Education Area)	3
<b>TOTAL MAJOR PROGRAM REQUIREMENTS</b>	<b>72.5</b>

**OTHER ELECTIVES**

0-6

EDUC 462 (only required for students doing enhanced clinical practice, 1-6 hrs.)

<b>TOTAL FOR BS DEGREE</b>	<b>123.5</b>
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†Student must maintain GPA of 2.75 or better in all professional education courses with no grade below a “C” in any ECED, EDUC, MONT, or SPED prefix course. Grades of “B” or better are required in EDUC 203, EDUC 329, and EDUC 429.

\*Grade of "C" or better required.

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

\*\*Requires admission to the 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>.

**ELEMENTARY EDUCATION**  
**Course Sequence**  
**2013-2014**

**First Year**

Semester I	Semester II
3 PSYC 101 (Behavioral Science, General Education) 3 Fine Arts (ART, MUSI, THTR, DANC, Gen. Educ.) 3 Mathematics (General Education) 3 ENGL 101 (Writing, General Education) <u>3 History (General Education)</u> 15 Total Semester Hours	3 ENGL 102 (Writing, General Education) 3 Political Economy (POLS 101, General Education) 3 Fine Arts (ART, MUSI, THTR, DANC, General Education, 2 <sup>nd</sup> area) 4 Laboratory Science (BIOL, General Education) 2 PEES 175 (Wellness, General Education) <u>1 PEES 176 (Wellness, General Education)</u> 16 Total Semester Hours
<b>Take PRAXIS I</b>	<b>Take PRAXIS I</b>

**Second Year**

Semester I	Semester II
3 Mathematics (Logic & Analytical Thought, General Education) 3 Humanities (General Education) 3 EDUC 210 Communication in Class 3 EDUC 202 (Foundations of Education) .5 EDUC 203 Field Experience I <u>3 Foreign Language (or elective if requirement met)</u> 15.5 Total Semester Hours	4 Laboratory Science (CHEM, GEOL, PSCI, PHYS, General Education) 3 SPED 223 Intro. to Exceptional Learners, K-12 3 ENGL 214 or 221 (Humanities/Lit., Gen. Educ.) 3 PEES 201 Health & Physical Education for the Classroom Teacher <u>3 Foreign Language (or elective if requirement met)</u> 16 Total Semester Hours  <b>Apply to Teacher Education (Screening application in LC 236)</b>

**Third Year**

Semester I	Semester II
3 EDUC 223 General Pedagogy 3 EDUC 240 Child Growth and Educational Process 3 MATH 203 Mathematics for Elementary Teachers 3 EDUC 204 Instructional Technology for Teachers <u>3 Global Issues/Nonwestern Studies (Gen. Educ.)</u> 15 Total Semester Hours	3 EDUC 321 Reading Pedagogy 1 DANC 327 Integrated Arts Instr. Strategies: Dance 3 EDUC 327 Mathematics Pedagogy 3 EDUC 300 Children's Literature 1 EDUC 329 Field Experience II 3 EDUC 322 Science Pedagogy 1 MUSI 322 Integrated Arts Instr. Strategies: Music <u>3 EDUC 302 Educational Assessment</u> 18 Total Semester Hours
<b>Admission to Teacher Education</b>	

**Fourth Year**

Semester I	Semester II
3 EDUC 345 Language Arts Pedagogy 1 THTR 345 Integrated Arts Instr. Strategies: Drama 3 EDUC 421 Diagnostic & Prescriptive Approaches to Teaching Reading 3 EDUC 430 The Learning Environment 3 EDUC 424 Social Studies Pedagogy 1 ART 424 Integrated Arts Instr. Strategies: Art <u>1 EDUC 429 Field Experience III</u> 15 Total Semester Hours	11 EDUC 461 Clinical Practice 1 EDUC 499 Teacher Education Seminar <u>1 FALS Fine Arts Lectureship Series</u> 13 Total Semester Hours  <b>EDUC 462 1-6 hrs. – only required for students doing enhanced clinical practice</b>  <b>Complete Graduation Form</b> <b>Take required PRAXIS II (PLT &amp; EYC)</b>

**Total Program Hours = 123.5 hours**

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**

**MAJOR: SPECIAL EDUCATION**

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science (PSYC 101)	3
Fine Arts	3
Global Issues/Nonwestern Studies	3
History	3
Humanities/Literature (ENGL 214 or 221)	3
Humanities	3
Laboratory Science (CHEM, PHYS, PSCI, GEOL)	4
Laboratory Science (BIOL)	4
Logic & Analytical Thought (MATH)	3
Mathematics	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)*	3

TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51
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### MAJOR PROGRAM CORE REQUIREMENTS

MATH 203	3
SPED 223	3
SPED 240	3
SPED 321	3**
SPED 329	1**
SPED 341	3*
SPED 356	3**
SPED 423	3**
SPED 429	1**
SPED 434	3**
SPED 451	3**
ECED 421	3**
EDUC 202	3
EDUC 203	0.5
EDUC 204	3
EDUC 210	3
EDUC 223	3
EDUC 240	3



EDUC 322 or 424	3**
MUSI 322 or ART 424	1**
EDUC 327	3**
DANC 327	1**
EDUC 345	3**
THTR 345	1**
EDUC 499	1**
EDUC 461	11**
<b>TOTAL MAJOR PROGRAM REQUIREMENTS</b>	<b>71.5</b>
<b>OTHER ELECTIVES</b>	<b>0-6</b>
EDUC 462 (only required for students doing enhanced clinical practice, 1-6 hrs.)	
<b>TOTAL FOR BS DEGREE</b>	<b>122.5</b>

†Student must maintain GPA of 2.75 or better in all professional education courses with no grade below a “C” in any ECED, EDUC, MONT, or SPED prefix course. Grades of “B” or better are required in EDUC 203, SPED 329, and SPED 429.

\*Grade of “C” or better required.

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

\*\*Requires admission to the 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>.

**SPECIAL EDUCATION**  
**Course Sequence**  
**2013-2014**

**First Year**

Semester I	Semester II
3 ENGL 101 (Writing, General Education) 3 PSYC 101 (Behavioral Science, General Education) 3 History (General Education) 3 Mathematics (General Education) 2 PEES 175 (Wellness, General Education) 1 PEES 176 (Wellness, General Education) 15 Total Semester Hours  <b>Take PRAXIS I</b>	3 ENGL 102 (Writing, General Education) 4 Laboratory Science (BIOL, General Education) 3 Logic & Analytical Thought (MATH, General Education) 3 Fine Arts (ART, MUSI, THTR, DANC, Gen. Educ.) 3 <u>Political Economy (General Education)</u> 16 Total Semester Hours  <b>Take PRAXIS I</b>

**Second Year**

Semester I	Semester II
3 ENGL 214 or 221 (Humanities/Lit., Gen. Educ.) 3 Foreign Language (or elective if requirement met) 4 Laboratory Science (CHEM, GEOL, PSCI, PHYS, General Education) 3 MATH 203 Mathematics for Elementary Teachers 3 <u>EDUC 210 Communication in Class</u> 16 Total Semester Hours	3 SPED 223 Intro. to Exceptional Learners, K-12 3 Foreign Language (or elective if requirement met) 3 Humanities (General Education) 3 EDUC 202 Education in America .5 EDUC 203 Field Experience I 3 <u>EDUC 223 General Pedagogy</u> 15.5 Total Semester Hours  <b>Apply to Teacher Education (Screening application in LC 236)</b>

**Third Year**

Semester I	Semester II
3 SPED 240 Characteristics of Diverse Learners, K-12 3 SPED 321 Teaching Reading to Students with Diverse Learning Needs 3 SPED 356 Behavior and Classroom Management 3 EDUC 204 Instructional Technology for Teachers 3 EDUC 240 Child Growth & the Educational Process 3 <u>Global Issues/Nonwestern Studies (Gen. Educ.)</u> 18 Total Semester Hours  <b>Admission to Teacher Education</b>	3 SPED 341 Integrated Early Childhood & Elementary Curriculum & Instruction for Diverse Learners 1 SPED 329 Special Education Clinical II 3 SPED 423 Assessment of Diverse Learners, P-12 1 DANC 327 Integrated Arts Instr. Strategies: Dance 3 EDUC 327 Mathematics Pedagogy 3 EDUC 322 Science Pedagogy <u>or</u> EDUC 424 Social Studies Pedagogy 1 ART 424 Integrated Arts Instr. Strategies: Art <u>or</u> MUSI 322 Integrated Arts Instr. Strategies: Music 15 Total Semester Hours

**Fourth Year**

Semester I	Semester II
3 SPED 451 Integrated Secondary Curriculum & Instruction for Diverse Learners 3 ECED 421 Reading and Language Arts for Early Childhood 1 SPED 429 Special Education Clinical IV 3 SPED 434 Communication & Collaborative Practices 3 EDUC 345 Language Arts Pedagogy 1 <u>THTR 345 Integrated Arts Instr. Strategies: Drama</u> 14 Total Semester Hours	11 EDUC 461 Clinical Practice 1 EDUC 499 Teacher Education Seminar 1 <u>FALS Fine Arts Lectureship Series</u> 13 Total Semester Hours  <b>EDUC 462 1-6 hrs. – only required for students doing enhanced clinical practice</b> <b>Complete Graduation Form</b> <b>Take required PRAXIS II (PLT &amp; EYC)</b>

**Total Program Hours = 122.5 hours**

†**SECONDARY EDUCATION (9-12) Students certifying in Social Studies (History), English or Mathematics.**  
**Contact your content advisor for content course sequence and general education requirements.**

**SEQUENCE OF COURSES**

**FRESHMAN YEAR**

<u>First Semester</u>	<u>Hours</u>	<u>Second Semester</u>	<u>Hours</u>
		ENGL 102	3

Other General Studies or content major courses\*

Freshman Year Teacher Ed. /Graduate Requirements

- State Basic Skills Exam (Praxis I)
- Cumulative GPA of 2.65 or higher
- FALS

**SOPHOMORE YEAR**

<u>First Semester</u>	<u>Hours</u>	<u>Second Semester</u>	<u>Hours</u>
EDUC 202	3	EDUC 204 (English and	3
EDUC 203	.5	Social Studies only)	

Other General Studies or content major courses\*

Sophomore Year Teacher Ed. /Graduate Requirements

- Application for Teacher Education
- Screening Interview
- Cumulative GPA of 2.65 or higher
- FALS

† All secondary and K-12 certifying majors (Physical Education, Art and Music) consult with your content advisor for course sequence information.

Admission to the Teacher Education Program is a prerequisite to enrolling in 300 and 400-level education courses.

Only one field experience course may be taken per semester.

\*Requirements vary by majors. Be sure to consult the catalog for specific requirements in your major. Your content and education advisors will have recommendations for the sequence of other general studies and content courses in your program.

**JUNIOR YEAR\***

<u>First Semester</u>	<u>Hours</u>	<u>Second Semester</u>	<u>Hours</u>
EDUC 240	3	EDUC 351*** spring only	3
SPED 223	3	EDUC 329*** spring only	.5
		EDUC 320*** spring only	1

Other General Studies or content major courses\*

Junior Year Teacher Ed. /Graduate Requirements

Application for student teaching  
Professional education GPA of 2.75 or higher  
Cumulative GPA of 2.65 or higher  
FALS

**SENIOR YEAR\***

<u>First Semester</u>	<u>Hours</u>	<u>Second Semester</u>	<u>Hours</u>
EDUC 429*** (fall only)	1	EDUC 499***	1
††Contents Methods	3	EDUC 461***	11
		FALS Credit	1

Other General Studies or content major courses\*

Senior Year Teacher Ed. /Graduate Requirements

Content Area Exams (Praxis II) & PLT  
Professional education GPA of 2.75 or higher  
Cumulative GPA of 2.65 or higher  
Graduation Application  
FALS

Total Hours Required 125-148

Grades of “C” or better required for the following courses: EDUC 202, EDUC 204, EDUC 240, SPED 223, EDUC 320, EDUC 351, EDUC 499 and ENGL 102 and the appropriate content methods courses.

Grades of “B” or better required for the following field experience courses: EDUC 203, EDUC 329 and EDUC 429.

† †History Majors take HIST 451

English Majors take ENGL 451

Math Majors take MATH 451 which usually offered every other year

\*\*\*Requires admission to the Teacher Education Program

# Department of Physical Education and Exercise Studies

Three degrees are offered by the Department of Physical Education and Exercise Studies: the Bachelor of Science in Physical Education-Teacher Education, the Bachelor of Science in Exercise Science, and the Bachelor of Science in Athletic Training. 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, Exercise Science, or Athletic Training must earn a grade of "C" or higher\* in all major program requirements. Each major within the Department of Physical Education and Exercise Studies 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 Exercise Science, Physical Education, or Athletic Training.
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, Exercise Science, or Athletic Training 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.

## ATHLETIC TRAINING

**The Athletic Training Education Program is no longer accepting applicants.** The Athletic Training Education Program is designed to provide the undergraduate student with a blend of academic coursework and clinical experiences in appropriate athletic training settings. Major emphasis is placed on the development of cognitive knowledge, specific psychomotor competencies, and clinical proficiencies as delineated in the National Athletic Trainers' Association (NATA) Educational Competencies. In order to be eligible for the Board of Certification, Inc. (BOC) examination, students must complete the curriculum requirements of a Commission on Accreditation of Athletic Training Education (CAATE) accredited entry level athletic training education program. At the completion of all coursework, students graduating from this program will be prepared to take the BOC examination to become a *Certified Athletic Trainer (ATC®)*. Graduates who successfully pass the BOC examination are qualified to practice athletic training in a variety of settings including, but not limited to, high school, college/university, professional, corporate/industrial, sports medicine clinics, and/or other healthcare settings. Students who aspire to serve as an athletic trainer in the public school should consider completing requirements for teacher certification, a process typically requiring a fifth year of academic coursework.

The Athletic Training Education Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

### Curriculum

A Bachelor of Science in Athletic Training consists of 26 hours of major core courses, 51 hours of additional courses for the major, and 45-51 hours of general education courses.

### Program Goals

The goals of the Lander University Athletic Training Education Program prepare students:

1. To develop athletic trainers who understand and appreciate the contemporary role of athletic training within the context of a rapidly-changing health care delivery system.
2. To develop and maintain an environment which encourages and enables cognitive, psychomotor, and affective learning excellence.
3. To develop and maintain a broad and effective network of allied health resources in Greenwood and the surrounding area.
4. To develop athletic trainers who possess the knowledge and skills necessary to meet the challenging sports injury management needs of our rapidly-changing society.
5. To develop athletic trainers who will successfully master the NATA Athletic Training Educational Competencies, consistent with the domains of the most current BOC Role Delineation Study.

### **Student Eligibility**

A student may declare a major in Athletic Training (Level I/ pre-professional) upon enrollment in the university. **However, Athletic Training majors will not be allowed to enroll in 300- and 400-level (professional) athletic training courses until they have been formally accepted into Level II (professional) of the Athletic Training Education Program.** Formal admission into Level II of the Athletic Training Education Program is a competitive process that is based upon a comprehensive screening process that includes the following:

1. Submission of a completed Athletic Training Education Program Application Packet that can be downloaded from the website or obtained from the Director of the Athletic Training Education Program.
2. Completion of a minimum of 30 semester hours of coursework including HCMT 111, PEES 175, PEES 210, and PEES 221. Applicants must successfully complete and submit **all** required competency/proficiency evaluations associated with PEES 221.
3. A minimum cumulative GPA of 2.5 on a 4.0 scale.
4. 25 hours of observation under the direct supervision of the Lander University Athletic Training Staff.
5. Current CPR/AED for the professional rescuer certification. Athletic Training students are required to maintain certification throughout their tenure in the Athletic Training Education Program.
6. Proof of professional liability insurance coverage. Athletic Training Students are required to maintain their insurance policy throughout their tenure in the Athletic Training Education Program.
7. Completion of a medical history and medical exam.
8. Applicants must have completed or be in current process of completing the hepatitis B vaccination series, or he/she must sign the hepatitis B vaccination declination form.
9. Successful interview with the Athletic Training Education Program screening committee.

Failure to maintain the above standards throughout the student's enrollment in the program will result in probation or suspension from the program.

### **Transfer and Second Degree Students**

Transfer and second degree students will be considered for admission to Level II of the Athletic Training Education Program upon the completion of the above admission criteria. The Athletic Training Education 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 applying for admission must submit application materials by November 15 to the Director of the Athletic Training Education Program. Those who are denied admission to Level II of the Athletic Training Education Program may re-submit their application materials upon successful completion of all admission requirements.

Students who are admitted to Level II of the Athletic Training Education Program will be subject to ongoing evaluation. To continue in good standing, students must maintain a minimum GPA of 2.5, must successfully

complete required competencies and proficiencies in the clinical experience, and must receive a favorable evaluation by the Athletic Training Education Program screening committee at the end of each year. A student who has been admitted to Level II of the Athletic Training Education Program, but fails to maintain any of the above requirements will be given one semester to re-establish compliance with the requirement(s) before being withdrawn from the program. Athletic Training majors must have a minimum cumulative GPA of 2.5 on a 4.0 scale to graduate with this degree.

### **Participation in Intercollegiate Athletics**

The Athletic Training Education Program requires an extensive commitment on the part of the student. The required clinical experiences take place at the same time that athletic teams practice/compete resulting in conflicts between the athletic program and clinical requirements of the Athletic Training Education Program. For this reason, full cooperation is needed between the Athletic Training Education Program, the student, and the coaching staff for participation in intercollegiate athletics and completion of the requirements of the Athletic Training Education Program. Any student desiring to participate in intercollegiate athletics and pursue a degree in Athletic Training should consider the inherent time conflict of the two programs before making the decision to attempt both. The following guidelines are intended to permit students to have the opportunity to participate in intercollegiate athletics and complete the requirements of the Athletic Training Education Program.

- The decision to participate in intercollegiate athletics will not factor into the admissions process of the Athletic Training Education Program.
- The student will limit their participation to one intercollegiate sport. The student will be allowed to participate fully only during the “traditional season.” The student will not be allowed to participate in activities during the “non-traditional season” that conflict with the requirements of the Athletic Training Education Program.
- All requirements of the Athletic Training Education Program must be met before the student is allowed to graduate. Including all didactic and clinical requirements while participating in “traditional season” activities.
- All students in the Athletic Training Education Program are required to have a semester-long *equipment intensive* clinical experience during the fall semester of the third year. Students that participate in a fall “traditional season” sport will be required to return for an additional fall semester to fulfill the clinical experience requirement.

Under no circumstances will the requirements of the Athletic Training Education Program be altered to accommodate athletic participation.

### **Technical Standards**

Lander University’s rigorous and intense Athletic Training Education Program places specific requirements and demands on the students enrolled. The program is designed to prepare graduates for a variety of employment settings and for rendering care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Education Program establish the essential qualities necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program’s accrediting agency.

Accordingly, the following abilities and expectations must be met by all students prior to being admitted to the Athletic Training Education Program. Compliance with the program’s technical standards, however, does not guarantee a student’s eligibility for the BOC exam.

Candidates for admission to Level II of the Athletic Training Education Program must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments, and to distinguish deviations from the norm; sufficient postural and neuromuscular examinations using accepted techniques and accurately, safely and efficiently to use equipment and materials during the assessment and treatment of patients;
2. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice;
3. The ability to record the physical examination results and a treatment plan clearly and accurately;

4. The capacity to maintain composure and continue to function well during periods of high stress;
5. The perseverance, diligence and commitment to complete the Athletic Training Education Program as outlined and sequenced;
6. The flexibility and the ability to adjust to changing situations and uncertainty in clinical situations; and
7. Affective skills and appropriate demeanor and rapport that positively relate to professional education and quality patient care.

### **Health Requirements**

Athletic training is a very physically demanding profession. It is important that the student understand the need to be physically able to handle these demands. To ensure the safety of the student, a medical history and medical exam must be completed and the appropriate form submitted by the application deadline. The medical history and medical exam form is part of the application packet that can be downloaded from the website or obtained from the Director of the Athletic Training Education Program. The student is responsible for scheduling this screen with the Lander University Student Wellness Center or a personal physician.

### **Transportation to Off-Campus Clinical Sites**

Students enrolled into the Athletic Training Education Program will have one or more off-campus clinical experiences. Each student is responsible for his/her own transportation to and from off-campus clinical sites.

## **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 26 hours of major core courses, 29 hours of additional courses for the major (including a three-hour computer course and a speech course), 45-51 hours of university and general education courses, and 16-22 hours of 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 will 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 2.5 on a 4.0 scale.

Exercise Science majors must maintain a cumulative GPA of 2.5 to remain in good standing. Failure to maintain the GPA requirement throughout the student's enrollment in the program will result in probation or suspension from the program. Students who fall below the minimum GPA requirements will not be allowed to enroll in any new 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, Physical Education, or Athletic Training**.
2. A student **may not repeat more than a total of two 300- and 400-level PEES courses**.

### **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 applying for admission must submit application materials by the first Monday in February 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.

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 2.5. A student who fails to maintain any of the above requirements will be given one semester to re-establish compliance with the requirement(s) before being withdrawn from the program.

\*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 and 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.

#### **Curriculum**

A Bachelor of Science in Physical Education-Teacher Education (K-12) consists of 41 hours of major core courses, 19 hours of additional courses for the major (including a three-hour computer course), 18.5 hours of teacher certification requirements, and 45-51 hours of university and 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**

The student must meet all the requirements of the Department of Teacher Education (See Department of Teacher Education – Student Eligibility Guidelines) and the Department of Physical Education and Exercise Studies Teacher Education Program in order to be admitted into the teacher education program and before being allowed to student teach. A student must earn a grade of "C" or higher in English 102, all teacher certification requirements, and all physical education major program requirements before being allowed to enroll in 300- and 400-level physical education teacher education courses. In addition, students must satisfactorily complete the following assessment activities:

1. The Praxis I (PPST) examination series for entry into the Department of Education Teacher Education Program; Students can provide evidence of a composite score of 24 on the ACT or combined score of 1650 (1100 on older version) on the SAT to meet the Praxis I requirement.
2. The Subject Assessment/Specialty Area Tests (content and video analysis) of the Praxis II series of examinations for completion of the teacher education major;
3. The General Education Principles of Learning and Teaching Test (PLT) of the Praxis II series of examinations for completion of the teacher education major.

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**.

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**

**MAJOR: ATHLETIC TRAINING**

**The Athletic Training Education Program is no longer accepting applicants.**

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science (PSYC 101)	3
Fine Arts	3
Global Issues/Nonwestern Studies	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science (PSCI 111 or PHYS 201-202/211-212) #	4
Laboratory Science #	4
Logic & Analytical Thought (MATH 211)	3
Mathematics	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS</b>	<b>45-51</b>

### MAJOR PROGRAM CORE REQUIREMENTS

PEES 221	4
PEES 323*	3
PEES 327*	3
PEES 328*	3
PEES 343*	3
PEES 347*	3
PEES 453*	3
PEES 460*	3
PEES 499	1

## MAJOR PROGRAM ADDITIONAL REQUIREMENTS

BIOL 202	4
BIOL 203	4
100-Level Sport/Fitness	1
100-Level Sport/Fitness	1
PEES 144	1
PEES 202	3
PEES 210	4
PEES 219	3
PEES 235*	2
PEES 310	3
PEES 311	4
PEES 326	3
PEES 340*	2
PEES 341	3
PEES 345*	2
PEES 362	3
PEES 424	3
PEES 450*	2
PEES 455*	2
HCMT 111	1
TOTAL MAJOR PROGRAM REQUIREMENTS	77
TOTAL FOR BS DEGREE	122-128!

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

\*Requires admission to Level II of the Athletic Training program.

# Students must take PSCI 111 or PHYS 201-202/211-222. Students who elect to take PSCI 111 must take an additional general education laboratory science to fulfill the remaining requirement.

!The total hours required for a degree in Athletic Training for students who place out of the University Requirement for Foreign Language is 122.

Athletic Training majors must have a minimum cumulative GPA of 2.5 on a 4.0 scale to graduate with this degree.

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

**ATHLETIC TRAINING  
2013-2014 Course Sequence**

**First Year**

<b>Semester I</b>		<b>Semester II</b>	
3 ENGL 101 (General Education)		3 ENGL 102 (General Education)	
4 BIOL 202		4 BIOL 203	
2 *PEES 175 (Wellness)		3 MATH 211 (General Education)	
1 PEES 176 (Wellness)		3 Fine Arts (General Education)	
3 Mathematics (General Education)		<u>3</u> Foreign Language (University Requirements)	
<u>3</u> Foreign Language (University Requirements)		16 Total Semester Hours	
16 Total Semester Hours			

**Second Year**

<b>Semester I</b>		<b>Semester II</b>	
4 *PEES 210		3 PEES 202	
3 PEES 219		3 PEES 328	
4 *PEES 221		2 PEES 235	
1 *HCMT 111		3 PEES 310	
<u>#4</u> Laboratory Science (General Education)		1 PEES 144	
16 Total Semester Hours		<u>#4</u> Laboratory Science (General Education)	
		16 Total Semester Hours	

**Third Year**

<b>Semester I</b>		<b>Semester II</b>	
1 PEES 100-level		1 PEES 100-level	
4 PEES 311		3 PEES 327	
3 PEES 323		3 PEES 347	
3 PEES 343		2 PEES 345	
2 PEES 340		3 PEES 362	
<u>3</u> Humanities (General Education)		<u>3</u> Humanities/Literature (General Education)	
16 Total Semester Hours		15 Semester Total Hours	

**Fourth Year**

<b>Semester I</b>		<b>Semester II</b>	
3 PEES 341		3 PEES 326	
2 PEES 450		3 PEES 424	
3 PEES 453		2 PEES 455	
3 PSYC 101 (Behavioral Science, General Education)		3 PEES 460	
3 Global Issues/Nonwestern Studies (General Education)		1 PEES 499	
<u>3</u> History (General Education)		3 Political Economy (General Education)	
17 Total Semester Hours		<u>1</u> FALS (University Requirements)	
		16 Total Semester Hours	

**Total Program Hours = 128 hours**

**\*Prerequisite courses for admission into Level II of the Athletic Training Program.**

**# Students must take PSCI 111 or PHYS 201-202/211-212. Students who elect to take PSCI 111 must take an additional general education laboratory science course to fulfill the remaining general education requirement.**

**The total hours required for a degree in Athletic Training for students who place out of the University Requirement for Foreign Language is 122 hours.**

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**

**MAJOR: EXERCISE SCIENCE**

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science <sup>1</sup>	3
Fine Arts	3
Global Issues/ Nonwestern Studies	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science (BIOL 101 or BIOL 111) <sup>1</sup>	4
Laboratory Science	4
Logic & Analytical Thought (MATH 211)	3
Mathematics <sup>1</sup>	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3

TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS 45-51

### MAJOR PROGRAM CORE REQUIREMENTS

PEES 210 or BIOL 202 <sup>1</sup>	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 or BA 205	3
SPCH 101	3

TOTAL MAJOR PROGRAM REQUIREMENTS	55
<b>OTHER ELECTIVES</b>	16-22 <sup>2</sup>
TOTAL FOR BS DEGREE	122

<sup>1</sup>Students 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.

<sup>2</sup>Students following the PT/OT concentration should speak with an advisor regarding the specific electives required to meet Physical Therapy or Occupational Therapy prerequisites.

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>.

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>.

**EXERCISE SCIENCE**  
**2013-2014 General Track Course Sequence**

**First Year**

Semester I	Semester II
3 ENGL 101 (Writing, General Education) 4 BIOL 101 or BIOL 111 (Lab. Science, Gen. Educ.) <sup>1</sup> 3 Foreign Language (University Requirement) 2 *PEES 175 (Wellness, General Education) 3 Behavioral Science (General Education) <sup>1</sup> 15 Total Semester Hours	3 ENGL 102 (Writing, General Education) 3 *PEES 219 3 Foreign Language (University Requirement) 3 Mathematics (General Education) <sup>1</sup> 3 Fine Arts (General Education) 1 PEES 176 (Wellness, General Education) 16 Total Semester Hours

**Second Year**

Semester I	Semester II
3 CIS 101 3 History (General Education) 4 Laboratory Science (General Education) 3 Humanities/Literature (General Education) 3 Elective <sup>1</sup> 16 Total Semester Hours	4 *PEES 210 or BIOL 202 <sup>1</sup> 1 PEES 283 3 *PEES 202 1 PEES 144 3 Political Economy (General Education) 3 Humanities 15 Total Semester Hours

**Third Year**

Semester I	Semester II
4 PEES 311 3 PEES 310 3 SPCH 101 3 MATH 211 (Logic & Analytical Thought, Gen. Ed.) 2 Elective <sup>1</sup> 15 Total Semester Hours	3 PEES 326 3 PEES 362 2 PEES 199 3 Global Issues/Nonwestern Studies (Gen. Educ.) 3 Elective <sup>1</sup> 1 PEES 100-level activity (Sport/Fitness) 15 Semester Total Hours

**Fourth Year**

Semester I	Semester II
3 PEES 341 3 PEES 490 3 PEES 330 3 PEES 308 3 Elective <sup>1</sup> 15 Total Semester Hours	3 PEES 491 3 PEES 402 3 PEES 406 1 PEES 499 3 Elective <sup>1</sup> 1 PEES 100-level activity (Sport/Fitness) 1 FALS 101 15 Total Semester Hours

**Total Program Hours = 122 hours**

**Additional Requirements: CPR/FA card**

**\*Prerequisite courses for admission into Level II of the Exercise Science Program, along with minimum cumulative Lander GPA of 2.5**

<sup>1</sup>Students following the PT/OT concentration should take PSYC 101, MATH 121, BIOL 111, and BIOL 202 and should speak with an advisor regarding the specific electives required to meet Physical Therapy or Occupational Therapy prerequisites. 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.



**2013-2014 Course Sequence  
Pre-Physical Therapy/Pre-Occupational Therapy Concentration**

**First Year**

Semester I	Semester II
3 ENGL 101 (Writing, General Education) 4 BIOL 111 (Laboratory Science, General Education) 2 *PEES 175 (Wellness, General Education) 1 PEES 176 (Wellness, General Education) 3 MATH 121 (Mathematics, General Education) 3 PSYC 101 (Behavioral Science, General Education) 16 Total Semester Hours	3 ENGL 102 (Writing, General Education) 4 BIOL 112 3 History (General Education) 3 Fine Arts (General Education) 3 *PEES 219 16 Total Semester Hours

**Second Year**

Semester I	Semester II
3 Foreign Language (University Requirement) 4 CHEM 111 3 CIS 101 3 Humanities (General Education) 4 *BIOL 202 (Human Anatomy) 17 Total Semester Hours	3 Foreign Language (University Requirement) 4 CHEM 112 for PT (SOC 101-OT) 3 *PEES 202 1 PEES 283 1 PEES 144 4 BIOL 203 (Human Physiology) 16 Total Semester Hours

**Third Year**

Semester I	Semester II
4 PEES 311 3 PEES 310 3 SPCH 101 3 PSYC 251 (Abnormal Psychology) 3 MATH 211 (Logic & Analytical Thought, Gen. Ed.) 1 PEES 100-level activity (Sport/Fitness) 17 Total Semester Hours	3 PEES 326 3 PEES 362 3 Global Issues/Nonwestern Studies (Gen. Educ.) 3 Political Economy (General Education) 3 Humanities/Literature (General Education) 2 PEES 199 17 Semester Total Hours

**Fourth Year**

Semester I	Semester II
4 PHYS 201 (Introductory Physics) 3 PEES 308 3 PEES 341 3 PEES 330 1 PEES 100-level activity (Sport/Fitness) 3 PEES 490 17 Total Semester Hours	4 PHYS 202 for PT (PSYC 203-OT) 3 PEES 402 3 PEES 406 3 PEES 491 1 PEES 499 1 HCMT 111 (Medical Terminology) 1 FALS 101 16 Total Semester Hours

**Total Program Hours = 130 hours (OT)  
132 hours (PT)**

**Additional Requirements: CPR/FA card**

**\*Prerequisite courses for admission into Level II of the Exercise Science program, along with minimum cumulative Lander GPA of 2.5.**

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: PHYSICAL EDUCATION**  
**CERTIFICATION: K-12 TEACHER CERTIFICATION**

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science (PSYC 101)	3
Fine Arts (ART, MUSI, THTR, or DANC)	3
Global Issues/Nonwestern Studies	3
History	3
Humanities/Literature (ENGL 214 or ENGL 221)	3
Humanities	3
Laboratory Science (BIOL 101 or BIOL 111)	4
Laboratory Science (CHEM, PHYS, PSCI, or GEOL)	4
Logic & Analytical Thought (MATH 211)	3
Mathematics (MATH 101 or MATH 121)	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS</b>	<b>45-51</b>

### 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 422*	3
PEES 429*	1
PEES 420*	3
PEES 451*	3
PEES 499	1

**MAJOR PROGRAM ADDITIONAL REQUIREMENTS**

PEES 144	1
100-Level Sport/Fitness	1
100-Level Sport/Fitness	1
PEES 204	2
PEES 206	2
PEES 222	2
PEES 223	2
PEES 224	2
PEES 402*	3
EDUC 204 or CIS 101	3
<b>TOTAL MAJOR PROGRAM REQUIREMENTS</b>	<b>60</b>

**TEACHER CERTIFICATION REQUIREMENTS**

EDUC 202	3
EDUC 203	0.5
EDUC 240	3
EDUC 499*	1
EDUC 461*	11
<b>TOTAL TEACHER CERTIFICATION REQUIREMENTS</b>	<b>18.5</b>
<b>TOTAL FOR BS DEGREE</b>	<b>#123.5 – 129.5</b>

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.

# The total semester hours for a BS in Physical Education for students who place out of the foreign language requirement is 123.5.

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

**PHYSICAL EDUCATION  
K-12 TEACHER CERTIFICATION  
2013-2014 Course Sequence**

**First Year**

Semester I	Semester II
3 ENGL 101 (Writing, General Education)	3 ENGL 102 (Writing, General Education)
3 PSYC 101 (Behavioral Science, General Education)	4 Laboratory Science (BIOL 101 or 111, Gen. Educ.)
3 Fine Arts (ART, MUSI, THTR, DANC, Gen. Educ.)	3 MATH (101 or 121, General Education)
3 Foreign Language (University Requirement)	3 Foreign Language (University Requirement)
2 PEES 175 (Wellness, General Education)	3 PEES 219 – Historical Principles
<u>1 PEES 176 (Wellness Activity Class, General Educ.)</u>	<u>1 PEES 100-level Sports/Fitness Class</u>
15 Total Semester Hours	17 Total Semester Hours

**Second Year**

Semester I	Semester II
3 ENGL 214 or 221 (Humanities/Literature, Gen. Ed.)	4 Laboratory Science (CHEM, PHYS, PSCI, GEOL, Gen. Educ.)
3 EDUC 202	2 PEES 204 - Teaching Team Sports
.5 EDUC 203	3 EDUC 240 – Child Growth and Educ. Psychology
4 PEES 210 – Anatomy and Physiology	2 PEES 222 – Educational Games
3 History (General Education)	2 PEES 224 – Educational Dance
3 PEES 226 - Motor Development	<u>3 PEES 228 – Motor Learning</u>
<u>2 PEES 223 - Educational Gymnastics</u>	16 Total Semester Hours
18.5 Total Semester Hours	

**Third Year**

Semester I	Semester II
3 MATH 211 (Logic & Analytical Thought, Gen. Ed.)	3 Global Issues/Nonwestern Studies (Gen. Educ.)
3 Humanities (General Education)	3 EDUC 204 or CIS 101
1 PEES 100-level Sports/Fitness	1 PEES 144 – Weight Training
2 PEES 206 – Teaching Individual & Dual Sports	3 PEES 320 - Teaching Methods for Elementary
3 PEES 318 – Instructional Aspects of Physical Education	1 PEES 329 – Field Experience II
4 <u>PEES 311 – Physiology of Exercise</u>	3 PEES 310 – Kinesiology and Exercise Biomechanics
16 Total Semester Hours	<u>3 PEES 420 – Physical Educ. for Special Populations</u>
	17 Semester Total Hours

**Fourth Year**

Semester I	Semester II
3 Political Economy (General Education)	3 PEES 451 - Programmatic Concerns in Teaching
3 PEES 305 – Measurement and Evaluation	1 EDUC 499 - Teacher Educ. Sem.
3 PEES 402 – Fitness and Conditioning Principles	1 FALS
3 PEES 422 - Secondary Methods of Instruction	<u>11 EDUC 461 - Student Teaching</u>
1 PEES 429 – Field Experiences III	16 Total Semester Hours
<u>1 PEES 499 – Professional Concerns Seminar</u>	
14 Total Semester Hours	

**Total Program Hours = 129.5**

**Additional Requirements: CPR/FA card**

**Total Program Hours for students placing out of the university requirement of foreign language = 123.5**

# 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, 330, 331 and 499. To further the aim of graduating only competent students, a psychological science 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 psychological science. 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 MA programs demand no less than an overall GPA of 3.0, a 3.5 GPA in the major, and 1,000 on the G.R.E.;
- Most Ph.D. programs demand no less than an overall GPA of 3.5, a 3.75 in the major and 1,200 on the G.R.E. 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.

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
- 1.5 Incorporate sociocultural factors in scientific inquiry

### 2: Practice Ethical and Social Responsibility

- 2.1 Apply ethical standards to evaluate psychological science and practice
- 2.2 Promote values that build trust and enhance interpersonal relationships
- 2.3 Adopt values that build community at local, national, and global levels

- 3: Communicate Effectively
  - 3.1 Demonstrate effective writing for different purposes
  - 3.2 Exhibit effective presentation skills for different purposes
  - 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 Refine project management skills
  - 4.4 Enhance teamwork capacity
  - 4.5 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 credit hours** distributed as follows:

PSYC 101 or PSYC 102	3
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**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)	<u>3</u>
TOTAL	18 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 credit hours**

ECED 222 or SPED 223	3
PSYC 314	3
PSYC 315	3
SOCI 351	3

### **Electives: Minimum of nine credit hours from at least two disciplines**

PEES 325	
PSYC 203	
PSYC 303	
PSYC 405	
PSYC 416	
SOCI 209	
SOCI 314	
SOCI 361	
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.)

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**

**MAJOR: PSYCHOLOGY**

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science (SOC 101 or ANTH 104)	3
Fine Arts	3
Global Issues/Nonwestern Studies	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science	4
Laboratory Science	4
Logic & Analytical Thought (PHIL 103)	3
Mathematics (MATH 211)	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS</b>	<b>45-51</b>

### MAJOR PROGRAM CORE REQUIREMENTS

PSYC 102	3
PSYC 190	1
PSYC 203	3
PSYC 260	3
PSYC 330	4
PSYC 331	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 (PSYC 212, 251, 312, 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 51

**OTHER ELECTIVES** 19-25

TOTAL FOR BS DEGREE 121

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>.

**FOUR YEAR PLAN 2013-2014  
BACHELOR OF SCIENCE  
PSYCHOLOGY**

FALL	Hours	✓
PSYC 102	3	
ENGL 101	3	
Foreign Language	3	
Fine Arts	3	
History	3	
Semester Hours:	15	

SPRING	Hours	✓
PSYC 190	1	
ENGL 102	3	
Foreign Language	3	
PEES 175	2	
PEES 176	1	
SOCI 101 or ANTH 104	3	
Elective	3	
Semester Hours:	16	

FALL	Hours	✓
PSYC Area Requirement	3	
PSYC 260	3	
PSYC 203	3	
MATH 211	3	
Laboratory Science	4	
Semester Hours:	16	

SPRING	Hours	✓
PSYC elective	3	
PSYC 221 or 299	1	
PHIL 103	3	
Humanities	3	
Political Economy	3	
Laboratory Science	4	
Semester Hours:	17	

FALL	Hours	✓
PSYC 330	4	
PSYC Area Requirement	3	
PSYC Area Requirement	3	
Humanities/Literature	3	
Elective	3	
Semester Hours:	16	

SPRING	Hours	✓
PSYC 331	4	
PSYC Area Requirement	3	
PSYC elective 300+	3	
Global Issues/Nonwestern Studies	3	
Elective	3	
Semester Hours:	16	

FALL	Hours	✓
PSYC 499	2	
PSYC elective 300+	3	
PSYC elective 300+	3	
Elective	3	
Elective	3	
Semester Hours:	14	

SPRING	Hours	✓
PSYC Area Requirement	3	
PSYC elective 300+	3	
Elective	3	
Elective	1	
FALS	1	
Semester Hours:	11	

# COLLEGE OF SCIENCE & MATHEMATICS

**David A. Slimmer, Ph.D.**  
**Dean and Professor of Physics**

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Diane Burkhamer, Administrative Specialist  
Shannon Hill, Administrative Specialist

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Assistant Professor of Biology  
Jason P. Lee, Ph.D.  
Assistant Professor of Biology  
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Associate Professor of Biology  
Timothy D. Maze, Ph.D.  
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Elisabeth C. Zimmerman, MS  
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Albert D. Dukes III, Ph.D.  
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Jeffrey M. Hollifield, MS  
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Professor of Chemistry  
Linda H. Lucas, M.Ed.  
Instructor of Chemistry  
M. Paige Ouzts, Ph.D.  
Associate Professor of Physics  
Daniel L. Pardieck, Ph.D.  
Associate Professor of Environmental Geology  
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## Department of Mathematics & Computing

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Josie Ryan, Ph.D.  
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Kelly C. Young, MMath  
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## The William Preston Turner School of Nursing

**Robbie M. South, D.H.Ed., MSN, APRN, PHCNS-BC, Director**

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Holisa C. Wharton, Ph.D., MSN, RN

Assistant Professor of Nursing

# **PROGRAMS OF STUDY IN THE COLLEGE OF SCIENCE AND MATHEMATICS**

## **Department of Biology**

### **Degree Programs**

BS in Biology  
BS in Biology with Genetics Emphasis  
BS in Biology with Medical Technology Emphasis

## **Department of Physical Sciences**

### **Degree Programs**

BS in Chemistry  
BS in Chemistry/Engineering Dual Degree  
BS in Environmental Science

## **Department of Mathematics & 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

## **The William Preston Turner School of Nursing**

### **Degree Programs**

BS in Nursing (Prelicensure)  
BS in Nursing (Completion for Registered Nurses)

# Department of Biology

The Department of Biology offers the following undergraduate degree programs:

**BS in Biology**

**BS in Biology with an emphasis in genetics**

**BS in Biology with an emphasis in medical technology**

**The course requirements for each of these degree programs are on the respective program requirements worksheets (See pages 218-223).**

The Biology Department's webpage (<http://www.lander.edu/biology>) contains information about individual programs of study, scholarships available for students majoring in Biology, a link to on-line applications for these scholarships, and links to the home pages of Biology faculty.

Curricular programs are offered in pre-medicine, pre-veterinary medicine, pre-pharmacy, pre-dentistry, and other pre-professional allied health science fields. Courses in physics, chemistry, and environmental science are offered as support courses for professional, pre-professional, and general education areas of study.

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 varied areas within the field of biology. Lander biology graduates have many career options. They are well prepared for positions in government and industrial laboratories, medical and pharmaceutical sales, and emerging biotechnology companies. They compete successfully for entry into graduate and professional schools.

The goal of the biology program is to train biologists and to produce graduates who are prepared for post-baccalaureate pursuits including graduate or professional schools and employment in various biological disciplines. Program graduates will:

1. possess an understanding of a broad spectrum of the accumulated knowledge in the field of biology;
2. be exposed to a broad range of biological techniques and technologies;
3. be able to successfully enter and compete in graduate or professional school programs, or be able to secure employment in an area of science; and
4. possess an understanding of the vocabulary of the discipline and be able to communicate concepts in biology through the proper use of this vocabulary.

The requirements for a Bachelor of Science degree in biology are BIOL 111, 112, 213, 306, 312, 401, 403 and 499 plus 16 hours of approved 300- or 400-level elective biology courses. Biology major electives must be 4 credit hour courses that include both lecture and laboratory components. A biology major must also successfully complete CHEM 111, 112, 221, and 222. Additional course requirements for the emphasis in genetics include BIOL 301 or CHEM 301, BIOL 307, 412, and 498 as well as PHYS 201 and 202 or PHYS 211 and 212. Additional course requirements for the emphasis in medical technology include BIOL 301 or CHEM 301, BIOL 421, 422, 430 and 431. CHEM 301 and PHYS 201-202 or 211-212 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 221-222).

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:

**Each Fall**

BIOL 111  
BIOL 213  
BIOL 306  
BIOL 311  
BIOL 313  
BIOL 403  
BIOL 421  
BIOL 499

**Each Spring**

BIOL 112  
CHEM 301  
BIOL 307  
BIOL 308  
BIOL 312  
BIOL 401  
BIOL 415  
BIOL 422

**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 DEGREE WITH AN EMPHASIS IN MEDICAL TECHNOLOGY**

Upon completion of a minimum of 92 semester hours of approved courses with a grade point average of at least 3.0, students may enroll in a medical technology internship program at an accredited hospital. Thirty (30) of the ninety-five semester hours must be earned at Lander University. Internship students will train for a period of twelve months under the direction of the hospital instructional staff.

Admission into a medical technology internship program is at the discretion of the instructional staff of the affiliated hospital or institution.

A total of 30 semester hours of coursework completed in an accredited internship program will count toward the Bachelor of Science degree in Biology.

A minimum grade of "C" earned in all courses counted toward the BS degree in Biology with an emphasis in Medical Technology.

Following completion of the internship program, students will be awarded the Bachelor of Science degree in Biology with an emphasis in Medical Technology. Students completing the program will also be eligible to take the national certification examination in Medical Technology. The exam is not a requirement for the degree.

## **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 biology majors;
2. Cumulative overall grade point average of 3.5 or better;
3. Cumulative grade point average of 3.5 in all biology courses;
4. Completion of BIOL 301 or CHEM 301 and PHYS 201-202 or 211-212 with a grade of “C” 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 410).
  - 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 64 hours, including at least 20 hours of biology, at Lander University

## **BIOLOGY MINOR**

A minor in biology includes BIOL 111, 112, 213 plus a minimum of 8 hours of 300- or 400-level biology laboratory courses. All courses counted toward the minor must be 4 credit hour courses that include both a lecture and laboratory component. Advisors and prospective minors should note that most biology courses have prerequisites and/or corequisites which must be met. A grade of “C” or better is required in all biology courses taken for the minor.

## **PRE-ALLIED HEALTH SCIENCE CURRICULA**

Lander University offers curricular programs 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. Because of the nature of the courses required to fulfill the requirements of these programs, most students in these programs major in Biology or Chemistry.

\*Application to veterinary and optometry schools can be made after accumulating 90 semester hours of undergraduate courses.

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 should be turned over to the appropriate health program advisor in the department.



Because of the variation in programs, it is imperative that students work closely with the advisor. The student needs to choose the school of transfer early, with MUSC and USC being the logical choice for South Carolina residents (or Mississippi State, Tuskegee, or University of Georgia for veterinary schools). The Medical College of Georgia no longer accepts out-of-state students into Physical and Occupational Therapy, and few slots are reserved for such students by schools that do. Students must recognize the very competitive nature of these programs and are therefore strongly encouraged to choose a major as a back-up plan. To have a reasonable chance of being accepted, students applying to Physical Therapy or Occupational Therapy programs will need both a science GPA and an overall GPA of 3.0 or higher. GRE scores are also required for admission into either program.

Students applying to MUSC or USC for Physical Therapy and Occupational Therapy **MUST** have a Bachelor of Science degree at the time they matriculate at MUSC or USC. Applications for both programs are made in the fall. For early admission into both programs applications **MUST** be received by November 1. For regular admission, applications **MUST** be received by January 15.

**Lander’s pre-medical program has two objectives: To prepare students to score well on the MCAT and to make the student very competitive once admitted to a school of medicine. (Students in Lander’s pre-dental and pre-veterinary programs will take all of the courses that are in the pre-medicine program except for BIOL 307.)**

**The program consists of the following courses.**

<b>Courses</b>	<b>Hrs.</b>
BIOL 421 and 311	8
BIOL 307 and 308	8
BIOL 301 or CHEM 301	3
PHYS 201 and 202 or 211 and 212	8

**Requirements for the Pre-Physical Therapy program:**

<b>Courses</b>	<b>Hrs.</b>
ENGL 101, 102	6
MATH 121 or 131, 211	6
CHEM 111-112	8
BIOL 111-112	8
BIOL 202, 203	8
PHYS 201, 202	8
PSYC 101, 251	6
CPR Certification	0
Volunteer Work	0

**Requirements for the Pre-Occupational Therapy program:**

<b>Courses</b>	<b>Hrs.</b>
ENGL 101, 102	6
MATH 121 or 131, 211	6
CHEM 111, 112	8
BIOL 111, 112	8
BIOL 202 and 203	8
PHYS 201	4
PSYC 101, 203, 251	9
SOCI 101	3
CPR Certification	0
Volunteer Work	0

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**

**MAJOR: BIOLOGY**

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science	3
Fine Arts	3
Global Issues/Nonwestern Studies	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science (CHEM 111)	4
Laboratory Science (CHEM 112)	4
Logic & Analytical Thought (MATH 211)	3
Mathematics (MATH 121 or 123 or 131)	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51

### MAJOR PROGRAM CORE REQUIREMENTS

BIOL 111	4
BIOL 112	4
BIOL 213	4
BIOL 306	4
BIOL 312	4
BIOL 401	4
BIOL 403	4
BIOL 499	1
CHEM 221	4
CHEM 222	4

**MAJOR PROGRAM ELECTIVES\***

Biology 300-level or above 16

TOTAL MAJOR PROGRAM REQUIREMENTS 53

**OTHER ELECTIVES**

17-23

TOTAL FOR BS DEGREE 121

\*Biology major electives must be 4 credit hour courses that include both lecture and laboratory components.

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>.

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: BIOLOGY**  
**EMPHASIS: GENETICS**

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science	3
Fine Arts	3
Global Issues/ Nonwestern Studies	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science (CHEM 111)	4
Laboratory Science (CHEM 112)	4
Logic & Analytical Thought (MATH 211)	3
Mathematics (MATH 121 or 123 or 131)	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51

### MAJOR PROGRAM CORE REQUIREMENTS

BIOL 111	4
BIOL 112	4
BIOL 213	4
BIOL 306	4
BIOL 312	4
BIOL 401	4
BIOL 403	4
BIOL 499	1
CHEM 221	4
CHEM 222	4

**MAJOR PROGRAM ELECTIVES\***

Biology 300-level or above 8

**MAJOR PROGRAM EMPHASIS REQUIREMENTS**

BIOL 301 or CHEM 301 3

BIOL 307 4

BIOL 412 4

BIOL 498 1

**MAJOR PROGRAM ADDITIONAL REQUIREMENTS**

PHYS 201 or 211 4

PHYS 202 or 212 4

TOTAL MAJOR PROGRAM REQUIREMENTS 65

**OTHER ELECTIVES** 5-11

TOTAL FOR BS DEGREE 121

\*Biology major electives must be 4 credit hour courses that include both lecture and laboratory components.

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>.

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: BIOLOGY**  
**EMPHASIS: MEDICAL TECHNOLOGY**

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science	3
Fine Arts	3
Global Issues/Nonwestern Studies	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science (CHEM 111)	4
Laboratory Science (CHEM 112)	4
Logic & Analytical Thought (MATH 211)	3
Mathematics (MATH 121 or 123 or 131)	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS</b>	<b>45-51</b>

### MAJOR PROGRAM CORE REQUIREMENTS

BIOL 111	4
BIOL 112	4
BIOL 213	4
BIOL 306	4
BIOL 312	4
BIOL 401	4
BIOL 403	4
BIOL 499	1*
CHEM 221	4
CHEM 222	4

**MAJOR PROGRAM EMPHASIS REQUIREMENTS**

BIOL 301 or CHEM 301	3
BIOL 421	4
BIOL 422	4

**MAJOR PROGRAM ADDITIONAL REQUIREMENTS**

(Clinical experience at a participating accredited hospital)

BIOL 430	15*
BIOL 431	15**
TOTAL MAJOR PROGRAM REQUIREMENTS	78
TOTAL FOR BS DEGREE	123-129

\*The Professional Concerns requirement is an integral component of the senior year internship program.

\*\*Internship

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 Environmental Science**

**The course requirements for each of these degree programs are on the respective program worksheets on the following pages.**

The Department's Web page (<http://www.lander.edu/science>) contains information about the individual programs of study, scholarships available for students majoring in Chemistry, Chemistry/Engineering Dual Degree, 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.

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 101 or 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 131-132, 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 211 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:

<b><u>Every Fall</u></b>	<b><u>Every Spring</u></b>
CHEM 111	CHEM 112
CHEM 221	CHEM 222
CHEM 330	CHEM 301
CHEM 351	CHEM 331
CHEM 401	CHEM 402
	CHEM 420
	PSCI 499
<b><u>Even Year Fall</u></b>	<b><u>Odd Year Spring</u></b>
CHEM 311	CHEM 341

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 a GPA of 3.5 in both overall course work and chemistry with no D's in any chemistry courses.
2. In addition to the normal course requirements, the following courses must be taken:

Multivariable Calculus	MATH 232
Chemistry Elective	CHEM 300 or above
Computer Info. Systems	CIS 130
3. The student must complete a research project in which:
  - d) The research is of sufficient quality to receive four semester hours credit in CHEM 410,
  - e) The results are submitted for publication in a scientific journal or presentation at a scientific meeting (such as the South Carolina Academy of Science),
  - f) The results are presented in seminar format to the science faculty, students, and invited guests and
  - g) The project may be completed entirely at Lander or initiated off campus during a summer research program.

Transfer students entering this program must have a 3.5 GPA overall and in chemistry from their former institution(s) and must meet the above guidelines.

## **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.

## **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 well being.

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, ES 301, ES 302, ES 310, ES 407 or 490, ES 415 or BIOL 415, GEOL 111 or PSCI 112, GEOL 405, and PSCI 499. Also, **two major electives** from the following courses: BIOL 213, BIOL 421, CHEM 222, CHEM 301 or BIOL 301, CHEM 331, ES 390, ES 420 or 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  
ES 390  
PHYS 201 or 211  
PSCI 112

**Every Spring Semester**

CHEM 112  
CHEM 222  
CHEM 301  
CHEM 331  
ES 415 or BIOL 415  
ES 420 or CHEM 420  
GEOL 111  
PSCI 499

**Even Year Fall**

ES 301

**Odd Year Spring**

ES 302

**Odd Year Fall**

ES 310

**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, basic 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

## **PRE-ALLIED HEALTH SCIENCE 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:**

<b>Courses</b>	<b>Hours</b>
CHEM 111-112	8
BIOL 111-112	8
MATH 123 or 131	3
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 421	4
HISTORY	3
FINE ARTS	3
PSYC	3
ELECTIVES (must be in social sciences)	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:**

<b>Courses</b>	<b>Hours</b>
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.

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**

**MAJOR: CHEMISTRY**

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science	3
Fine Arts	3
Global Issues/Nonwestern Studies	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science (PHYS 201 or 211) <sup>1</sup>	4
Laboratory Science (PHYS 202 or 212) <sup>1</sup>	4
Logic & Analytical Thought (MATH 123 or MATH 131) <sup>1</sup>	3
Mathematics (MATH 132 or MATH 211) <sup>1</sup>	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS</b>	<b>45-51</b>

### MAJOR PROGRAM CORE REQUIREMENTS

CHEM 111	4
CHEM 112	4
CHEM 221	4
CHEM 222	4
CHEM 330	5
CHEM 331	5
CHEM 401	4
CHEM 402	4
PSCI 499	3

**MAJOR PROGRAM ADDITIONAL REQUIREMENTS**

BIOL 101 or 111	4
CHEM 300 or above (except CHEM 381)	3-4
CHEM 300 or above (except CHEM 381) or PHYS 314	3-4
CHEM 341	4

**MAJOR PROGRAM ELECTIVES** 6-8

Choose two of the following:

- BIOL 112 or higher
- CHEM 300 or higher
- CIS 101 or higher
- MATH 211 or higher
- PHYS 203 or 314
- ES 301 or higher
- GEOL 111 or higher

TOTAL MAJOR PROGRAM REQUIREMENTS 57-61

**OTHER ELECTIVES** 9-19

TOTAL FOR BS DEGREE 121

<sup>1</sup>Students who plan to attend graduate school should take MATH 131-132 and PHYS 211-212.

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>.

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**

**MAJOR: CHEMISTRY**

**PROGRAM: DUAL ENGINEERING**

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science (PSYC 101 or SOCI 101)	3
Fine Arts (MUSI 101 or THTR 201)	3
Global Issues/Nonwestern Studies	3
History (HIST 102 or HIST 103)	3
Humanities/Literature	3
Humanities	3
Laboratory Science (PHYS 211)	4
Laboratory Science (PHYS 212)	4
Logic & Analytical Thought (MATH 131)	3
Mathematics (MATH 132)	3
Political Economy (ECON 201, POLS 101, or POLS 103)	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3

TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS 45-51

### MAJOR PROGRAM CORE REQUIREMENTS

CHEM 111	4
CHEM 112	4
CHEM 221	4
CHEM 222	4
CHEM 330	5
CHEM 331	5
CHEM 401	4
CHEM 402	4
PSCI 499	3



## MAJOR PROGRAM ADDITIONAL REQUIREMENTS

CHEM 351	4
CIS 130	4
CIS 202	3
MATH 231	3
MATH 232	3
MATH 240	4
PHYS 314	4
TOTAL MAJOR PROGRAM REQUIREMENTS	62
TOTAL FOR BS DEGREE	121

### **SENIOR YEAR: STUDENT TRANSFERS TO CLEMSON UNIVERSITY.**

Upon completion of the 3<sup>rd</sup> year at Lander, students will have completed 101 semester hours of coursework. However, students will have only completed 39 of the 45-51 hours of general education requirements. In completing the chemical engineering degree at Clemson, 20 semester hours of Clemson coursework will be applied to satisfy the Lander required minimum of 121 semester hours needed for graduation. From those 20 hours, 6-12 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.

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

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: ENVIRONMENTAL SCIENCE**

	Credit Hours
<b>UNIVERSITY REQUIREMENTS</b>	
FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science	3
Fine Arts	3
Global Issues/Nonwestern Studies (ECON 321 or ES 390 or CHEM 381)	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science (CHEM 111)	4
Laboratory Science (PHYS 201 or 211)	4
Logic & Analytical Thought (MATH 123 or MATH 131)*	3
Mathematics (MATH 211)	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS</b>	<b>45-51</b>

**MAJOR PROGRAM CORE REQUIREMENTS**

BIOL 111	4
BIOL 306	4
CHEM 112	4
CHEM 221	4
CHEM 330	5
CIS 101 or higher	3
ES 301	3
ES 302	3
ES 310	3
ES 407 or ES 490	1-4
ES 415 or BIOL 415	4
GEOL 111 or PSCI 112	4
GEOL 405	3
PSCI 499	3

**MAJOR PROGRAM ELECTIVES (Choose 2)**

BIOL 213	4
BIOL 421	4
CHEM 222	4
CHEM 301 or BIOL 301	3
CHEM 331	5
ES 390	3
ES 420 or CHEM 420	3
TOTAL MAJOR PROGRAM REQUIREMENTS	54-60
<b>OTHER ELECTIVES</b>	10-22
TOTAL FOR BS DEGREE	121

\*Students anticipating graduate studies in environmental science or a related field are strongly encouraged to take MATH 131.

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 & 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 Web page (<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

- have the skills to solve complex problems within the field of computer information systems;
- have good communications skills;
- be able to learn and to do research on their own; and
- understand and practice their moral and ethical responsibilities as CIS professionals.

The CIS core includes courses in problem solving and programming skills (CIS 130, 230, 231), productivity tools, (CIS 102), information management (CIS 120, 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 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	√		

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, 230, 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

**Every Spring**

CIS 120  
CIS 130  
CIS 230  
CIS 240  
CIS 499  
MATH 125

**Even Year Fall**

CIS 250  
CIS 300  
CIS 321  
CIS 340

**Odd Year Spring**

CIS 360  
CIS 440  
PHYS 203

**Odd Year Fall**

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 131, MATH 132, 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 course work and in computer information systems course work.

### **ENGINEERING DUAL-DEGREE PROGRAM**

Students who wish to combine study in a liberal arts program with further study in an engineering discipline may do so under the Lander University-Clemson University Engineering Dual-Degree Program. Under this

cooperative agreement, students spend the first three years of their college career at Lander University and then two years at Clemson University in the engineering discipline of their choice.

Students who complete this five-year program of study will have 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, chemical, civil, computer, electrical, industrial, and mechanical. Chemical engineering is available only through a program in which the student majors in chemistry at Lander. Computer engineering may be combined with either a mathematics or a computer information systems major at Lander. All 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 take a class *at Clemson* during the summer school session 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 131-132, 231-232), differential equations (MATH 240), 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, 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.

The following mathematics courses will be offered as indicated.

**Every Fall**

MATH 131  
MATH 134  
MATH 231  
MATH 308

**Every Spring**

MATH 131  
MATH 132  
MATH 212  
MATH 232  
MATH 240  
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

## **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 course work 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 course work and in mathematics course work.

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,
- one of the following courses: MATH 125, MATH 204, MATH 212, MATH 308, MATH 311, MATH 325, or BA325.

A grade of “C” or better is required in each course applied to the computer information systems minor.

### **Mathematics Minor**

A minor in mathematics consists of

- the calculus sequence (MATH 131-132, MATH 231-232),
- probability and statistics (MATH 311 or 211-212 which counts as three hours toward minor requirements),
- CIS 130 or above,
- one course from the following: MATH 204, 240, 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.

### **Information Technology Minor**

A minor in information technology consists of

- a mathematics requirement: MATH 114, MATH 121, MATH 123, MATH 131, 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 131);
- 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).

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: COMPUTER INFORMATION SYSTEMS**  
**EMPHASIS: SOFTWARE DEVELOPMENT**

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science	3
Fine Arts*	3
Global Issues/ Nonwestern Studies	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science (PHYS 203)	4
Laboratory Science	4
Logic & Analytical Thought (CIS 130)	4
Mathematics (MATH 121 or 131)	3
Political Economy*	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS</b>	<b>46-52</b>

### MAJOR PROGRAM CORE REQUIREMENTS

CIS 120	3
CIS 230	4
CIS 231	4
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 204, MATH 240, MATH 300, MATH 308 or BA 325*	3-4
MATH 211-212 or 311	3-6
MATH 125 or MATH 325*	3

TOTAL MAJOR PROGRAM REQUIREMENTS 47-54

**OTHER ELECTIVES (Including required minor\*)** 15-28

TOTAL FOR BS DEGREE 121

\*Select appropriate courses according to the minor chosen. Approved minors are listed in the description for the major.

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>.

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: COMPUTER INFORMATION SYSTEMS**  
**EMPHASIS: NETWORKING**

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science	3
Fine Arts*	3
Global Issues/Nonwestern Studies	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science (PHYS 203)	4
Laboratory Science	4
Logic & Analytical Thought (CIS 130)	4
Mathematics (MATH 121 or 131)	3
Political Economy*	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS</b>	<b>46-52</b>

### MAJOR PROGRAM CORE REQUIREMENTS

CIS 120	3
CIS 230	4
CIS 231	4
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 204, MATH 240, MATH 300, MATH 308 or BA 325*	3-4
MATH 211-212 or 311	3-6
MATH 125 or MATH 325*	3

TOTAL MAJOR PROGRAM REQUIREMENTS 50-57

**OTHER ELECTIVES** (Including required minor\*) 12-25

TOTAL FOR BS DEGREE 121

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>.

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: COMPUTER INFORMATION SYSTEMS**  
**EMPHASIS: DUAL ENGINEERING**

	Credit Hours
<b>UNIVERSITY REQUIREMENTS</b>	
FALS	1
Foreign Language	0-6
Foreign Language	
<b>GENERAL EDUCATION REQUIREMENTS</b> (For approved courses see the <a href="#">General Education section</a> .)	
Behavioral Science (PSYC 101 or SOCI 101)	3
Fine Arts (MUSI 101 or THTR 201)	3
Global Issues/Nonwestern Studies^	3
History (HIST 102)	3
Humanities/Literature	3
Humanities	3
Laboratory Science (PHYS 211)	4
Laboratory Science (PHYS 212)	4
Logic & Analytical Thought (MATH 131)	3
Mathematics (MATH 132)	3
Political Economy (ECON 201 or POLS 101 or POLS 103)	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS</b>	<b>45-51</b>

### MAJOR PROGRAM CORE REQUIREMENTS

CIS 120	3
CIS 130	4
CIS 230	4
CIS 231	4
ECE 272 (at Clemson)	4
CIS 240	3
CIS 320	3
CIS 321	3
CIS 360	3
CIS 499	3

*NOTE: Students must take ECE 272 (Computer Organization) at Clemson in place of CIS 335, which is a core requirement at Lander.*

## MAJOR PROGRAM ADDITIONAL REQUIREMENTS

CIS 202	3
MATH 308 or 325*	3
CHEM 111	4

*NOTE: Computer Engineering courses at Clemson complete the requirements in this area.*

## REQUIRED MATHEMATICS MINOR

MATH 231	3
MATH 232	3
MATH 240	4
MATH 311 or MATH 211-212	3-6

TOTAL MAJOR PROGRAM REQUIREMENTS 57-60

TOTAL FOR BS DEGREE 121

\*These mathematics courses are required for the Computer Engineering Degree from Clemson. Students should take at least one at Lander.

^ Some courses in the Global Issues/Nonwestern Studies category may satisfy Clemson's Science and Technology in Society requirement.

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

\*\*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>.



## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**

**MAJOR: MATHEMATICS**

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science	3
Fine Arts	3
Global Issues/Nonwestern Studies	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science (PHYS 211)	4
Laboratory Science (PHYS 212)	4
Logic & Analytical Thought (MATH 131)	3
Mathematics (MATH 132)	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3

TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS 45-51

### MAJOR PROGRAM CORE REQUIREMENTS

CIS 130	4
MATH 231	3
MATH 232	3
MATH 240	4
MATH 308	3
MATH 311	3
MATH 499	1

**MAJOR PROGRAM ADDITIONAL REQUIREMENTS**

CIS 102, 202, or 230	3-4
MATH 134	2
MATH 421	3
MATH 431	3
MATH 422 or 432	3

**MAJOR PROGRAM ELECTIVES** 12

(MATH 212 or 300- or 400-level math content courses except MATH 390 and MATH 451)

TOTAL MAJOR PROGRAM REQUIREMENTS 47-48

**OTHER ELECTIVES** 22-29

TOTAL FOR BS DEGREE 121

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>.

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: MATHEMATICS**  
**CERTIFICATION: SECONDARY TEACHER**

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science (PSYC 101)	3
Fine Arts (ART 101, MUSI 101 or THTR 201)	3
Global Issues/Nonwestern Studies	3
History	3
Humanities/Literature (ENGL 214 or ENGL 221)	3
Humanities (PHIL 102)	3
Laboratory Science (PHYS 211)	4
Laboratory Science (PHYS 212)	4
Logic & Analytical Thought (MATH 131)	3
Mathematics (MATH 132)	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
 TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	 45-51

### MAJOR PROGRAM CORE REQUIREMENTS

CIS 130	4
MATH 231	3
MATH 232	3
MATH 240	4
MATH 308	3
MATH 311	3
MATH 499	1

**MAJOR PROGRAM ADDITIONAL REQUIREMENTS**

MATH 134	2
MATH 325	3
MATH 350	3
MATH 351	3
MATH 421	3
MATH 422 or 432	3
MATH 431	3
MATH 450	3
MATH 451	3

TOTAL MAJOR PROGRAM REQUIREMENTS 47

**TEACHER CERTIFICATION REQUIREMENTS**

EDUC 202	3
EDUC 203	0.5
EDUC 240	3
EDUC 320	1
EDUC 329	0.5
EDUC 351	3
EDUC 429	1
EDUC 499	1
EDUC 461	11
SPED 223	3

TOTAL TEACHER CERTIFICATION REQUIREMENTS 27

**OTHER ELECTIVES** 0-2

TOTAL FOR BS DEGREE 121-125

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>.

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: MATHEMATICS**  
**PROGRAM: DUAL ENGINEERING**

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science (PSYC 101 or SOCI 101)	3
Fine Arts (MUSI 101 or THTR 201)	3
Global Issues/Nonwestern Studies *	3
History (HIST 102)	3
Humanities/Literature	3
Humanities	3
Laboratory Science (PHYS 211)	4
Laboratory Science (PHYS 212)	4
Logic & Analytical Thought (MATH 131)	3
Mathematics (MATH 132)	3
Political Economy (ECON 201 or POLS 101 or POLS 103)	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS</b>	<b>45-51</b>

### MAJOR PROGRAM CORE REQUIREMENTS

CIS 130	4
MATH 231	3
MATH 232	3
MATH 240	4
MATH 308	3
MATH 311	3
MATH 499	1

**MAJOR PROGRAM ADDITIONAL REQUIREMENTS**

MATH 134	2
MATH 421 or 431	3

**MAJOR PROGRAM ELECTIVES** 9

*Students in the Mechanical Engineering program are strongly encouraged to take MATH 300.*  
*Students in the Electrical Engineering program are strongly encouraged to take MATH 431 or 432.*

**MAJOR PROGRAM EMPHASIS REQUIREMENTS**

CIS 202	3
CHEM 111	4
CHEM 112 or GEOL 111 as required by engineering field	0-4

*Industrial, Mechanical and Computer Engineering programs require only CHEM 111. Civil Engineering program requires CHEM 111 and GEOL 111. All other engineering programs require CHEM 111 and CHEM 112.*

TOTAL MAJOR PROGRAM REQUIREMENTS	42-46
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**OTHER ELECTIVES** 0-3

TOTAL FOR BS DEGREE	121
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**SENIOR YEAR: STUDENT TRANSFERS TO CLEMSON UNIVERSITY.** 31 semester hours required to complete the engineering degree at Clemson will count toward the requirements for the BS degree in mathematics at Lander. Of these, 5 semester hours of engineering courses will count toward the mathematics requirements. Students must complete the Clemson degree requirements for a BS in Engineering to obtain the BS degree from Lander University.

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.

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

\*Some courses in the Global Issues/Nonwestern Studies category may satisfy Clemson’s Science and Technology in Society requirement.

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

Lander's William Preston Turner School of Nursing offers a baccalaureate nursing program which prepares men and women who demonstrate evidence of potential academic success to provide high quality, holistic nursing care in a variety of settings to diverse clients across the lifespan. The purpose of the William Preston Turner School of Nursing program is to prepare graduates for the professional nursing roles of caregiver, leader, and consumer of research through didactic and clinical learning experiences, and to provide the foundation for advanced studies in nursing.

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 page 261). 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 Lander University. The nature of nursing as an applied discipline requiring mastery of complex academic and clinical knowledge for entry into practice necessitates different criteria.

## **Application Procedure**

Application materials are obtained from the Lander University Admissions Office. The completed application must be returned to the Admissions Office. It is the applicant's responsibility to ensure that all materials are received by the specific dates required.

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 on the grade point average of seven required courses and the cumulative Lander grade point average of each student.)

## **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 to qualify for admission to prenursing**

### **A. Prelicensure Students**

1. Meet the University requirements for admission.
2. Score a combined verbal and quantitative SAT score of at least 1000 or better, or an ACT score of 22 or better.

*The combined verbal and quantitative SAT score of at least 1000 or ACT 22 is required because these tests are established indicators of academic ability. The prenursing curriculum coursework emphasizes chemistry, math, and other applied sciences which require a high level of cognitive ability.*

Those students who do not score at least 1000 on the SAT or at least 22 on the ACT will be classified as a “nursing applicant”. As a nursing applicant a student may still become eligible for the nursing major. If a student chooses to retest on the SAT or ACT and makes at least a 1000 on the SAT or a 22 composite score on the ACT prior to entering Lander University, he/she can be reconsidered for acceptance into prenursing.

### **B. Transfer Students (Internal and External) and Second Degree Students**

All transfer students and second degree students are admitted to Lander as nursing applicants.

## **Nursing major application process**

Students who wish to be considered for admission to the nursing major as a sophomore must apply in writing to the William Preston Turner School of Nursing. New classes are admitted twice each year, once in the fall and once in



the spring. Applications for admission to the major are due by April 30 for fall admission and by October 15 for spring admission. Applications may be downloaded from the William Preston Turner School of Nursing website or obtained from the William Preston Turner School of Nursing office.

Applicants must meet all 5 of these requirements to be considered for admission to the nursing major as a sophomore. A student applying for admissions to the nursing major must meet the requirements under the catalog current at the time of application to the major.

1. "C" or higher in seven required courses - ENGL 101-102, MATH 121/123/131, CHEM 105/111, CHEM 106/112, BIOL 202 (Human Anatomy) and BIOL 203 (Human Physiology).

*A grade of "C" or above is required in mathematics, writing, chemistry, and biology and required nursing courses. 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.*

## 2. GPA requirement

- a. If a current Lander student (prenursing or other majors): Must have taken at least 30 semester hours of college-level coursework earning a Lander Institutional GPA of at least 2.6 and a GPA of at least a 2.6 on REQUIRED PREREQUISITE COURSES as listed above in #1 INCLUDING THOSE TAKEN AT ANY INSTITUTION OF HIGHER EDUCATION.
- b. If a transfer student: At least 30 semester hours of college-level coursework including 12 semester hours at Lander with a cumulative Lander Institutional GPA of at least 2.6 and a GPA of at least a 2.6 on REQUIRED PREREQUISITE COURSES as listed above in #1 INCLUDING THOSE TAKEN AT ANY INSTITUTION OF HIGHER EDUCATION.
- c. If already possess a baccalaureate degree (**must first be admitted to Lander University**): at least cumulative GPA of 2.6 (not rounded) on previous baccalaureate degree college work AND a GPA of at least 2.6 on REQUIRED PREREQUISITE COURSES as listed above in #1 INCLUDING THOSE TAKEN AT ANY INSTITUTION OF HIGHER EDUCATION; otherwise, must meet transfer student GPA requirements (listed in b. above).

## 3. Earned grade requirement

- a. Students 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
- b. must not earn a grade below "C" in more than two (2) required courses taken at any institution of higher education. The following courses are considered required courses: English 101, English 102, Math 121, Math 123, Math 131, Math 211, Biology 202, Biology 203, Biology 204, Chemistry 105, Chemistry 106, Chemistry 111, Chemistry 112, Anatomy and Physiology I and II if taken at a technical or community college and any required nursing course. A grade of less than "C" in any of these courses will be counted when applying the earned grade policy.

Students wishing to pursue a nursing degree from Lander with any failures of nursing courses from other nursing programs will be considered on a case by case basis with the following considerations:

- a. Students with any failure of a nursing course from another institution will be required to complete ALL of the nursing curriculum at Lander. Failures of required nursing courses, regardless of institution, will count in the Earned Grade Policy.
- b. 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.
- c. 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.

4. Application to Nursing Major submitted by the respective deadline (April 30 or October 15)
  - a. Deadline for completed application is April 30 or October 15, respectively
  - b. Admission decisions made by **May 31** or **November 1**, respectively
5. Completion of clinical agency health screening requirements are due to the vendor assigned by the William Preston Turner School of Nursing by July 17 or December 1, respectively; any student not meeting this deadline will forfeit his/her seat in the class.

*Admission is contingent on maintaining a GPA of at least 2.6 and “C” or higher in all required courses. Students admitted to the nursing major will start sophomore nursing courses, complete 6 semesters of nursing courses in sequence, and graduate in three years (In the event there are more qualified applicants than space available, admission to the major will be determined by the nursing faculty based on the Lander institutional GPA and the GPA on required courses of each student).*

#### **Requirements for progression in the nursing major**

1. Maintain a cumulative Lander grade point average (institutional) of 2.6 (not rounded) assessed each semester including summers.
2. Complete the following required courses on schedule with a grade of “C” or above:

MATH 211

BIOL 204 and BIOL 304 or NURS 304

NURS 165, 232, 233, 235, 240, 242

NURS 303, 345, 346, 392, 393

NURS 408, 409, 412, 417, 460, 499

*Students must adhere to the earned grade limitations as listed in the section on Graduation Requirements.*

*A grade of “C” or above must be earned in all required courses prior to enrolling in subsequent nursing courses.*

3. Complete and submit required annual documentation of clinical agency health screening requirements to the vendor assigned by the William Preston Turner School of Nursing at the time of admission to the nursing major providing coverage for the complete academic year, including summer as applicable, by July 17 or December 1 each year.
4. Maintain enrollment at Lander University during both semesters of the academic year, or be on official temporary leave status.
5. 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).
6. Earn Level II competency on each ATI test or successfully complete a remediation plan.

*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 considered for readmission to the nursing major upon attainment of the requirements and space availability in that class. Exceptions to the above requirements will be considered based on written letter of petition to the nursing faculty.*

#### **Out-of-Sequence Students**

Following admission to the nursing major, students who earn a “D” or below 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 2.6 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 the nursing program after having been out of sequence as a result of withdrawal, failure of medication calculation tests, violation of earned grade requirement, or Lander institutional GPA less than 2.6 must make application for readmission by completing the *Readmission to Major for Out-of-Sequence Students*. 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. In addition to their faculty advisor, a faculty sponsor will be assigned to all out-of-sequence students.

### **Graduation Requirements**

1. Completion of Lander University requirements for graduation.

In addition students:

2. must complete required nursing, mathematics (MATH 121/123/131, 211), writing (ENG 101, 102), and science (CHEM 105/111, 106/112, BIOL 202, 203, 204, BIOL 304 or NURS 304) 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. (Students wishing to repeat required nursing 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 course work and nursing courses upon graduation.
2. Completion of nursing honors synthesis project (NURS/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/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 within the College of Science and Mathematics is assigned to each prenursing 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% (32 hours) of the total semester hours through instruction by Lander University. (Lander University policy)

1. Prelicensure nursing students who 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/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 Director with input from the Nursing Faculty.

### **Special Expenses**

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

### **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* available at <http://www.lander.edu/Academics/Colleges-Departments/Science-Mathematics/Nursing/Programs.aspx>.

## **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 Nursing Faculty Organization.

## **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* at <http://www.lander.edu/Academics/Colleges-Departments/Science-Mathematics/Nursing/Programs.aspx>; 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 10 (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 or its equivalent, then annual single-step TB screening or its equivalent; annual 10-panel drug screen; documentation of rubella (German measles) immunization or immune titer; evidence of varicella (chicken pox) immunizations or immune titer (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 (links available on the William Preston Turner School of Nursing website <http://www.lander.edu/nursing>) 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, leadership, and management, 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 101-102, BIOL 202 (Human Anatomy), BIOL 203 (Human Physiology) (2 semesters combined A&P course accepted), BIOL 204 (Microbiology), and MATH 211 (statistics).
3. Achieve cumulative GPA of at least 2.6 (not rounded) at last school attended.
4. Submit application to the Admissions Office of Lander University prior to applying for admission to the nursing.
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 courses part-time.
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 32 semester hours from Lander in order to graduate.

**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 2.6 or higher (not rounded).
3. Complete required nursing, mathematics (MATH 211), writing (ENG 101/102), and science (CHEM 105/111, BIOL 202, 203, 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 below “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% (32 hours) of total semester hour credit through instruction by Lander University.
3. Must earn a minimum of 12 semester hours 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.*

<b>Core Courses</b>	<b>Credit Hours</b>
NURN 340: Enhanced Physical Assessment for RNs	3*
NURN/NURS 303: Nursing Research	3
NURN 307: Professional Transition for RNs	4***
*NURN 412: Nursing Leadership & Management	4*
NURN 417: Community Health Nursing	5*
NURN 499: Prof. Development in Nursing	2
BIOL 304: Pathophysiology or NURN 304 Pathophysiologic Bases of Nursing Practices for RNs	3
<b>TOTAL REQUIRED</b>	<b>24</b>

\*Clinical laboratory credit ratio: 1 credit hour for 3 hours contact time per week.

\*\*\*Upon successful completion of NURN 307 with at least a “B”, students are awarded 39 semester hours of advanced placement in nursing.

The following General Education core requirements must be completed at Lander University or any accredited institution of higher learning:

<b>General Education</b>	<b>Credit Hours</b>
Behavioral Science	3
Fine Arts	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science (CHEM 105/111)	4**
Logical and Analytical Thought	3
Political Economy	3
Wellness (NURN 203[online] or PEES 175 and 176)	3
Global/ Nonwestern Studies	3
<b>TOTAL REQUIRED</b>	<b>31</b>

<b>University Requirement</b>	<b>Credit Hours</b>
Foreign Language	0-6*

**\*If foreign language is exempted, a student needs an additional six hours of electives.**

\*\*Registered nurses may meet the Lander University general education core curriculum requirement in laboratory science by completing a minimum of 16 hours of laboratory science courses that include 4 hours of chemistry.

<b>Electives Offered Online</b>	<b>Credit Hours</b>
NURN 291, 292: Special Topics in Nursing	1-3
NURN 370, 371, 372, 373: Advanced Topics in Nursing	1-3
NURN 480: Nursing Honors Synthesis	3
<b>TOTAL REQUIRED</b>	<b>5</b>

<b>Credit Summary for RN-BSN Option</b>	<b>Credit Hours</b>
Prerequisite Courses	21
Core Courses	24
General Education Courses	31
University Requirement (Foreign Language or 6 additional hours of electives, if exempt)	6
Electives	5
Advanced placement earned after completion of NURN 307 with at least a "B"	39
<b>Total Hours required for BSN Degree</b>	<b>126</b>

### Department 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.



## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: NURSING**  
**OPTION: (PRELICENSURE)**

Credit Hours

### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science	3
Fine Arts	3
Global Issues/Nonwestern Studies	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science (CHEM 105 or 111)	4†
Laboratory Science (CHEM 106 or 112)	4†
Logic & Analytical Thought (MATH 211)	3†
Mathematics (MATH 121 or MATH 123 or MATH 131)	3†
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3†
Writing (ENGL 102)	3†
<b>TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS</b>	<b>45-51</b>

### MAJOR PROGRAM CORE REQUIREMENTS

BIOL 202	4†
BIOL 203	4†
BIOL 204	4†
NURS 232	1†
NURS 233	3†
NURS 235	4†
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

BIOL 304 or NURS 304	3†
NURS 165	2†
NURS 240	3†
NURS 303	3†
NURS 412	4†
NURS 417	5†
NURS 460	2†
NURS 499	2†
TOTAL MAJOR PROGRAM REQUIREMENTS	75
<b>OTHER ELECTIVES</b>	0-6
TOTAL FOR BS DEGREE	126

†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>.

## 2013-2014 PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: NURSING**  
**OPTION: COMPLETION FOR REGISTERED NURSES**

Credit Hours

### UNIVERSITY REQUIREMENTS

Foreign Language	0-6
Foreign Language	

### 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).

Behavioral Science	3
Fine Arts	3
Global Issues/Nonwestern Studies	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science (CHEM 105 or 111)	4*
Laboratory Science (CHEM 106 or 112)	4*
Logic & Analytical Thought	3
Mathematics (MATH 211)	3
Political Economy	3
Wellness (NURN 203 [online] or PEES 175 and 176)	3
Writing (ENGL 101)	3#†
Writing (ENGL 102)	3#†

TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	44-50
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### 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	1Δ
NURS 233	3Δ
NURS 235	4Δ
NURS 242	5Δ
NURS 345	5Δ
NURS 346	5Δ

NURS 392	4Δ
NURS 393	4Δ
NURS 408	4Δ
NURS 409	4Δ

**MAJOR PROGRAM ADDITIONAL REQUIREMENTS**

BIOL 304 or NURN 304	3†
NURN 303	3†
NURN 307	4†
NURN 340	3†
NURN 412	4†
NURN 417	3†
NURN 499	2†

TOTAL MAJOR PROGRAM REQUIREMENTS	73
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<b>OTHER ELECTIVES</b>	3-9
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TOTAL FOR BS DEGREE	126
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\*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

†Must earn a “C” or better in each course

Δ 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.

# 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

The study of financial accounting theory and problems for the corporate form of organization. Preparation and presentation of financial statements according to generally accepted accounting principles. 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, overall and institution GPA of 2.50 or better, successful completion of required competency assessments and completion of BA 225, ECON 202 and ENGL 275 with a "C" or better. *Three semester hours per course.*

### ACCT 302.INTERMEDIATE ACCOUNTING II

The study of financial accounting theory and problems for the corporate form of organization. Preparation and presentation of financial statements according to generally accepted accounting principles. The analysis and interpretation of financial statements and other accounting problems are emphasized. Prerequisite: "C" or better in ACCT 301. *Three semester hours.*

### ACCT 307.GOVERNMENTAL AND INSTITUTIONAL ACCOUNTING

The study of 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. *Three semester hours.*

### ACCT 312.ADVANCED ACCOUNTING

The study of accounting and reporting for complex accounting topics with primary emphasis on business combinations, partnerships, foreign currency transactions and translation of foreign financial statements. Prerequisite: "C" or better in ACCT 301. *Three semester hours.*

### ACCT 321.INCOME TAX I

The study of 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, overall and institution GPA of 2.50 or better, successful completion of required competency assessments and completion of BA 225, ECON 202 and ENGL 275 with a "C" or better. *Three semester hours.*

### ACCT 322.INCOME TAX II

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. *Three semester hours.*

### **ACCT 331.COST/MANAGEMENT ACCOUNTING I**

The 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, overall and institution GPA of 2.50 or better, successful completion of required competency assessments and completion of BA 225, ECON 202 and ENGL 275 with a "C" or better. *Three semester hours.*

### **ACCT 332.COST/MANAGEMENT ACCOUNTING II**

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. *Three semester hours.*

### **ACCT 352.COMMERCIAL LAW**

A study of contracts, commercial paper, agency, personal property and bailments, real property, estates, sales, security devices, 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, overall and institution GPA of 2.50 or better, successful completion of required competency assessments and completion of ACCT 201, BA 225, 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, overall and institution GPAs of 2.50 or better, successful completion of required competency assessments and completion of ACCT 201, BA 225, ECON 202 and ENGL 275 with a "C" or better. *One to six semester hours.*

### **ACCT 402.AUDITING I**

The study of the authoritative literature 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. *Three semester hours.*

### **ACCT 403.ACCOUNTING INFORMATION SYSTEMS**

The study of 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. *Three semester hours.*

### **ACCT 490.ACCOUNTING INTERNSHIP**

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: Senior status in major; minimum of a 2.50 overall GPA with a 3.0 GPA in the major and permission of instructor. For business majors additional prerequisites include completion of 45 semester hours, overall and institution GPAs of 2.50 or better, successful completion of required competency assessments and completion of ACCT 201, BA 225, 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 Department of Business Administration. 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. Prerequisite: ACCT 490. *One to six semester hours.*

## **ANTHROPOLOGY**

### **ANTH 103. PHYSICAL ANTHROPOLOGY AND ARCHAEOLOGY**

The study of humans as biological organisms through time and space. The course draws on material from archaeology, genetics, medical epidemiology, the fossil record, our primate cousins, and elements of culture. Required for the minor. *Three semester hours.*

### **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. *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 315. HUMANS AND THEIR ENVIRONMENTS**

The course studies the relationship between humans and the natural environment: climate change, global warming, and ecological disasters around the world. It focuses on the role of humans in averting disaster and creating methods of sustainable natural resource management. Prerequisites: ANTH 103, 104, or SOCI 101 and sophomore/junior/senior status 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 103, 104, or SOCI 101 and sophomore/junior/senior status recommended. *Three semester hours.*

### **ANTH 371. CURRENT TOPICS IN ARCHAEOLOGY/ANTHROPOLOGY**

This course is designed to allow in-depth study of topics in archaeology/anthropology. May be taken for additional credit as topic changes. Prerequisites: ANTH 103, 104, or SOCI 101 and sophomore/junior/senior status recommended or permission of instructor. *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. *Three semester hours.*

### **ART 103. DRAWING FUNDAMENTALS**

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 DEVELOPMENT**

Exploration of drawing ideas with emphasis on developing contrasting systems of materials 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 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 print making, 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.DRAWING AND PAINTING**

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.CRITICAL INQUIRY**

The student will be introduced to universal themes in art through lecture, studio performance, reflective response, and participation in a service learning project. Emphasis will be placed on the purpose of art in the global community and the function of art education in the local community. *Three semester hours.*

**ART 229.DIGITAL PHOTOGRAPHY**

Digital 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. Prerequisites: ART 103, ART 104, and ART 105 or permission of the instructor. Other majors should take ART 219, Digital Photography for Non-Art majors. Prohibited from students having earned credit in ART 219. Two three-hour labs or three two-hour labs. *Three semester hours.*

**ART 301.SCHOOL ARTS PROGRAM**

A study of essential components of art programs in the public schools, including perception and sensitivity, art history as heritage, making and evaluating art. Also includes a study of the relationship of art to other components of curriculum in the schools, as well as art for the handicapped. Prerequisite: ART 221. *Three semester hours.*

**ART 302.SCULPTURE**

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 303.PHOTOGRAPHY II**

Expanding 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. A SLR Digital camera with manual controls is required. Prerequisite: ART 203 or permission of the instructor. Two three-hour labs or three two-hour labs. *Three semester hours.*



**ART 304.GRAPHIC DESIGN STUDIO**

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(s): ART 214 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.ADVANCED DRAWING AND PAINTING I**

Exploration and development of color relationships and compositional forms. Prerequisite(s): ART 205 or permission of the instructor. Two three-hour labs or three two-hour labs. *Three semester hours.*

**ART 306.ADVANCED PRINTMAKING I**

Further exploration of materials and methods of printmaking and personal expression in the media. Prerequisites: ART 206 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.COMPUTER GRAPHICS**

Intermediate development of proficiency with industry standard software for graphic design. Studio lab experience in creatively using graphic design software including Photoshop, Illustrator and InDesign.

Prerequisites: ART 204. Two three-hour labs or three two-hour labs. *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 313.HISTORY OF MODERN DESIGN**

A survey of the history of design from 1866 to current time. Includes the development of commercial design as applied to merchandising, advertising, book art illustration, typography, industrial design, etc. The course highlights major design trends such as Arts and Crafts, Art Nouveau, Bauhaus, etc. *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. (Global Issues/Nonwestern Studies) *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.ADVANCED DRAWING**

Studio course for majors and minors. Designed to further develop drawing skills, with exploration of ideas, materials and media. Experimentation in generating alternative approaches to drawing problems also stressed. 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 and ART 104 and ART 105 and ART 106 or permission of the instructor. Six hours of lab contact per week. *Three semester hours.*

**ART 350.ADVANCED STUDIO**

Studio course for majors and non-majors. Emphasis on individual creative solutions of visual problems in one area of art. Prerequisites: ART 103 and ART 104 and ART 105 and ART 106 and an art studio 200-level course or permission of the instructor. May be repeated for additional credit. Two three-hour labs or three two-hour labs. *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 214 and ART 308. Six hours of lab contact per week. *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 401.SENIOR EXHIBITION**

This course fulfills the senior exhibition requirement for visual art majors. Course content will include practical experience in installing an exhibition, which will encompass such things as matting and framing, publicity, labeling, and hanging the actual exhibition. It is restricted to visual art majors who have applied to the art faculty. Normally taken during semester of graduation. Prerequisite: Approval by art faculty. *One semester hour.*

**ART 402.ADVANCED SCULPTURE**

Further exploration in sculpture and/or ceramics, materials, techniques, form problems and personal expression. Prerequisites: ART 302 or ART 307 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.ADVANCED GRAPHIC DESIGN STUDIO**

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. Prerequisite(s): ART 304 or permission of the instructor. Student laptop with Adobe Creative Suite software is required for this course. ART 404 may be repeated for additional credit. Two three-hour labs or three two-hour labs. *Three semester hours.*

**ART 405.ADVANCED DRAWING AND PAINTING II**

Exploration and development of color relationships and compositional forms. ART 405 may be repeated for additional credit. Prerequisite(s): ART 305 or permission of the instructor. Two three-hour labs or three two-hour labs. *Three semester hours.*

**ART 406.ADVANCED PRINTMAKING II**

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 above 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.ADVANCED COMPUTER GRAPHICS**

An advanced course in computer imaging for graphic design applications. Studio lab experience in creatively using graphic design industry standard software including Adobe Photoshop, Illustrator and InDesign. May be

repeated for additional credit. Prerequisite: ART 308 or permission of 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 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.**

### **BIOLOGY**

#### **BIOL 101. GENERAL BIOLOGY**

The laboratory science course introducing biological concepts for non-biology majors. Topics include scientific method, biochemistry, cells, photosynthesis, respiration, DNA/RNA, protein synthesis, mitosis, meiosis, Mendelian genetics, human genetics, evolution, recombinant DNA, biotechnology, and environment. Three hours lecture, three hours laboratory weekly. This course is a prerequisite for BIOL 102. **Four semester hours.**

#### **BIOL 102. ORGANISMAL BIOLOGY**

The second course in the 101-102 sequence for non-biology majors. Topics include: origin of life; colonization of land; diversification of plants and animals; anatomy and physiology of plants; anatomy and physiology of animal systems (primarily mammalian, with emphasis on human), including reproductive, digestive, endocrine, circulatory, and nervous. Three hours lecture, three hours laboratory weekly. Prerequisite: BIOL 101 or 111 or permission of instructor. **Four semester hours.**

#### **BIOL 103. PLANTS AND SOCIETY**

Designed to introduce non-science majors to science and the scientific method through botany and its practical applications. Topics will include: general vascular plant anatomy and physiology; genetics of plant breeding; flower, fruit, and seed development, dispersal, and germination; plant tissue culture, cloning, and sterile laboratory technique; native plant identification; agricultural and horticultural uses of plants; chemicals produced by plants (drugs and medicines). Three hours lecture, three hours laboratory weekly with an independent project. **Four semester hours.**

#### **BIOL 111. PRINCIPLES OF BIOLOGY**

The first part of a three semester introduction to biology designed to prepare the student for further study in scientific and medical fields. An introductory study of biological chemistry, cell biology, energy metabolism, genetics, ecology, and evolution. Three hours lecture, three hours laboratory weekly. **Four semester hours.**

#### **BIOL 112. PRINCIPLES OF ZOOLOGY**

A continuation of the introductory biology sequence for science majors. A study of animal biology including diversity, histology, physiology, anatomy, reproduction, development, behavior, and evolution. Three hours lecture, three hours laboratory weekly. Prerequisite: "C" or better in BIOL 111. **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 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 213.PRINCIPLES OF BOTANY**

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 291.BIOLOGY TEACHING PRACTICUM**

Designed to give students practical experience in teaching biology courses required for their major. Student will assist instructor in a selected biology course. Prerequisite: "B" or better in the course for which the student desires to take the practicum, permission of the instructor for that course. Graded Pass/Fail. Does not count toward Biology elective credit. *One semester hour.*

**BIOL 301.BIOCHEMISTRY**

Fundamental concepts in biochemistry focused upon the major macromolecules and chemical properties of living systems. Primary topics include the structure, function, and metabolism of amino acids, proteins, carbohydrates, and lipids; the physical properties of water, pH, and biological buffers; enzyme kinetics and regulation. The biochemistry of nucleic acids is not covered. Three hours lecture weekly. Cross-listed with CHEM 301. Prerequisites: CHEM 221 and "C" or better in BIOL 101 or BIOL 111. *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**

A study of the relationships between organisms and their environment including the abiotic environment and the organization and dynamics of communities and populations. Laboratory field exercises provide experience with ecological principles and electronic data management. Three hours lecture, three hours laboratory weekly. Prerequisites: CHEM 111, MATH 121 or 131, "C" or better in BIOL 111. *Four semester hours.*

**BIOL 307.ANIMAL DEVELOPMENT**

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. Prerequisites: CHEM 221, "C" or better in BIOL 112 and BIOL 312. *Four semester hours.*

**BIOL 308.COMPARATIVE VERTEBRATE ANATOMY**

The evolution of vertebrate organ systems with emphasis on phylogeny and morphology. Three hours lecture, three hours laboratory. Prerequisite: "C" or better in BIOL 112. *Four semester hours.*

**BIOL 311.ANIMAL PHYSIOLOGY**

Stresses the physical and chemical basis underlying physiological functions and regulatory processes in the organ systems of vertebrates. Three hours lecture, three hours laboratory weekly. Prerequisites: CHEM 111-112, "C" or better in BIOL 112. *Four semester hours.*

**BIOL 312.GENETICS**

An introduction to the history and fundamental principles of genetics and patterns of inheritance. Topics include classical Mendelian genetics as well as microbial, biochemical, human, population, and cytogenetics, genetic mapping in both prokaryotes and eukaryotes. 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, "C" or better in BIOL 111. *Four semester hours.*

**BIOL 313.PLANT ANATOMY**

A comparative study of the anatomical structures of the vascular plants, beginning with the pre-vascular Bryophyta and continuing through the Anthophyta, and the contribution these changes have made to the evolutionary relationships between these groups. Three hours lecture, three hours laboratory weekly. Prerequisite: "C" or better in BIOL 213. *Four semester hours.*

**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 BIOLOGY**

A study of the structure, organization, and regulation of genetic material. Emphasis is placed on the molecular and biochemical regulation of gene expression and on the molecular techniques used in DNA manipulation. Three hours lecture and three hours laboratory weekly. Prerequisites: BIOL 312, CHEM 221, or permission of instructor. *Four semester hours.*

**BIOL 407,408,409,410.RESEARCH**

Research on special topics for outstanding upperclassmen in Biology pending approval of the supervising faculty member. A proposal and a final seminar on the research project must be presented to the Biology faculty. (Limited to a maximum of four semester hours. These courses do not fulfill the Biology major elective requirements.) Graded on a Pass/Fail basis. These courses are not sequential. *One to four semester hours.*

**BIOL 412.GENETICS RESEARCH**

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. Graded pass/fail. Prerequisite: "C" or better in BIOL 312. *Four semester hours.*

**BIOL 415.LIMNOLOGY**

The structure, function, and major biota of freshwater ecosystems. Emphasis will be placed on the ecology of lakes, reservoirs, streams and rivers. Laboratory exercises include applications of limnological concepts in field and laboratory settings. Three hours lecture and three hours laboratory weekly. Prerequisites: MATH 211 and a grade of "C" or better in BIOL 306. Cross-listed with ES 415. *Four semester hours.*

**BIOL 421.GENERAL MICROBIOLOGY**

Basic concepts pertaining to microbial structure/function, evolution/classification, nutrition/growth, and metabolism. Using examples from bacteria, viruses, fungi, and protozoa, the following themes will be emphasized: microbial ecology, metabolic diversity, and host-microbe interactions. Three hours lecture and three hours laboratory weekly. Prerequisites: CHEM 221 and "C" or better in BIOL 312. *Four semester hours.*

**BIOL 422.IMMUNOLOGY AND SEROLOGY**

An introduction to the physical, chemical, and biological characteristics of antigens, antibodies, and serum components. Topics include: a molecular and genetic analysis of the immune response and its regulation, biological properties of B and T lymphocytes, including biogenesis and differentiation, interactions between

immunological cells, and the generation of antibody diversity. Three hours lecture, three hours laboratory weekly. Prerequisite: CHEM 221 and “C” or better in BIOL 312. *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 (see Program Requirements pages 222-223) 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.INTERNSHIP IN BIOLOGY**

Practical experience in an approved biology-related work situation. The experience will be supervised by a member of the Biology faculty who will make at least one visit to the job site. The student will maintain a folio of experiences and will submit it and 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/week of on-the-job experience for at least 13 weeks is required for each hour of credit. Not available for biology major credit. May be repeated for a total of 4 hours credit. Prerequisite: Admission to Upper Division in Biology. Graded on a Pass/Fail basis. *Variable credit with a maximum of four 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 FORUM**

A consideration of topics likely to be important to seniors or recent graduates, including finding appropriate graduate schools, applying to them, life in graduate school, paying for graduate school, applying for, preparing for and taking the GRE, MCAT, or DAT, preparing a resume, applying for a job, and beginning a professional library and information retrieval system. Administration of the Exit Assessment Exam in Biology is an important component of the course. Graded on a Pass/Fail basis. Prerequisite: Senior classification. *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 225.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 121. *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.CAREER DEVELOPMENT**

A course providing information and developing skills necessary for effective career decision making. Emphasis is placed on the nature of work, processes of making career decisions, occupational exploration, and job entry preparation. Prerequisite: Juniors and seniors only. *One semester hour.*

**BA 304.MANAGEMENT INFORMATION SYSTEMS II**

A study of 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. Prerequisites: BA 101. For business majors additional prerequisites include completion of 45 semester hours, overall and institution GPAs of 2.50 or better, successful completion of required competency assessments and completion of ACCT 201, BA 225, ECON 202 and ENGL 275 with a “C” or better. *Three semester hours.*

**BA 309.FINANCIAL SERVICES**

An introduction and analysis of the financial services industry both domestic and global focusing on banking, insurance (risk management) including pensions, investment, and real estate. Students will learn of financial markets and the financial services industry, major companies and competitors in the industry, and opportunities and credentials required for employment in financial services. Prerequisites: Junior or senior status. For business majors using this course as a selective, additional prerequisites include completion of 45 semester hours, overall and institution GPAs of 2.50 or better, successful completion of required competency assessments and completion of ACCT 201, BA 225, ECON 202 and ENGL 275 with “C” or better. *Three semester hours.*

**BA 325.ADVANCED ANALYTICAL METHODS**

A course emphasizing quantitative decision making processes. Linear Programming, transportation models, integer programming, PERT/CPM, waiting line models, and simulation are the principal thrust of the course. Prerequisite: BA 225. For business majors additional prerequisites include completion of 45 semester hours, overall and institution GPAs of 2.50 or better, successful completion of required competency assessments and completion of ACCT 201, ECON 202 and ENGL 275 with a “C” or better. *Three semester hours.*

**BA 351.BUSINESS ETHICS**

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. Discussion of international corporate social responsibility is also discussed. For business majors using this course as a selective, additional prerequisites include completion of 45 semester hours, overall and institution GPAs of 2.50 or better, successful completion of required competency assessments and completion of ACCT 201, BA 225, ECON 202 and ENGL 275 with a “C” or better. *Three semester hours.*

**BA 369.BUSINESS TOPICS**

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, overall and institution GPAs of 2.50 or better, successful completion of required competency assessments and completion of ACCT 201, BA 225, ECON 202 and ENGL 275 with a “C” or better. *One to six semester hours.*

**BA 390.INTERNATIONAL BUSINESS**

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. (Global Issues/Nonwestern Studies). Prerequisite: Junior or senior status. *Three semester hours.*

**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, MGMT 330, MKT 301; co-requisites: BA 325. *Three semester hours.*

**BA 490.BUSINESS INTERNSHIP**

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 2.50 GPA; and permission of instructor. For business majors using this course as a selective, additional prerequisites include completion of 45 semester hours, overall and institution GPAs of 2.50 or better, successful completion of required competency assessments and completion of ACCT 201, BA 225, ECON 202 and ENGL 275 with a "C" or better. *One to six semester hours.*

#### **BA 499.BUSINESS SEMINAR**

A capstone course taught using a seminar format that reinforces knowledge and skills needed for graduates to assume positions of leadership and responsibility. Topics include: effective communication, using technology for decision-making, business ethics, leadership and problem-solving. Pre-requisite: To be taken in senior year. Co-requisite: BA 414. *One semester hour.*

#### **CALL ME MISTER**

##### **CMM 101.CALL ME MISTER SEMINAR**

This seminar examines the origins of the MISTER initiative and a series of topics associated with the development of leadership skills in preparation for the teaching profession. Pre-requisite: Acceptance into Call Me MISTER program. *One semester hour.*

#### **CHEMISTRY**

##### **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. *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. *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. *Four semester hours per course.*

##### **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 111-112 or approval of instructor. CHEM 221 is a prerequisite for CHEM 222. *Four semester hours per course.*

##### **CHEM 301.BIOCHEMISTRY**

Fundamental concepts in biochemistry focused upon the major macromolecules, and chemical properties of living systems. Primary topics include the structure, function, and metabolism of amino acids, proteins, carbohydrates, and lipids; the physical properties of water, pH, and biological buffers; enzyme kinetics and regulation. The biochemistry of nucleic acids is not covered. Three hours lecture weekly. Cross-listed with BIOL 301. Prerequisites: CHEM 221 and "C" or better in BIOL 101 or 111. *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. Prerequisite: CHEM 112. **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, emission, nuclear magnetic resonance, x-ray fluorescence, neutron activation, mass spectrometry, liquid chromatography and gas-liquid chromatography. Three hours lecture, three hours laboratory weekly. Prerequisite: CHEM 330. **Five 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.INTRODUCTION TO CHEMICAL ENGINEERING**

Fundamental concepts of chemical engineering, including mass and energy balances, PVT relations for gases and vapors, and elementary phase equilibria. Use of numerical methods for solution of typical chemical engineering problems. Three hours lecture, two hours laboratory weekly. Prerequisites: CHEM 112, PHYS 212. **Four 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. (Global Issues/Non-western Studies). **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. Cross-listed with ES 420. Prerequisite: 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.*

## **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 202, BA 205, or EDUC 204. *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, web page 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 113.COMPUTER PRODUCTIVITY APPLICATIONS III**

This course is designed to improve students' presentation productivity as knowledge workers. It covers presentation design, basic to advanced functionality of presentation software, and effective delivery 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, 121, 131, or 211. *Four semester hours.*

### **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 131 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 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 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 290.COMPUTER INFORMATION SYSTEMS PRACTICUM**

Designed to give students practical experience in tutoring computer information systems. Elective credit only. Graded as Pass/Fail. By permission of Department Chair only. Prerequisite: nine to eighteen semester hours in computer information systems courses at Lander with a GPR of at least 3.25 in these courses, or more than eighteen semester hours in computer information systems courses with a GPR of a least 3.0 in these courses. *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. (Also listed as MATH 300). Students are encouraged to take CIS 102 or 202. Prerequisites: MATH 132 ("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 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 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:

1. Disney College Program Practicum,
2. Disney Communications Course,
3. Disney Hospitality Management Course,
4. Disney ExpEARiential Learning,
5. Disney Human Resource Management Course,
6. Disney Organizational Leadership Course.
7. Marketing You – Personal and Career Development Strategies

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 **14** semester hours of credit can be earned, only 6 hours of COOP credit may be applied toward degree requirements.

## **CRIMINAL JUSTICE MANAGEMENT**

### **CJM 301.INTRODUCTION TO CRIMINAL JUSTICE MANAGEMENT**

This course is an introduction to historical perspectives of the field of law enforcement and to careers in law enforcement. This course will also cover skills and knowledge needed to succeed in an online degree program. Prerequisite: Admission to the Criminal Justice Management Program, or permission of the instructor. ***Three semester hours.***

### **CJM 302.RISK MANAGEMENT AND LIABILITY ISSUES**

This course is designed to help officers understand the issues of personal liability that law enforcement officers face in the completion of assigned duties. Issues related to minimization of liability in various situations will be explored to assist officers in learning to avoid actions that potentially lead to liability suits and strategies to deal with suits when filed. Prerequisite: Admission to the Criminal Justice Management program or permission of the instructor. ***Three semester hours.***

### **CJM 317.INTRODUCTION TO PUBLIC ADMINISTRATION IN CRIMINAL JUSTICE**

Introduction to government bureaucracy. Case studies will examine the relationship between politics, laws, and government administration. Comparisons between public and private (business) administration. Provides an overview of the study of public administration. Prerequisite: Admission to the Criminal Justice Management program. ***Three semester hours.***

### **CJM 318.PUBLIC BUDGETING IN CRIMINAL JUSTICE**

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 the county, city or local school boards. Prerequisites: CJM 317 and admission to the Criminal Justice Management program. ***Three semester hours.***

### **CJM 371.SPECIAL TOPICS IN CRIMINAL JUSTICE MANAGEMENT**

Exploration of topics and issues not currently included in the criminal justice management curriculum. This course is designed as an experimental course that reflects emergent areas of teaching and research. May be taken for additional credit as topics change. Students enrolled in the Criminal Justice Management degree-completion program can take up to nine (9) hours of CJM 371 courses, to count toward their degree requirements.

Prerequisite: Admission to the Criminal Justice Management program or permission from the instructor. **Three semester hours.**

#### **CJM 396. APPLIED RESEARCH IN CRIMINAL JUSTICE MANAGEMENT**

Applied management methods in criminal justice, with emphasis on identifying management needs and assessing alternative solutions. Prerequisites: Admission to the Criminal Justice Management program or permission of the instructor. **Three semester hours.**

#### **CJM 401.ETHICS IN CRIMINAL JUSTICE**

Focuses on standards and codes of professional law enforcement. Prerequisite: Admission to the Criminal Justice Management program, or permission of the instructor. **Three semester hours.**

#### **CJM 402.HUMAN RESOURCE MANAGEMENT IN PUBLIC AGENCIES**

Focuses on issues related to hiring, evaluating, and promoting personnel in public agencies with a focus on law enforcement issues. Issues of equity, harassment policies, and hostile work environments are examined.

Prerequisite: Admission to the Criminal Justice Management program. **Three semester hours.**

#### **CJM 408.INCIDENT COMMAND**

Focuses on interaction between service agencies in incidents where multiple agencies are called. Issues include identifying multi-agency incidents and coordinating procedures to assure rapid and effective coordination of services. Prerequisites: Admission to the Criminal Justice Management Program or permission of the instructor. **Three semester hours.**

#### **CJM 421.MEDIATION AND NEGOTIATION**

Designed to provide skills in mediating conflicts and negotiating in a law enforcement environment. Prerequisite: Admission to the Criminal Justice Management Program, or permission of the instructor. **Three semester hours.**

#### **CJM 499.CRIMINAL JUSTICE POLICY ANALYSIS**

Analysis of federal and state crime control initiatives. Comparison of different approaches with a focus on design and implementation of effective policies. Prerequisites: Admission to the Criminal Justice Management Program and senior standing. **Three semester hours.**

### **DANCE**

#### **DANC 101.DANCE TECHNIQUE**

Introduction to the development of body strength, flexibility, and control. Work in rhythmic patterns and dance routines demonstrate the use of body control as an instrument of expression. **Three semester hours.**

#### **DANC 102.INTERMEDIATE AND ADVANCED TECHNIQUES**

Continuation of DANC 101 with emphasis on using the body's strength, flexibility, and control in a dance art form. Added to the physical aspects of dance are technique of composition, phrasing, and theory for the performer. **Three semester hours.**

#### **DANC 104.BALLET I**

Provides fundamental knowledge and skills of classical ballet. Body alignment principles, ballet movement vocabulary, and ballet class etiquette are studied. **Two semester hours.**

#### **DANC 106.MODERN DANCE I**

Provides fundamental knowledge and skills of modern dance as an art form. Course content consists of modern dance techniques and styles, movement improvisation, and composed dance studies. **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 155.LANDER DANCERS**

The class will provide educational training for the creation, rehearsal, and performance of student works and composition. Course may be repeated for credit. Audition required. Four hours required for minor. *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 Education (pages 292-293).

**ECONOMICS****ECON 101.ECONOMICS IN SOCIETY**

A comprehensive non-technical course that emphasizes the efficiencies of public and private choices. Issues include unemployment, poverty, pollution, medical care, deficits, and international income. May not be taken by students who have earned credit in ECON 201. *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. *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**

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. Prerequisites: ECON 201 and ECON 202. For business majors additional prerequisites include completion of 45 semester hours, overall and institution GPAs of 2.50 or better, successful completion of required competency assessments and completion of ACCT 201, BA 225, and ENGL 275 with a "C" or better. *Three semester hours.*

### **ECON 311.MONEY AND BANKING**

A study of the financial markets that facilitate the flow of funds to finance investments by companies, governments and individuals. Banks, insurance companies, mutual funds and brokerage houses are key players in financial markets and institutions in today's global economy. Topics include type and role of markets and institutions, interest rate movements, monetary policy, commercial banking, and derivative security markets. Prerequisites: "C" or better in both ECON 201 and ECON 202 or permission of instructor. For business majors additional prerequisites include completion of 45 semester hours, overall and institution GPAs of 2.50 or better, successful completion of required competency assessments and completion of ACCT 201, BA 225, and ENGL 275 with a "C" or better. *Three semester hours.*

### **ECON 315.ECONOMICS OF PUBLIC POLICY**

Application of economic analysis to evaluate current government policies. Primary focus on the economic impact of public policies. Discusses and analyzes current government policies related to economic development, education, labor, poverty, trade, and welfare. Prerequisites: "C" or better in both ECON 201 and ECON 202, or permission of instructor. For business majors additional prerequisites include completion of 45 semester hours, overall and institution GPAs of 2.50 or better, successful completion of required competency assessments and completion of ACCT 201, BA 225, and ENGL 275 with a "C" or better. *Three semester hours.*

### **ECON 321.ENVIRONMENTAL ECONOMICS**

An application of economic analysis to aspects of the global environment; such as pollution, the assignments of property rights, increasing population, and natural resource conservation. Junior/senior status recommended. (Global Issues/Nonwestern Studies). *Three semester hours.*

### **ECON 335.INTERNATIONAL ECONOMICS**

An exploration of the international aspects of economics including trade theory, currency markets and exchange rates, history and governance of the international financial system, economic growth and development and the political economy of international markets. Prerequisites: ECON 201 and 202 or permission of instructor. For business majors additional prerequisites include completion of 45 semester hours, overall and institution GPAs of 2.50 or better, successful completion of required competency assessments and completion of ACCT 201, BA 225, ECON 202 and ENGL 275 with a "C" or better. *Three semester hours.*

### **ECON 350.HEALTH ECONOMICS**

Empirical and topical investigation of the economic issues affecting the health care and the health insurance field. Discusses and analyzes current medical service issues, trends and developments. Emphasizes the role that the consumer, the medical care provider, and the government play in the provision of medical care and health insurance. Prerequisite: "C" or better in both ECON 201 and ECON 202 or permission of instructor. For business majors additional prerequisites include completion of 45 semester hours, overall and institution GPAs of 2.50 or better, successful completion of required competency assessments and completion of ACCT 201, BA 225, ECON 202 and ENGL 275 with a "C" or better. *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, overall and institution GPAs of 2.50 or better, successful completion of required competency assessments and completion of ACCT 201, BA 225, 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 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 210. COMMUNICATION IN THE CLASSROOM**

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 improving patterns of communication with students and families, particularly those with limited English proficiency or non-standard English usage. Prerequisite: ENGL 101. *Three semester hours.*

**EDUC 223. GENERAL PEDAGOGY**

An in-depth analysis of appropriate, research-based techniques and methodologies that promote and enhance effective classroom instruction. Models of instructional planning and lesson implementation, to include multi-media formats and technology, are employed as they apply to the development of effective and appropriate pedagogical practices. *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 300. CHILDREN'S LITERATURE**

A course in reading and reporting on representative works in children's literature appropriate for the elementary school child. Analysis of the criteria for the selection and presentation of book and non-book materials. Prerequisite: Formal admission to Teacher Education Program. *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 309.GLOBAL ISSUES IN EDUCATION**

This course is designed to provide students with opportunities to study issues affecting educational efforts around the world. Additionally, this course will address educational responses to the identified issues. Focus will include populations from South America, Africa and Asia, and will provide for both comparing and contrasting educational issues and efforts. Admission to School of Education not required. Junior/senior status recommended. (Global Issues/Nonwestern Studies). *Three semester hours.*

**EDUC 320.TEACHING READING IN THE CONTENT AREA**

Introduction to the teaching of reading skills in various content areas at the secondary level. Prerequisite: Formal admission to Teacher Education Program. *One semester hour.*

**EDUC 321.READING PEDAGOGY**

A study of the components of a reading program and the relationship of reading to the total curriculum. Emphasis on the methods and techniques for the development of basic reading skills with individuals and groups at the elementary level. Prerequisite: Formal admission to Teacher Education Program. *Three semester hours.*

**EDUC 322.SCIENCE PEDAGOGY FOR EARLY CHILDHOOD AND ELEMENTARY CLASSROOM**

Materials, resources, programs and methods, for teaching science in grades preK-6 including instructional planning and delivery of instruction. Emphasis is on the science inquiry process. Competence is gained in the fundamental science concepts and principles found in each of the science disciplines. Prerequisite: Two science courses, formal admission to Teacher Education Program. Elementary and special education majors must concurrently enroll in the associated integrated arts course. *Three semester hours.*

**EDUC 327.MATHEMATICS PEDAGOGY**

An exploration of problem based teaching methods associated with the elementary curriculum strands for mathematics (number and operations, algebra, geometry, measurement, and data analysis and probability). Special emphasis is placed on instructional implementation of the NCTM Process Standards (problem solving, reasoning and proof, communication, connections, and representations). Prerequisite: Formal admission to Teacher Education Program. Note: Elementary and special education majors must concurrently enroll in the associated integrated arts course and field experience. *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 which include strategies for meeting the needs of all learners and employ instructional technology. Teacher candidates will make formal observations of the learning community and environment, visit community agencies and participate in seminars. Prerequisites: Concurrent enrollment in EDUC 327 (Elementary Education Majors) or EDUC 351 (Secondary Certifying Majors). Formal admission to Teacher Education Program. *One-half to one semester hour.*

**EDUC 345.LANGUAGE ARTS PEDAGOGY**

A study of the concepts from literacy development, language and child development, which prepares candidates to teach reading, writing, speaking, viewing, listening, visually representing, and thinking skills. This course also focuses on handwriting, grammar, and the integration of creative dramatics within the language arts curriculum. Candidates must demonstrate the ability to apply this knowledge within the elementary classroom. Prerequisite: Formal admission to Teacher Education Program. Elementary and special education majors must concurrently enroll in the associated integrated arts course. *Three semester hours.*

**EDUC 351.GENERAL PEDAGOGY FOR MIDDLE AND SECONDARY 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 settings, are covered. Prerequisites: EDUC 320 or permission of instructor, 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.DIAGNOSTIC AND PRESCRIPTIVE APPROACHES TO TEACHING READING**

Theoretical background concerning reading disability including the effects of phonological awareness on reading, diagnostic instruments, and prescriptive approaches necessary for developing reading skills for the elementary and secondary school student. Practical experience with various materials required. Prerequisite: EDUC 321 or permission of instructor, formal admission to Teacher Education Program. *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. Candidates are required to develop an integrated social studies unit based upon South Carolina's Elementary Social Studies Curriculum Standards and South Carolina Visual Arts Standards. Prerequisite: Formal admission to Teacher Education Program. Elementary and special education majors must concurrently enroll in the associated integrated arts course. *Three semester hours.*

**EDUC 429.FIELD EXPERIENCE III**

This clinical is designed to further immerse teacher candidates into the classroom environment. Candidates will design and implement lessons from Language Arts, Science, Social Studies, and Math Curriculum which include strategies for meeting the needs of diverse learners. Reflective analysis of teaching will be used to help candidates prepare for directed teaching. Prerequisite: Formal admission to Teacher Education Program. Co-requisite: Concurrent enrollment in EDUC 430 (Elementary Education Majors) or Content Methods Course (Secondary Certifying Majors). *One semester hour.*

**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 461.CLINICAL PRACTICE**

Observation, participation and supervised teaching in the public schools. Graded pass/fail. Prerequisite: Formal admission to Teacher Education Program. *Eleven semester hours.*

**EDUC 462.ENHANCED CLINICAL PRACTICE**

This course provides opportunities for candidates to enhance their professional practices with a more diverse audience. Candidates extend the clinical practice experience through a continuation of their student teaching experience in a school abroad or in another area of the country that serves diverse student populations. The experience will extend beyond state required minimum number of days to allow for at least 6 weeks in a diverse setting. Additional fees may be associated with this experience. Approval of Dean of the College of Education at least one semester prior to clinical practice and admission to teacher education required. *One to six 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 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. Co-requisite: ECED 329. *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, admission to Teacher Education Program. *Three semester hours.*

### **ECED 329.FIELD EXPERIENCE II**

Classroom instructional experiences with young children in pre-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. Prerequisites: Admission to the Teacher Education program. *One semester hour.*

### **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 reaching and the other English language arts with 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 language arts. A field-based experience is required. Prerequisites: Formal admission to the Teacher Education Program, ECED 320, and MONT 474. *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.FIELD EXPERIENCE III**

Classroom instructional experiences with young children in pre-primary or primary setting utilizing research based learning experiences. Students prepare and teach lessons through the integration of curriculum while spending whole days in the classroom. Student work with diverse groups of children applying developmentally appropriate practices including media and technology. Prerequisites: ECED 227 and ECED 329. *One semester hour.*

## **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 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 & 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 & 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.MONTESSORI METHODS: LANGUAGE**

Topics of this course include oral expression, age-appropriate visual and auditory perceptual experiences, vocabulary development and enrichment, work study, beginning handwriting, expressive writing, and the first part of the functions of words. Teachers will learn how to present the language exercises to foster children's early literacy development. Prerequisite: Permission of instructor. *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.INTRODUCTION TO EXCEPTIONAL LEARNERS, K-12**

An introduction to the unique nature and needs of students with exceptional learning needs, early childhood through adolescence. Special emphasis is placed on legal issues, identification, interventions and teaching strategies for students with exceptional learning needs in the general classroom. *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 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.TEACHING READING TO STUDENTS WITH DIVERSE LEARNING NEEDS**

This course will provide students with an overview of research based methods for teaching reading to students with 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. Prerequisite: Formal admission to Teacher Education Program. *Three semester hours.*

### **SPED 329.SPECIAL EDUCATION CLINICAL II**

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 inclusive classrooms. Prerequisite: Formal admission to Teacher Education Program required. Co-requisite: SPED 341. *One semester hour.*

### **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 IV**

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 inclusive classrooms. Prerequisite: Formal admission to Teacher Education Program required. Co-requisite: SPED 451. *One semester hour.*

#### **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. *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. *Three semester hours.*

***ENGLISH 102 IS A PREREQUISITE FOR ALL ENGLISH COURSES ABOVE THE 100-LEVEL.***

#### **ENGL 200.INTRODUCTION TO LITERARY STUDIES**

Students learn basic critical concepts and techniques used to examine literary texts, including non-Western and minority 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. *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. *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. *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. *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. *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. *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. *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 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; enrollment as an English major 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 17<sup>th</sup> and 18<sup>th</sup> centuries. Attention may also be given to examples of classicism from other literary periods. Prerequisite: ENGL 102 with "C" or better; enrollment as an English major 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 19<sup>th</sup> century. The course may include examples of romanticism from other literary periods. Prerequisite: ENGL 102 with "C" or better; enrollment as an English major 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 19<sup>th</sup> century. Prerequisite: ENGL 102 with “C” or better; enrollment as an English major 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 19<sup>th</sup> century and after. Prerequisite: ENGL 102 with “C” or better; enrollment as an English major 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 the Literature of New Orleans, American Ethnic Cinema, Irish Literature, African-American Literature, and the Jewish-American Novel. This course may be repeated once for additional credit as themes change. Prerequisite: ENGL 102 with “C” or better or permission of 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; enrollment as an English major 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 EDITING AND USAGE**

This course studies professional editing practices as they apply to documents written for diverse audiences and purposes with emphasis on 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 SEMINAR**

This course focuses on selected topics in literature or language. Topics will be announced prior to early registration. *This course may be repeated for credit as the topic changes.* Prerequisite: ENGL 102 with “C” or better; enrollment as an English major or permission of 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; enrollment as an English major or permission of instructor. **Three semester hours.**

#### **ENGL 413.STUDIES 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; enrollment as an English major 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, enrollment as an English major 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, and 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; enrollment as an English major 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, enrollment as an English Secondary Certification major or permission of instructor. Co-requisite or prerequisite: ENGL 413. **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, enrollment as an English major, and 12 hours of 300-400 level English courses, or permission of instructor. **Three semester hours.**

### **ENVIRONMENTAL SCIENCE**

#### **ES 110.CONSERVATION WORKSHOP**

This one-week summer field workshop for high school students is offered in collaboration with the South Carolina Department of Natural Resources and the Conservation Districts of South Carolina. Topics include lectures and field or laboratory experiences in groundwater, watersheds, cartography, forestry, water quality, wildlife habitat management, boater safety certification, impoundments and power generation, Global Positioning Systems, Geographical Information Systems, natural resources management, surveying, remote sensing, water safety, H<sub>2</sub>Olympics, peer-tutoring, and a whitewater raft trip. Graded on Pass/Fail basis. No prerequisite. **One semester hour.**

#### **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 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 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. (Global Issues/Nonwestern Studies) *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 415.LIMNOLOGY**

The structure, function, and major biota of freshwater ecosystems. Emphasis will be placed on the ecology of lakes, reservoirs, streams and rivers. Laboratory exercises include applications of limnological concepts in field and laboratory settings. Three hours lecture and three hours laboratory weekly. Prerequisites: MATH 211 and a grade of "C" or better in BIOL 306. Cross-listed with BIOL 415. *Four semester hours.*

### **ES 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. Cross-listed with CHEM 420. Prerequisites: CHEM 221. *Three 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. Topics covered include money management, spending and credit, as well as savings and investing. *Three semester hours.*

### **FINA 301.BUSINESS FINANCE**

An introduction to the financial organization and management of private business enterprise. Topics include financial analysis, planning and control, working capital management, capital budgeting, evaluation, cost of capital and leverage including dividend policy. Long term financial decisions, mergers, and international financial management are surveyed. Prerequisite: BA 101, ACCT 201. For business majors additional prerequisites include completion of 45 semester hours, overall and institution GPA of 2.50s or better, successful completion of required competency assessments and completion of BA 225, 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, overall and institution GPAs of 2.50 or better, successful completion of required competency assessments and completion of ACCT 201, BA 225, ECON 202 and ENGL 275 with a "C" or better. *Three semester hours.*

### **FINA 310.INVESTMENTS**

Introduction to common financial instruments and financial securities traded in modern financial markets and by the financial services industry. Fixed and variable income securities are discussed including stocks, bonds, options and futures. Analysis of financial statements, portfolio diversification and portfolio performance assessment is covered. Prerequisites: "C" or better in FINA 301. *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, overall and institution GPAs of 2.50 or better, successful completion of required competency assessments and completion of ACCT 201, BA 225, ECON 202 and ENGL 275 with a "C" or better. *One to six semester hours.*

### **FINA 371.REAL ESTATE**

Basic principles of real estate with emphasis on first time-home buying. Topics include real estate characteristics, purchase and sale contracts and real estate financing. Prerequisites: ECON 101 or ECON 201 or equivalent. For business majors using this course as a selective, additional prerequisites include completion of 45 semester hours, overall and institution GPAs of 2.50 or better, successful completion of required competency assessments and completion of ACCT 201, BA 225, ECON 202 and ENGL 275 with a "C" or better. *Three semester hours.*

### **FINA 490.FINANCE INTERNSHIP**

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 2.50 overall GPA and permission of instructor. For business majors using this course as a selective, additional prerequisites include completion of 45 semester hours, overall and institution GPAs of 2.50 or better, successful completion of required competency assessments and completion of ACCT 201, BA 225, ECON 202 and ENGL 275 with a "C" or better. *One to six semester hours.*

## **FALS**

### **FALS 101.FINE ARTS LECTURESHIP SERIES**

By graduation, all undergraduate, degree-seeking students are required to earn one semester hour of credit by attending 2 FALS-approved events for each 15 semester hours completed at Lander, not to exceed 15 events. Students enrolled in an on-line degree program and second undergraduate degree candidates are not required to satisfy the FALS requirement but may need to complete elective hours to meet the minimum degree hour requirement. When the required number of FALS events has been attended, FALS 101 credit will be posted to the student's transcript. Students will not register for the class. *One semester hour.*

## **FINE ARTS**

### **FA 103.FINE ARTS STUDY TOUR/INTERNATIONAL**

An intensive, directed cultural tour of London, Paris, Mexico, Greece, or similar major cultural center abroad. Preparation sessions will be given in advance of the trip. A journal will be required after the conclusion of the tour. The focus will be on experiences in music, art, architecture, theatre, and dance. Tours are usually scheduled

during Spring Break, May, or over the Christmas holiday. May be repeated for additional credit only if tour sites are different. Tours are led by members of the Department of Fine Arts faculty. Additional fees are charged for costs beyond tuition. *One to three semester hours.*

## **FRENCH**

### **FR 101.ELEMENTARY FRENCH**

Fundamentals of pronunciation, vocabulary building, principles of grammar and reading, and introduction to francophone cultures. Emphasis on idiomatic usage of the spoken language. Prerequisite: Prior to registration, the foreign language placement test must be taken by all students new to Lander as of fall 2007. For more information see *Foreign Language Placement Test* in the course catalog. *Three semester hours.*

### **FR.102.ELEMENTARY FRENCH II**

Fundamentals of pronunciation, vocabulary building, principles of grammar and reading, and introduction to francophone cultures. Emphasis on idiomatic usage of the spoken language. Prerequisite: French 101 or placement. Prior to registration, the foreign language placement test must be taken by all students new to Lander as of fall 2007. For more information see *Foreign Language Placement Test* in the course catalog. *Three semester hours.*

***FRENCH 102 OR EQUIVALENT IS A PREREQUISITE FOR ALL 200-LEVEL COURSES.***

### **FR 213.INTERMEDIATE FRENCH**

Advanced basic French concentrating on review of grammar and oral communication skills. Prerequisite: FR 102 or FR 111 or demonstration of comparable proficiency. *Three semester hours.*

### **FR 214.ADVANCED GRAMMAR REVIEW AND TRANSLATION**

Intensive review of French Grammar and practice in translation. Prerequisite: FR 102 or FR 111 or demonstration of comparable proficiency. *Three semester hours.*

### **FR 350.SPECIAL TOPICS IN FRENCH LITERATURE**

Selections of French literature. Specific course descriptions will be published prior to preregistration in the *Humanities Course Description Guide*. Prerequisite: FR 213 or 214. *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**

### **GEOG 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. *Four semester hours.*

### **GEOG 405.HYDROGEOLOGY**

Interactions between water and geologic materials with an emphasis on groundwater. Water quantity and flow, including the hydrologic cycle, aquifer properties, and principles of groundwater flow, water quality aspects, such as water chemistry, and groundwater contamination and remediation problems, and management problems related to water quality and quantity. Prerequisites: MATH 121 or 131, "C" or better in GEOG 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 system focusing on the institutional structures, 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 health care setting. The continuum of health care in the United States will be explored. Prerequisite: Permission of instructor. *Three semester hours.*

**HCMT 281.LEGAL, ETHICAL AND REGULATORY ASPECTS OF HEALTH CARE**

An overview of legal and regulatory issues that impact the health care industry with emphasis on laws, regulations, and accreditation standards applicable in South Carolina. The legal structure of the health care delivery system and ethical issues in patient care decisions will be explored. Prerequisite: Permission of instructor. *Three semester hours.*

**HCMT 282.FINANCIAL ASPECTS OF HEALTH CARE**

An overview of financial management of hospitals and health care organizations with emphasis on financial and managerial accounting, financial analysis, and use of financial management tools. 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. Emphasis on developing and maintaining positive relationships within the work 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. *One to three semester hours.*

**HCMT 301.FOUNDATIONS OF HEALTH CARE MANAGEMENT**

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, overall and institution GPAs of 2.50 or better, successful completion of required competency assessments and completion of ACCT 201, BA 225 and ECON 202 with a "C" or better. *Three semester hours.*

**HCMT 311.MANAGED CARE AND HEALTH CARE FINANCE**

An overview of the concepts of managed care organizations. Reimbursement mechanisms and financial strategies for inpatient hospital, outpatient hospital, ambulatory, and non-hospital-based settings will be explored. 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, overall and institution GPAs of 2.50 or better, successful completion of required competency assessments and completion of ACCT 201, BA 225 and ECON 202 with a "C" 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. 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 a selective, additional prerequisites include completion of 45 semester hours, overall and institution GPAs of 2.50 or better, successful completion of required competency assessments and completion of ACCT 201, BA 225, ECON 202 and ENGL 275 with a "C" or better. *One to six semester hours.*

**HCMT 410.HEALTH CARE SYSTEMS**

Exposure to the application of management principles in traditional and emerging health care organizations. Provides students with knowledge of issues in specific to health care such as organizational structure, governance, service planning and analysis, community benefit, marketing, and health information systems. Prerequisites: HCMT 301; HCMT 311, and MKT 301. *Three semester hours*

**HCMT 490.INTERNSHIP IN HEALTH CARE MANAGEMENT**

Designed to give students a practical work experience in their emphasis field. The student works in an approved health agency or business environment under the supervision of professional employees and a faculty member from the Department of Business Administration. 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. Co-requisite: HCMT 410. Prerequisites: Senior status and permission of instructor required. *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. (History General Education). *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. (History General Education). *Three semester hours.*

### **HIST 112.UNITED STATES HISTORY SINCE 1877**

A general survey of U.S. history from 1877 to the present. (History General Education). *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. (History General Education). *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. (History General Education). *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 one of the following: HIST 101, 102, 103, 111, 112 or 113. *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**

A study of the French Revolutionary and Napoleonic era, 1789-1815. The course also examines the pre-revolutionary 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 one of the following: HIST 101, 102, 103, 111, 112 or 113. *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 one of the following: HIST 101, 102, 103, 111, 112 or 113. (Global Issues/Nonwestern Studies). *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 one of the following: HIST 101, 102, 103, 111, 112 or 113. (Global Issues/Nonwestern Studies). *Three semester hours.*

### **HIST 308.HITLER AND THE RISE OF THE THIRD REICH**

A study of Germany between 1918-1945: the place of Hitler, the conditions in Germany that precipitated his rise to power, and his impact on Germany and the world. Prerequisites: ENGL 102, and one of the following: HIST 101, 102, 103, 111, 112 or 113. *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 one of the following: HIST 101, 102, 103, 111, 112 or 113. *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 one of the following: HIST 101, 102, 121, 122, 111 or 112. *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 one of the following: HIST 101, 102, 103, 111, 112 or 113. *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. (Global Issues/Nonwestern Studies). *Three semester hours.*

**HIST 323.THE CIVILIZATIONS OF INDIA**

A study of Indian society, past and present. Through an examination of such pivotal movements as Gandhi's fight against British domination, the student is introduced to Indian philosophical and religious traditions and to the structure of society. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113. Junior/senior status recommended. (Global Issues/Nonwestern Studies). *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 one of the following: HIST 101, 102, 103, 111, 112, or 113. *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 one of the following: HIST 101, 102, 103, 111, 112 or 113. *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 one of the following: HIST 101, 102, 103, 111, 112 or 113. *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 one of the following: HIST 101, 102, 103, 111, 112 or 113. *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

reinterpretations of medieval times. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112, 113. Junior/senior status recommended. (General Education Humanities Course) *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 one of the following: HIST 101, 102, 103, 111, 112 or 113. *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 one of the following: HIST 101, 102, 103, 111, 112 or 113. *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 one of the following: HIST 101, 102, 103, 111, 112 or 113. *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 one of the following: HIST 101, 102, 103, 111, 112 or 113. *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 one of the following: HIST 101, 102, 103, 111, 112 or 113. *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. (Global Issues/Nonwestern Studies) *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 one of the following: HIST 101, 102, 103, 111, 112 or 113. *Three semester hours.*

#### **HIST 365.ISSUES IN TWENTIETH-CENTURY AFRICAN HISTORY**

This course is designed for students who want to grasp the historical and social background of topical issues in present day Africa. These issues include the disease AIDS, the struggle for human rights in South Africa (Mandela), causes of poverty, population growth, and political instability. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113. *Three semester hours.*

#### **HIST 366.HISTORY OF MODERN SOUTH AFRICA**

A history of modern South Africa: the first white settlements in 1652, the constant racial conflicts thereafter, the policy of apartheid and its demise, the rise of Nelson Mandela, and present developments in the new South Africa. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113. Junior/senior status recommended. (Global Issues/Nonwestern Studies) *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. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113. Junior/senior status recommended (Global Issues/Nonwestern Studies). *Three semester hours.*

**HIST 371.TOPICS IN GLOBAL ISSUES/NON-WESTERN STUDIES**

This special or experimental course is to be announced by the department to explore the diverse historical roots of world cultures and societies. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113. Junior/senior status recommended. (Global Issues/Nonwestern Studies) *Three semester hours each.*

**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. (Global Issues/Nonwestern Studies) *Three semester hours.*

**HIST 380.INTRODUCATION 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 & strategies, their effects within the military and on civilian populations from the dawn of civilization to the modern age. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113, Junior/senior status recommended. (Global Issues/Nonwestern Studies). *Three semester hours.*

**HIST 390.UNITED STATES HISTORY BEFORE THE TWENTIETH CENTURY**

A requirement for history majors, this course will use influential primary and secondary sources to examine the major turning points and themes in American social, political and economic history before the nation became a world power. Should be taken junior year. Prerequisites: ENGL 102 and HIST 201. *Three semester hours.*

**HIST 391.THE UNITED STATES AND THE WORLD IN THE TWENTIETH CENTURY**

A requirement for history majors, this course will use influential primary and secondary sources to examine the crises, conflicts and turning points in the 20<sup>th</sup> and early 21<sup>st</sup> centuries that engaged American interests and will include an exploration of American concerns as well as those of other nations and cultures. Should be taken in the junior year. Prerequisites: ENGL 102 and HIST 201. *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. Themes include, but are not limited to: Medieval Mentalities, Civilizations, and Robin Hood. These courses are not sequential. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113. *One to 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**

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, HIST 390, and HIST 391 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.INTERNATIONAL ISSUES IN 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. *Three semester hours.*

#### **HONS 291.INTERNATIONAL ISSUES 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. *Three semester hours.*

#### **HONS 292.INTERNATIONAL ISSUES IN LOGIC AND ANALYTICAL THOUGHT**

This course explores skills requisite for higher-order inquiry and discussion in fields such as philosophy, logic, computer science, and mathematics. 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. *Three semester hours.*

#### **HONS 294.INTERNATIONAL ISSUES IN BEHAVIORAL SCIENCES**

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. *Three semester hours.*

#### **HONS 295.INTERNATIONAL ISSUES 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. *Three semester hours.*

#### **HONS 296.INTERNATIONAL ISSUES 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. *Three semester hours.*

#### **HONS 297.INTERNATIONAL ISSUES 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. *Three semester hours.*

### **HONS 299.INTERNATIONAL ISSUES 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. *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. *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.INTERNATIONAL ISSUES IN EDUCATION**

This course examines global issues related to teaching and learning, including educational problems and solutions 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. *Three semester hours.*

### **HONS 398.INTERNATIONAL ISSUES IN SCIENCE**

This course explores topics from fields such as biology, chemistry, physics, and environmental science in a global context. 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. *Three to four 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 103.HUMANITIES STUDY TOUR**

An intensive, directed cultural tour of Great Britain, France, Spain, Italy, Greece, or similar major cultural center abroad. Preparation sessions will be given in advance of the trip, and a journal or portfolio will be required after the conclusion of the tour. The focus will be on experiences in literature, film, history, architecture, music, art, and theatre. Tours are usually scheduled during spring break, May, or over the winter break. This course may be repeated for additional credit as the focus changes. Tours are led by faculty in the humanities disciplines. Additional fees may be charged for costs beyond tuition. *One to three semester hours.*

### **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. *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. *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. *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. (Global Issues/Nonwestern Studies). *Three semester hours.*

### **INTERDISCIPLINARY STUDIES**

#### **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 an 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: 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**

#### **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. Graded as Pass/Fail. Prerequisite: LU 102. *One-half 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**

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, overall and institution GPAs of 2.50 or better, successful completion of required competency assessments and completion of ACCT 201, BA 225 and 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. 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 a selective, additional prerequisites include completion of 45 semester hours, overall and institution GPAs of 2.50 or better, successful completion of required competency assessments and completion of ACCT 201, BA 225, 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 a selective, additional prerequisites include completion of 45 semester hours, overall and institution GPAs of 2.50 or better, successful completion of required competency assessments and completion of ACCT 201, BA 225, ECON 202 and ENGL 275 with a “C” or better. *Three semester hours.*

### **MGMT 330.OPERATIONS MANAGEMENT**

A study of the input-conversion-output processes associated with the manufacturing and service sector. Emphasis on inventory control, quality control, scheduling, facility layout, material requirements planning (MRP), and just-in-time (JIT) inventory systems. Prerequisite: “C” or better in MGMT 301 and ACCT 202. *Three semester hours.*

### **MGMT 340.MANAGEMENT OF ORGANIZATIONAL BEHAVIOR**

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. *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. Prerequisites: MGMT 301. *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 a selective, additional prerequisites include completion of 45 semester hours, overall and institution GPAs of 2.50 or better, successful completion of required competency assessments and completion of ACCT 201, BA 225, ECON 202 and ENGL 275 with a “C” or better. *One to six semester hours.*

## **MARKETING**

### **MKT 301.PRINCIPLES OF MARKETING**

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, BA 225, and ECON 202. For business majors additional prerequisites include completion of 45 semester hours, overall and institution GPAs of 2.50 or better, successful completion of required competency assessments 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 310.SELLING AND SALES MANAGEMENT**

A study of the role of personal selling in the marketing and promotional mixes, and an examination of the skills involved. Sales management practices are reviewed from the point of management and the salesperson. Prerequisite: “C” or better in MKT 301. *Three semester hours.*

### **MKT 325.SERVICES MARKETING**

An examination of the consumer decision-making process in a service marketing context. 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. *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 a selective, additional prerequisites include completion of 45 semester hours, overall and institution GPAs of 2.50 or better, successful completion of required competency assessments and completion of ACCT 201, BA 225, ECON 202 and ENGL 275 with a "C" or better. *One to six semester hours.*

#### **MKT 415.MARKETING RESEARCH**

The application of 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 and senior standing. *Three semester hours.*

#### **MKT 420.MARKETING MANAGEMENT**

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, and 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. *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. To be taken in the senior year by students enrolled in the mass communication. *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. *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 131). *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 132.) 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.) *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 131.DIFFERENTIAL CALCULUS**

Limits, continuity, the derivative, the chain rule, implicit differentiation, and applications of the derivative. 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. *Three semester hours.*

#### **MATH 132.INTEGRAL CALCULUS**

Max/min problems, definite and indefinite integrals, the Mean Value Theorem and the Fundamental Theorem of Calculus, applications of the integral, integration techniques, and improper integrals. Students are expected to have a thorough knowledge of precalculus including proficiency with algebra and trigonometric functions. Prerequisite: "C" or better in MATH 131. *Three semester hours.*

#### **MATH 134.INTRODUCTION TO ABSTRACT MATHEMATICS**

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. Co requisite: MATH 231. *Two 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 204.INTRODUCTION TO OPERATIONS RESEARCH**

The application of mathematics to the decision-making process. Includes linear, dynamic, and integer programming; stochastic models; and computer simulation. Designed for students who plan to participate in corporate, government, or industrial decision making. Prerequisite: One of the following: MATH 114, 121, 123, or higher. *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.) *Three semester hours.*

#### **MATH 212.INTRODUCTION TO STATISTICAL METHODS II**

A continuation of MATH 211 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 BA 225, or comparable course with permission of the instructor. *Three semester hours.*

#### **MATH 231.CALCULUS III**

Infinite sequences and series, power series, Taylor's Theorem. Vectors in  $R^2$  and  $R^3$ . Prerequisite: "C" or better in MATH 132. *Three semester hours.*

#### **MATH 232.MULTIVARIABLE CALCULUS**

Functions of several variables, partial differentiation, gradient vector, multiple integrals, divergence, curl, line and surface integrals, Green's Theorem and Stokes' Theorem. Applications of multivariable calculus. Prerequisite: "C" or better in MATH 231. *Three semester hours.*

**MATH 240.DIFFERENTIAL EQUATIONS**

Basic theory and solutions of ordinary linear differential equations. Applications in mechanics and vibrations. Power series solutions at ordinary points and at regular singular points. Introduction to Laplace transform methods and systems of ordinary differential equations. Prerequisites: "C" or better in MATH 231 and concurrent enrollment in MATH 232, or completion of MATH 232 with "C" or better. *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. (Also listed as CIS 300.) Students are encouraged to take CIS 102 or 202. Prerequisites: MATH 132 ("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 132. *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 132. *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 132. *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 132. *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 132. *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. Prerequisite: MATH 134, and a "C" or better in MATH 132. *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: "C" or better in 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. Prerequisite: MATH 134; and a "C" or better in MATH 232. *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 232. *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 232 ("C" or better), EDUC 202, EDUC 351. 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 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 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, cocurricular work experience under the direct supervision of a professional in the student's area of interest. Students are required to keep a journal of their experience. Course may be repeated for no more than 6 semester hours total credit. Prerequisites: 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**

Theory and practice of a radio station's operation and management. Production laboratories and visits to radio stations are required. Prerequisite: SPCH 102 or SPCH 201. *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, web pages 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 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. Prerequisites: JOUR 201 or permission of instructor. *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 operation and television news writing. Prerequisites: MEDA 101 and JOUR 201 or instructor's permission. *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. (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. Required for contracted cadets. (No military obligation incurred for non-contracted students.) Co requisite: MSL 101 or 102. (3 hrs. laboratory weekly.) *One semester hour.*

### **MSL 102.INTRODUCTION TO TACTICAL LEADERSHIP**

Gives an overview of leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. No military obligation incurred. (2 hrs. lecture, 3 hrs. lab, weekly.) *Two semester hours.*

### **MSL 105.FOUNDATIONS OF LEADERSHIP (ACCELERATED)**

This course is offered by exception only. It merges the MSL 101-102 courses in a compressed period. The course accomplishes all enabling learning objectives and terminal learning objectives of two semesters. Military obligation is incurred due to linkage to follow on courses and commissioning. Prerequisite: Approval of the Professor of Military Science and Leadership. *Three semester hours.*

### **MSL 121-122.BASIC 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 and fitness, running, muscular strength and endurance, flexibility, and recreational activities. Includes a monthly Army Physical Fitness Test on push-ups, sit-ups, and the 2-mile run. Open to all students. Required for contracted cadets. Co requisite: MSL 101 or 102 or instructor approval. (3 hrs. laboratory weekly.) *One semester hour.*

### **MSL 201.INNOVATIVE TEAM LEADERSHIP**

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. (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.FOUNDATIONS OF TACTICAL LEADERSHIP**

Examines the challenges of leading tactical teams in the complex contemporary operating environment (COE). The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. No military obligation incurred. (2 hrs. lecture, 3 hrs. lab, weekly.) *Two semester hours.*

### **MSL 205.LEADERSHIP AND TEAMWORK (ACCELERATED)**

This course is offered by exception only. This course merges MSL 201-202 courses in a compressed period. The course accomplishes all enabling learning objectives and Terminal Learning Objectives of two semesters. Military obligation is incurred due to linkage to follow on courses and commissioning. Prerequisite: Approval of the professor of Military Science and Leadership. *Three semester hours.*

**MSL 210.LEADER'S TRAINING COURSE**

Five weeks of summer training at Ft. Knox, Kentucky. Enrollment limited to students who have completed no more than one year of Military Science and have at least two years remaining before graduation. Travel pay and salary provided. May be taken in lieu of MSL 101/102 and MSL 201/202. Camp graduates are eligible to compete for 2 year scholarships and enrollment in advanced Military Science but are not obligated. *Eight semester hours.*

**MSL 221-222.MILITARY SCIENCE AND LEADERSHIP**

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 a basic nutrition and fitness, running, muscular strength and endurance, flexibility, and recreational activities. Includes a monthly Army Physical Fitness Test on push-ups, sit-ups, and the 2-mile run. Open to all students. Required for contracted cadets. Co-requisite: MSL 201 or 202. (3 hrs. laboratory weekly.) *One semester hour.*

**MSL 301.ADAPTIVE TEAM LEADERSHIP**

Cadets study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, cadets continue to develop their leadership and critical thinking abilities. Prerequisite: Basic course or credit for equivalent training approved by the Professor of Military Science. (3 hrs. lecture, 3 hrs. laboratory, weekly) *Four semester hours.*

**MSL 302.APPLIED TEAM LEADERSHIP**

Cadets face increasingly intense situations in order to build awareness and apply team leadership skills in leading tactical operations at the small unit level. Cadets review aspects of combat, stability, and support operations. They also conduct military briefings and develop proficiency in the operation orders process. The focus is on exploring, evaluating, and developing skills in decision-making, influencing others, and motivating team members in the contemporary operating environment. Cadets are evaluated on what they know and do as leaders as they prepare to attend the Leader Development Assessment Course. Prerequisite: Basic course or credit for equivalent training approved by the Professor of Military Science. (3 hrs lecture, 3 hrs laboratory, weekly) *Four semester hours.*

**MSL 321-322.ADVANCED ARMY PHYSICAL FITNESS I**

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, junior 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. Limited to and required for all contracted cadets. Co requisite: MSL 301 or 302. (3 hrs. laboratory weekly) *One semester hour each.*

**MSL 401.DEVELOPING ADAPTIVE LEADERS**

Cadets learn the duties and responsibilities of an Army staff officer and apply the military decision making process, the Army writing style, and the Army's principles of training management during weekly training meets to plan, execute, and assess ROTC battalion training events. Cadets learn the Army officer's role in the Uniform Code of Military Justice, the counseling of subordinates, administrative actions, and how to manage their career as an Army Officer. Senior cadets train, mentor, and evaluate junior cadets while being mentored and evaluated by experienced ROTC cadre. Prerequisites: MSL 301 and 302. (3 hours lecture; 3 hours laboratory, weekly) *Four semester hours.*

**MSL 402.LEADERSHIP IN A COMPLEX WORLD**

Cadets explore the dynamics of leading in the complex situations of current military operations in the contemporary operating environment. Cadets examine the differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. Cadets also explore aspects of interacting with non-governmental organizations, civilians of the battlefield, and host nation support. This course places significant emphasis on preparing cadets for their first unit of assignment using case studies, scenarios, and exercises to prepare cadets of face complex ethical and practical demands of leading as commissioned officers in the U.S. Army. Prerequisites: MSL 301 and MSL 302. (3 hrs. lecture, 3 hrs. laboratory. weekly.) *Four semester hours.*

### **MSL 405.LEADERSHIP, MANAGEMENT, AND OFFICERSHIP (ACCELERATED)**

This course is offered by exception only. This course merges MSL 401 and 402 courses into a compressed period. The course accomplishes all enabling learning objectives and Terminal Learning Objectives of two semesters. Military obligation is incurred due to linkage to follow on courses and commissioning. Prerequisite: Approval of the Professor of Military Science and Leadership. *Three semester hours.*

### **MSL 421, 422.ADVANCED ARMY PHYSICAL FITNESS II**

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, senior cadets will also plan and facilitate physical training events and evaluate junior cadets in their performance, including a monthly Army Physical Fitness Test on push-ups, sit-ups, and the 2-mile run. Limited to and required for all contracted cadets. Prerequisites: MSL 401 and 402. (3 hrs. laboratory weekly) *One semester hour each.*

### **MSL 490.INTERNSHIP**

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 is responsible for assisting in the planning coordination, and execution of scheduled activities. Any student interested in this internship must coordinate and receive prior approval from the Professor of Military Science and Leadership. All activities will support ROTC efforts at Lander University, Presbyterian College, and Newberry College. The student will plan and coordinate with the Professor of Military Science to determine location of internship. The student and faculty member will schedule necessary conferences throughout the term. The student will prepare and submit to the instructor a final written report of the internship project. This will be in the form of a planned, coordinated, supported physical fitness program. Prerequisite: Permission of the Professor of Military Science and Leadership. *One to nine semester hours.*

Examples of Internships:

1. Logistical Planning and Leadership
2. Staff Planning and Leadership
6. Leadership and Information Operations and Information Management
7. Physical Fitness and Leadership
8. Recruiting Challenges in an All Volunteer Force
9. Military Administration and Human Resource Management
10. Civil Military Relations and Communications

### **MONTESSORI**

*See Education (pages 293-294)*

### **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. *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**

Study and performance of music for the basketball band. Open to all students by audition or invitation. May be repeated for additional credit. *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. *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.**

Methods of instruction, organization, and administration of choral programs at both the elementary and secondary level. Clinical observations in school settings are required. This is a required course for voice and keyboard players seeking choral certification. Students are introduced to the use of computer technology for classroom instruction. Prerequisites: MUSI 212 and 214, EDUC 202 and 203. Offered in fall semester of even years. **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. Clinical observations in school settings are required. This is a required course for students seeking instrumental certification. Students are introduced to the use of computer technology for classroom instruction. Prerequisites: MUSI 212 and 214, EDUC 202 and 203. Offered in fall semester of odd years. **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 levels. Clinical observations in school settings are required. The history of stringed instruments is also explored. This is a required course for string students seeking instrumental certification. Students are introduced to the use of computer technology for classroom instruction. Prerequisites: MUSI 212 and MUSI 214 and EDUC 202 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. (Global Issues/Nonwestern Studies). *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 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. 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 33.

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

Survey of holistic approaches to retaining personal wellness. Emphasis on identification and modification of health risk factors and development of a plan for personal wellness. Includes activity component for implementation of 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

(On-line 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

Identify common complementary/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/contraindications identified and the implications for nursing practice for the most commonly used complementary/alternative health practices; discriminate between practices with respect to scientific validation of clinical effects; define terms used in complementary/alternative health. Prerequisites: Admission to the Nursing major and permission of the instructor. **One semester hour** (1,0).

### NURN 292.HOLISTIC END OF LIFE CARE ACROSS THE LIFESPAN

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 NURN 307. **Three semester hours** (3,0).

### NURN 303.NURSING RESEARCH

(On-line course) Introduction to becoming a consumer of research. Emphasis on reading, analyzing, and evaluating research articles. Identifies clinical problems and evaluates whether clinical practice protocols are research based. Builds on 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. Prerequisite: MATH 211. **Three semester hours** (3,0).

**NURN 304.PATHOPHYSIOLOGIC BASES OF NURSING PRACTICE FOR REGISTERED NURSES**

Study of 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. Builds on the learner's knowledge of biochemistry, human anatomy and physiology, microbiology, human development, and clinical nursing practice. Examines pathophysiologic changes at the cellular, tissue, organ, system, and multi-system levels. Includes diagnostic testing and physical assessment specific to the disease processes studied. Incorporates 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**

(On-line course) Provides a bridge to the baccalaureate curriculum. Integrates 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**

(On-line course) Exploration of various health topics for diverse populations, e.g., disaster, environmental issues, changing family structures, drugs and violence, communicable diseases, immunizations, malnutrition, etc. Pre or Co-requisite: NURN 307 or permission of instructor. Junior/senior status recommended. (Global Issues/Nonwestern Studies). *Three semester hours* (3,0).

**NURN 340.ENHANCED PHYSICAL ASSESSMENT FOR RN'S**

(On-line course) Nursing theory and practice in the physical assessment of the well individual. Builds on the learner's prior abilities in assessing individuals. Emphasizes the physiological variable, and incorporates the psychological, sociocultural, spiritual, and developmental variables included in the Neuman Systems Model. Provides opportunity to expand skills in obtaining a health history, and to enhance physical assessment skills utilized in a physical examination. Pre-or co-requisites: NURN 307 or NURS 307; BIOL 304 or permission of instructor. *Three semester hours* (2,3).

**NURN 370.ADVANCED TOPICS IN NURSING**

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 Department of Nursing. Themes reflect diverse topics and may change each semester. Prerequisite: "C" or better in NURN 307. *One to three semester hours* (1-3,0).

**NURN 371.INTERNATIONAL SERVICE- LEARNING IN NURSING**

Nursing theory and practice based on the Neuman Systems Model in the context of an intensive, directed service-learning opportunity in an international medical setting. 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 trip. Additional fees are charged for costs beyond tuition. Prerequisite: Permission of the instructor. *Two semester hours* (1,1).

**NURN 372.HEALTHCARE GENOMICS**

Provides a mechanism for in-depth study of the special area of genetics and the implications for health care professionals. Discussion will include applications of the evolving genetics technology and services to changing life stages. Issues of ethics relevant to various genetic disorders will also be addressed. Prerequisites: Permission of instructor. *Three semester hours* (3,0).

**NURN 373.SPIRITUALITY IN NURSING**

Incorporating 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. Prerequisites: Grade of "C" or better in NURN 307. *Three semester hours* (3,0).

**NURN 412.NURSING LEADERSHIP AND MANAGEMENT**

Nursing theory and practice using the nursing process to plan and coordinate care focusing on agencies as clients. Synthesizes nursing, leadership, and management theories to effect change in the health care delivery system. Incorporates decision-making experiences in multidisciplinary groups. Prerequisites: "B" or better in NURN 307 and "C" or better in NURN 340, or permission of instructor. *Four semester hours* (2,6).

**NURN 417.COMMUNITY NURSING**

Nursing theory and practice using 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. Incorporate epidemiology, biostatistics, and public health concepts. Prerequisites or co-requisites: NURS 240 or NURN 340 and BIOL 304 or NURN 304. Prerequisites: "C" or better in NURN 303 and "B" or better in NURN 307, or permission of the instructor. *Five semester hours* (3,2).

**NURN 480.NURSING HONORS SYNTHESIS**

Development and completion of an Honors Synthesis Project as a component of the BSN Honors Program. 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. Restricted to Nursing Honors Program students enrolled in the RN-BSN completion option. Prerequisites: Admission to Nursing Honors Program and permission of the Department Chair. *Three semester hours* (3,0).

**NURN 499.PROFESSIONAL DEVELOPMENT IN NURSING**

Examination of nursing's present dynamics and future directions with emphasis on professional development, career structuring, and advanced preparation in nursing. 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. Taken within the final year of nursing coursework. Prerequisites: "B" or better in NURN 307 and "C" or better NURN 340. Prerequisite or co-requisite: NURN 412. *Two semester hours* (2,0).

**NURS 165.HISTORY AND TRENDS IN NURSING**

Orientation to nursing and to the conceptual bases of nursing, health and nursing education. Includes 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. Co-requisite: NURS 232 and NURS 235. *Two semester hours* (2,0).

**NURS 203.STRATEGIES FOR WELLNESS**

Survey of holistic approaches to retaining personal wellness. Emphasis on identification and modification of health risk factors and development of a plan for personal wellness. (This course plus a one-hour PEES activity course satisfy the general education wellness component.) *Two semester hours* (2,0).

**NURS 232.PHARMACOLOGY BASICS**

Introduces the basic concepts of pharmacology, including pharmacodynamics; legal, ethical and cultural considerations; and life-span considerations. Provides the mathematical operations needed to calculate medication dosages. Prerequisite: admission to the nursing major. Co-requisites: NURS 165 and NURS 235. *One semester hour* (1).

**NURS 233.PHARMACOLOGY**

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**

Nursing theory and practice to promote and retain wellness for persons across the life-span based on Neuman Systems Model concepts. Integrates human development, normal nutrition, teaching-learning concepts, health promotion, and early detection of disease. Prerequisite: admission to the nursing major. Co-requisites: NURS 232 and NURS 165. *Four semester hours* (3,3).

**NURS 240.PHYSICAL ASSESSMENT**

Nursing theory and practice in the physical assessment of the well individual. Emphasizes the physiological 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. Prerequisites: "C" or better in NURS 165, NURS 232, and NURS 235. *Three semester hours* (2,3).

### **NURS 242.STRATEGIES AND TECHNIQUES FOR NURSING CARE**

Nursing theory and practice to develop basic nursing strategies in assessment of health problems, diagnosis, nutrition, medication administration, and basic nursing interventions. Emphasizes nursing care skills essential to comfort and meeting treatment needs, with opportunity for clinical practice. Prerequisites: “C” or better in NURS 165, NURS 232, and NURS 235. *Five semester hours* (3,6).

### **NURS 290.SPECIAL PROJECTS IN NURSING**

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**

Identify common complementary/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/contraindications identified and the implications for nursing practice for the most commonly used complementary/alternative health practices; discriminate between practices with respect to scientific validation of clinical effects; define terms used in complementary/alternative health. Prerequisite: Admission to the Nursing major and permission of the instructor. *One semester hour* (1,0).

### **NURS 292.HOLISTIC END OF LIFE CARE ACROSS THE LIFESPAN**

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**

Special projects involve discussion and advanced study on selected topics not covered in general courses. This will be 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**

Introduction to becoming a consumer of research. Emphasis on reading, analyzing, and evaluating research articles. Identifies clinical problems and evaluates whether clinical practice protocols are research based. Builds on learner’s previous experiences with problem solving and focuses on incorporating nursing research into nursing practice. Prerequisites: “C” or better in 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**

Study of 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. Builds on the learner’s knowledge of biochemistry, human anatomy and physiology, microbiology, human development, and clinical nursing practice. Examines pathophysiologic changes at the cellular, tissue, organ, system, and multi-system levels. Includes diagnostic testing and physical assessment specific to the disease process studied. Incorporates implications for health and nursing strategies. Prerequisites: “C” or better in BIOL 203. *Three semester hours* (3,0).

### **NURS 307.PROFESSIONAL TRANSITION FOR REGISTERED NURSES**

Provides a bridge to the baccalaureate curriculum. Integrates 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. Incorporates content from NURS 165 and NURS 460. Prerequisites: Registered Nurse licensure and admission to RN to BSN major Completion Program. *Four semester hours* (4,0).



**NURS 310.CURRENT PERSPECTIVES IN WORLD HEALTH**

Exploration of various health topics for diverse populations, e.g., disaster, environmental issues, changing family structures, drugs and violence, communicable diseases, immunizations, malnutrition, etc. Prerequisite: Junior status or permission of instructor. Junior/senior status recommended. (Global Issues/Nonwestern Studies). *Three semester hours* (3,0).

**NURS 345.MEDICAL-SURGICAL NURSING I**

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. Focuses 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 BIOL 304 or NURS 304 and NURS 233, NURS 240, NURS 242, and BIOL 204. *Five semester hours* (3,6).

**NURS 346.MEDICAL-SURGICAL NURSING II**

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. Focuses 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* (3,6).

**NURS 370.ADVANCED TOPICS IN NURSING**

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 Department of Nursing. Themes reflect diverse topics and may change each semester. *One to three semester hours* (1-3,0).

**NURS 371.INTERNATIONAL SERVICE- LEARNING IN NURSING**

Nursing theory and practice based on the Neuman Systems Model in the context of an intensive, directed service-learning opportunity in an international medical setting. 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 trip. Additional fees are charged for costs beyond tuition. Prerequisite: Permission of instructor. *Two semester hours* (1,1).

**NURS 372.HEALTHCARE GENOMICS**

Provides a mechanism for in-depth study of the special area of genetics and the implications for health care professionals. Discussion will include applications of the evolving genetics technology and services to changing life stages. Issues of ethics relevant to various genetic disorders will also be addressed. Prerequisites: Grade of "C" or better in NURS 345 or permission of instructor. *Three semester hours* (3,0).

**NURS 373.SPIRITUALITY IN NURSING**

Incorporating 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. Prerequisites: Grade of "C" or better in NURS 345. *Three semester hours* (3,0).

**NURS 392.CHILDBEARING FAMILY AND WOMEN'S HEALTH**

Nursing theory and practice using the nursing process and the Neuman Systems Model to provide primary, secondary, and tertiary prevention/intervention to females throughout the life span, with emphasis on the childbearing family system. 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* (2,6).

**NURS 393.MENTAL HEALTH NURSING**

Nursing theory and practice using physiological, psychological, sociocultural, spiritual, and developmental theories to formulate interventions to attain and maintain optimal mental wellness across the life span. 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 233, NURS 240, NURS 242, BIOL 204, and BIOL 304 or NURS 304. **Four semester hours** (3,1).

#### **NURS 408.CRITICAL CARE NURSING**

Nursing theory and practice based on the nursing process and Neuman Systems Model with emphasis on secondary and tertiary prevention/intervention. 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** (2,6).

#### **NURS 409.PEDIATRIC NURSING**

Nursing theory and practice using the nursing process and the Neuman Systems Model in care of clients from infancy through adolescence. Focuses on family-centered, developmentally supportive care for clients in various settings incorporating primary, secondary, and/or tertiary nursing prevention/intervention. Prerequisites: “C” or better in NURS 346 and NURS 392. **Four semester hours** (2,6).

#### **NURS 412.NURSING LEADERSHIP AND MANAGEMENT**

Nursing theory and practice using the nursing process to plan and coordinate care focusing on agencies as clients. Synthesizes nursing, leadership, and management theories to effect change in the health care delivery system. Incorporates decision-making experiences in multidisciplinary groups. Taken in final semester of student’s program. Prerequisites: “C” or above in NURS 408 and NURS 409. **Four semester hours** (2,6).

#### **NURS 417.COMMUNITY NURSING**

Nursing theory and practice using 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. Incorporates epidemiology, biostatistics, and public health concepts. Prerequisites: “C” or better in NURS 408, and NURS 409. **Five semester hours**. (3,2).

#### **NURS 460.CLINICAL PROBLEM SOLVING**

Enhancement of critical thinking skills to solve clinical problems in simulated client case situations. Synthesizes application of nursing process, interdisciplinary collaboration, and the Neuman Systems Model for clients with complex, multidimensional stressors. Taken in final semester of student’s program. Prerequisites: “C” or better in NURS 408, NURS 409, and NURS 499. Graded as Pass/Fail. **Two semester hours** (2,0).

#### **NURS 480.NURSING HONORS SYNTHESIS**

Development and completion of an Honors Synthesis Project. 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 Chair of the Department of Nursing. **Three semester hours** (3,0).

#### **NURS 499.PROFESSIONAL DEVELOPMENT IN NURSING**

Examination of nursing’s present dynamics and future directions with emphasis on professional development, career structuring, and advanced preparation in nursing. 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. 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. **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. **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. *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. (Global Issues/Nonwestern Studies or Humanities). *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. *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. (Global Issues/Nonwestern Studies). *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. *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. (Humanities) *Three semester hours.*

**PHYSICAL EDUCATION & EXERCISE STUDIES**

The following courses are required of all physical education majors and exercise studies 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. *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. *One semester hour.*

**PEES 199.ADULT CPR AND FIRST AID**

The 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-Teacher Education, Exercise Science, and Athletic Training 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 EXERCISE STUDIES**

An introductory course for Physical Education/Exercise Science/Athletic Training 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 221.FUNDAMENTAL CONCEPTS IN ATHLETIC TRAINING**

This course introduces students to the athletic training profession and the types of scientific knowledge and skills utilized by an athletic trainer. Emphasis will be placed on comprehensive injury prevention and primary injury management. The course will include lab instruction in taping, bracing, equipment fitting, and other fundamental skills utilized in athletic training. Three hours lecture and three hours laboratory weekly. *Four 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. Prerequisites: PEES 226 or approval by instructor. *Three semester hours.*

### **PEES 235.ATHLETIC TRAINING PRACTICUM I**

This course focuses on the development of clinical proficiencies by integrating cognitive and psychomotor skills. The student will participate in formal clinical education in which clinical proficiencies will be instructed, demonstrated, practiced, and evaluated. The student will also participate in clinical experience rotations that provide opportunities for hands-on application of clinical competencies/proficiencies under the direct supervision of a Clinical Instructor or Approved Clinical Instructor. Prerequisite: Admission into the Athletic Training program. A grade of "C" or better in PEES 221. *Two semester hours.*

### **PEES 283.INTRODUCTION TO EXERCISE SCIENCE**

This course focuses on the professional aspects of Exercise Science as a field of study. Exploration into the potential careers available to Exercise Science majors will be thoroughly covered. In addition, the role of professional organizations and the various certifications offered by these organizations for Exercise Science professionals will be examined. An "observational" component in which students are exposed to various subdisciplines of Exercise Science and given the opportunity to reflect on these experiences as they may pertain to a future career path will be included. Prerequisite or co-requisite: PEES 219. *One semester hour.*

### **PEES 290.PRACTICUM IN PHYSICAL EDUCATION**

Intended to give the student 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, Exercise Science, and Athletic Training majors. *One semester hour 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. Prerequisite: "C" or better in PEES 210 or BIOL 202. *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. Prerequisite: "C" or better in PEES 210 or BIOL 202. *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 323.THEORY AND TECHNIQUES OF INJURY ASSESSMENT: LOWER EXTREMITY**

This course focuses on the theory and techniques of assessing lower extremity injuries. Concepts of primary injury assessment and advanced medical evaluation are presented. Two hours lecture, two hours laboratory weekly. Prerequisites: Admission into the Athletic Training Program, a grade of "C" or better in PEES 221, and PEES 310. *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. (Global Issues/Non-western studies) Junior/Senior status required. *Three semester hours.*

**PEES 326.NUTRITION 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 327.THEORY AND TECHNIQUES OF INJURY ASSESSMENT: UPPER EXTREMITY**

This course focuses on the theory and techniques of assessing upper extremity injuries. Concepts of primary injury assessment and advanced medical evaluation are presented. Two hours lecture, two hours laboratory weekly. Prerequisite: A grade of "C" or better in PEES 323. *Three semester hours.*

**PEES 328.THEORY AND TECHNIQUES OF THERAPEUTIC MODALITIES**

This course focuses on the theory and clinical application of therapeutic modalities in the care and rehabilitation of injuries sustained during physical activity. Emphasis will be placed on exercise, thermal, electrical, acoustic, and mechanical modalities. Two hours lecture, two hours laboratory weekly. Prerequisite: Admission into the Athletic Training Program. A grade of "C" or better in PEES 221. *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, diet and health are explored from birth to death. Prerequisites: A grade of "C" or better in PEES 175 and either PEES 210 or BIOL 202, and a grade of "C" or better in PEES 311. *Three semester hours.*

**PEES 340.ATHLETIC TRAINING PRACTICUM II**

This course focuses on the development of clinical proficiencies by integrating cognitive and psychomotor skills. The student will participate in formal clinical education in which clinical proficiencies will be instructed, demonstrated, practiced, and evaluated. The student will also participate in clinical experience rotations that provide opportunities for hands-on application of clinical competencies/proficiencies under the direct supervision of a Clinical Instructor or Approved Clinical Instructor. Prerequisite: A grade of "C" or better in PEES 235 and PEES 328. *Two 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 PEES 210 or BIOL 202 and "C" or better in MATH 211. Prerequisite or co-requisite: PEES 311. *Three semester hours.*

**PEES 343.THEORY AND TECHNIQUES OF PHYSICAL REHABILITATION**

This course focuses on the principles and goals of therapeutic exercise as it relates to the rehabilitation of injuries sustained during physical activity. Emphasis is placed on designing and implementing appropriate therapeutic exercises taking into consideration the physiological responses, effects, and adaptations of the human body from initial tissue trauma to the return to physical activity. Two hours lecture, two hours laboratory weekly. Prerequisites: Admission into the Athletic Training Program. A grade of "C" or better in PEES 221, PEES 310. *Three semester hours.*

**PEES 345.ATHLETIC TRAINING PRACTICUM III**

This course focuses on the development of clinical proficiencies by integrating cognitive and psychomotor skills. The student will participate in formal clinical education in which clinical proficiencies will be instructed, demonstrated, practiced, and evaluated. The student will also participate in clinical experience rotations that provide opportunities for hands-on application of clinical competencies/proficiencies under the direct supervision of a Clinical Instructor or Approved Clinical Instructor. Prerequisite: A grade of "C" or better in PEES 323, PEES 340, and PEES 343. *Two semester hours.*

**PEES 347.THEORY AND TECHNIQUES OF FUNCTIONAL REHABILITATION**

This course focuses on advanced techniques of therapeutic exercise as it relates to functional rehabilitation of injuries sustained during physical activity. Emphasis is placed on designing and implementing activity specific rehabilitation protocols and the assessment of goals, progressions, and outcomes from initial tissue trauma to the return to physical activity. Two hours lecture, two hours laboratory weekly. Prerequisite: A grade of "C" or better in PEES 343. *Three semester hours.*

**PEES 350.CLINICAL EXPERIENCE IN ATHLETIC TRAINING**

This course is designed to enable the student to practice, master, and apply the theories, principles, procedures, and techniques utilized in athletic training in a variety of traditional and non-traditional settings. The student will work under the direct supervision of an Approved Clinical Instructor and/or other medical professional. Clinical settings will include lower extremity sport activities, upper extremity sport activities, and general medicine activities. May be repeated a maximum of six (6) times for credit. Grading is Pass/Fail. Prerequisite: PEES 221. *One semester hour.*



**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, PRESCRIPTION AND LEADERSHIP FOR APPARENTLY HEALTH POPULATIONS**

This course provides the student with the opportunity to acquire knowledge and skills necessary for assessing, interpreting, and designing health and activity programs for apparently healthy populations, with emphasis on developing competency in following ACSM guidelines for exercise testing and prescription. In addition, students will acquire leadership skills through development and presentation of exercise testing procedures and implementation of exercise prescriptions. Prerequisite: "C" or better in PEES 311. *Three semester hours.*

**PEES 370.SPECIAL TOPICS IN PHYSICAL EDUCATION, EXERCISE STUDIES AND ATHLETIC TRAINING**

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 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 STRESS TESTING AND ELECTROCARDIOGRAPHY**

This course is designed to provide practical experience in clinical evaluation of adult fitness. The administration of various graded exercise testing protocols will be introduced, as well as coronary risk factor assessment techniques and interpretation of exercise electrocardiography. The American College of Sports Medicine Guidelines will be emphasized. 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 one from the several PEES disciplines. Prerequisites: Physical Education-Teacher Education, Exercise Science, and Athletic Training majors. Sophomore standing or above. Permission of 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. *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 450.ATHLETIC TRAINING PRACTICUM IV**

This course focuses on the development of clinical proficiencies by integrating cognitive and psychomotor skills. The student will participate in formal clinical education in which clinical proficiencies will be instructed, demonstrated, practiced, and evaluated. The student will also participate in clinical experience rotations that provide opportunities for hands-on application of clinical competencies/proficiencies under the direct supervision of a Clinical Instructor or Approved Clinical Instructor. Prerequisite: A grade of “C” or better in PEES 327, PEES 345, and PEES 347. *Two semester hours.*

**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 453.MEDICAL CONDITIONS AND DISEASE**

This course focuses on the recognition and management of various medical conditions and disabilities commonly found in those involved in physical activity. Pharmacological agents and their utilization in the management of injuries, medical conditions, and disabilities are presented. Prerequisite: A grade of “C” or better in PEES 327. *Three semester hours.*

**PEES 455.ATHLETIC TRAINING PRACTICUM V**

This course focuses on the development of clinical proficiencies by integrating cognitive and psychomotor skills. The student will participate in formal clinical education in which clinical proficiencies will be instructed, demonstrated, practiced, and evaluated. The student will also participate in clinical experience rotations that provide opportunities for hands-on application of clinical competencies/proficiencies under the direct supervision of a Clinical Instructor or Approved Clinical Instructor. Prerequisite: A grade of “C” or better in PEES 450 and PEES 453. *Two semester hours.*

**PEES 460.ATHLETIC TRAINING MANAGEMENT**

This course focuses on the management of health care delivery as it relates to athletic training. Emphasis is placed on the knowledge and skills needed to manage the day-to-day operations including, but not limited to, human resources, facilities, finances, legalities, ethics, and records. Prerequisites: Admission into the Athletic Training Program. A grade of “C” or better in PEES 221. *Three semester hours.*

**PEES 490.INTERNSHIP I**

The first of two internships designed to give the PEES major practical work experience. Students must apply one semester prior to the semester in which they wish to have the work experience. May be taken for additional credit up to a maximum of twelve semester hours. Prerequisite: “C” or better in PEES 311 and permission of the department chair. Prerequisite or co-requisite: PEES 362 or instructor’s permission. 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 the PEES major practical work experience. Students must apply one semester prior to the semester in which they wish to have the work experience. May be taken for additional credit up to a maximum of twelve semester hours. Prerequisite: “C” or better 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 and Athletic Training 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. *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. *Four 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, 123 or 131. "C" or better in PHYS 201 is a prerequisite for PHYS 202. *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. Prerequisites: MATH 114, 121, 131 or equivalent. *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 132. "C" or better in PHYS 211 is a prerequisite for PHYS 212. *Four semester hours per course.*

### **PHYS 305.SPECIAL STUDIES**

Studies in Physics on special topics for juniors and seniors. Prerequisite: MATH 121. *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 hours laboratory weekly. Prerequisites: CHEM 351, MATH 232. *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 (Political Economy General Education). *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. (Political Economy General Education). **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 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 21<sup>st</sup> century. Special attention to the analysis of the hegemonic role of the United States in international affairs. Junior/senior status recommended. (Global Issues/Nonwestern Studies). **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. (Global Issues/Nonwestern Studies) **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**

Various approaches to law, including philosophical, sociological, political, and historical; elements of legal reasoning; institutions, functions, and effects of law in America. **Three semester hours.**

#### **POLS 311.CONSTITUTIONAL LAW**

A study of American federalism, political power of the judicial branch, judicial review, and limitations on the power of the courts. **Three semester hours.**

#### **POLS 312.CIVIL RIGHTS AND CIVIL LIBERTIES**

A study of rights guaranteed to American citizens under the Constitution of the United States. Focus on court decisions which interpret and protect individual rights and freedoms. **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. **Three semester hours.**

**POLS 317.INTRODUCTION TO PUBLIC ADMINISTRATION**

Introduction to government bureaucracy and 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. *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 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. Prerequisite: POLS 317. *Three semester hours.*

**POLS 320.ENVIRONMENTAL POLITICS**

This course examines the state of environmental policy in the United States and the world today. The role of governments, interest groups, science, and the public are analyzed in such areas as air and water pollution, resource depletion, waste disposal, population, and biodiversity. Junior/senior status recommended. Junior/senior status recommended. (Global Issues/Nonwestern Studies). *Three semester hours.*

**POLS 325.INTERNATIONAL CONFLICT**

This course focuses on conflict in world politics, specifically the study of war and the use of force. Topics include military transformations related to technology, weapons of mass destruction (WMDs), and ethnic conflicts and humanitarian disasters. The course also examines the modern science and technology of nuclear weapons since 1945 as well as terrorism in contemporary world politics. Junior/senior status recommended. (Global Issues/Nonwestern Studies) *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 345.AMERICAN FOREIGN POLICY**

Description and analysis of American foreign policy. Primary focus upon the debate over how the U.S. government and the American people could and should relate to governments and peoples in the rest of the world, including both the developed and the developing worlds. Course also includes how foreign policy is made, including the role of the president, congress and public opinion. Junior/senior status recommended. (Global Issues/Nonwestern Studies). *Three semester hours.*

**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/ NON-WESTERN STUDIES**

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. *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. (Global Issues/Non-Western Studies) *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 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 with 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, organization, and roles. Special focus will be given to the topic of federalism and the role of state and local government in the American federal system. *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 SEMINAR**

This capstone course assists students to synthesize their political science college experience and to prepare them to apply their knowledge and skills after graduation. Topics include political autobiography, analysis of contemporary political processes, and transition to post-graduate training and/or career. Senior or near-senior status. *One semester hour.*

**PSYCHOLOGY****PSYC 101.GENERAL PSYCHOLOGY**

Fundamental laws, facts, problems and fields of psychology and its relation and important applications to other fields. *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.**

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, psychology minors, or students who have not declared a major. Any exceptions must be approved by the instructor. *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 PSYC 101 and ENGL 102. *Three semester hours.*

**PSYC 212.INTERVIEWING AND COUNSELING (FALL)**

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, SOCI 101, 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. Prerequisite: "C" or better in PSYCH 101 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: PSYC 101 and ENGL 102. *Three semester hours.*

#### **PSYC 260.PSYCHOLOGY RESEARCH SKILLS**

This course introduces students to the ways in which scientific psychological research progresses from formulating an idea to implementing a research design to dissemination of the findings in a professional venue. Students are introduced to the different components of psychological research reported in peer reviewed primary sources. Students learn how to evaluate and critique the relevant information from each section of these reports, how to form logical connections between previously reported findings in the development of novel hypotheses, and how to interpret and create graphs and tables in preparation for conducting research. Prerequisites: "C" or better in PSYC 101 and "C" or better in ENGL 102 or ENGL 373. *Three semester hours.*

#### **PSYC 290.PSYCHOLOGY 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 psychological skills and concepts. The student must be available a minimum of two hours each week to work under faculty/staff supervision. Graded on a Pass/Fail basis, the course can be taken three times. Prerequisite: Recommendation by one of the psychology faculty. *One semester hour.*

#### **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, 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 person perception, attitudes and persuasion, the self, and prejudice and stereotyping. Prerequisites: PSYC 101 and ENGL 102. *Three semester hours.*

#### **PSYC 302.GROUP PROCESSES: SOCIAL PSYCHOLOGY II**

An analysis of the current methods and theories concerning group processes. Topics include conformity, obedience, aggression, prosocial behavior, group cooperation and conflict. Prerequisites: PSYC 101 and ENGL 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 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: PSYC 101, ENGL 102, and a lab 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: PSYC 101, ENGL 102, and junior status. *Three semester hours.*

### **PSYC 310.BLACK PSYCHOLOGY**

An introduction to key concepts, theories, and research relevant to the discipline of Black Psychology. This course examines the psychological experience of Black Americans from both an African and American worldview. Topics covered include historical foundations, social systems (family and community), individual and lifespan developmental processes, psychological adjustment and adaptation. Prerequisites: PSYC 101 and ENGL 102 or permission of instructor. *Three semester hours.*

### **PSYC 312.SYSTEMS OF PSYCHOTHERAPY (SPRING)**

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: PSYC 101 and ENGL 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: PSYC 101 and ENGL 102. *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: PSYC 101 and ENGL 102. *Three semester hours.*

### **PSYC 330.METHODS AND LOGIC OF BEHAVIORAL RESEARCH**

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 101, PSYC 260, and ENGL 102. *Four semester hours.*

### **PSYC 331.BEHAVIORAL STATISTICS IN EXPERIMENTAL PSYCHOLOGY**

Explains the properties of the different kinds of data scales and distributions encountered in behavioral research. Covers the procedures of summarizing data and presenting them in tabular and graphic forms. Also covers the logical process of selecting appropriate inferential statistics and the use of statistical software. Includes research lab component. Prerequisites: PSYC 190 and "C" or better in PSYC 330 and MATH 211 (any exception must be petitioned). *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: PSYC 101 and ENGL 102. *Three semester hours.*

### **PSYC 341.PSYCHOLOGY OF RELIGION**

This course reviews the psychological nature and functions of religious beliefs and practices, from the perspective of the major schools of psychological thought (Psychoanalytic, Humanistic, Existential, and Eastern Psychology). It will include a discussion of the role and function of religious beliefs in the development of a healthy personality, and review the methods (practices) used by the world's major religions (Western and non-Western) to fulfill these functions. Prerequisites: ENGL 102 and PSYC 101. Junior/senior status recommended. (Global Issues/Nonwestern Studies). *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: PSYC 101, ENGL 102, and junior standing. *Three semester hours.*

### **PSYC 360.WOMEN AND MEN**

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 in Western and Non-Western cultures 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. (Global Issues/Non-Western Studies course) **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. **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. **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. **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/she ordinarily would in a traditional lecture course. Prerequisites: PSYC 101 and ENGL 102. **Three semester hours.**

### **PSYC 400.PSYCHOMETRICS**

The first section covers the techniques and principles of test construction. The second section deals with the application and methods of interpretation of some standard psychological tests. Prerequisite: "C" or better in PSYC 330 and PSYC 331. **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. Junior/senior status recommended. (Global Issues/Nonwestern studies course). **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: PSYC 101 and ENGL 102. **Three semester hours.**

### **PSYC 421.RESEARCH SEMINAR.**

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 331 and permission of instructor. **One to three semester hours.**

### **PSYC 490.INTERNSHIP**

Interns work for a social/service agency or business for an average of eight hours per week for 13 weeks, 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 unit head. Prerequisites: PSYC 331 with a minimum of "C" and permission of the instructor. **Three semester hours.**

### **PSYC 499.SENIOR SEMINAR**

The professional concerns/capstone course. Topics include issues of professional conduct, ethics, resumes, and transition to career choices. Prerequisites: Senior status and "C" or better in PSCY 331 and either psychology major or minor. **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 OLD TESTAMENT**

The course is a survey of the literature of the Old Testament as it reflects 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 Mediterranean 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. (Global Issues/Nonwestern Studies). *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 102. (Global Issues/Nonwestern Studies) *Three semester hours.*

### **RELI 441.TOPICS IN RELIGION**

Special topics in the study of religion to be offered by various instructors and announced in advance. Prerequisite: RELI 101 or 211 or 212 or 301. *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. *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 209. JUVENILE DELINQUENCY**

The causes of juvenile delinquency, its extent and the variations in the laws, treatment of the delinquency and the significance of such factors as changing cultural patterns and teenage cultures. Prerequisite: "C" or better in SOCI 101 or permission of instructor. *Three semester hours.*

**SOCI 210. CORRECTIONS, PROBATION AND PAROLE**

This course attempts to explore the broad spectrum of the systems, processes, and people that constitute the field of correction and examines the history of emergence and development of prisons and jails, probation, parole, and community-based corrections. Prerequisite: "C" or better in SOCI 101 or departmental approval. *Three semester hours.*

**SOCI 214. CRIMINAL JUSTICE SYSTEM**

Examination of law enforcement systems and courts practice, police discretion, and the methods of dealing with suspects. Emphasis on criminal justice processes and the implication of criminal law in society. Prerequisite: "C" or better in SOCI 101 or departmental approval. *Three semester hours.*

**SOCI 215. SOCIAL SCIENCES DATA TOOLS**

An introduction to data sources, uses and presentation designed specifically for social science students. Coverage includes the use of statistical analysis programs, discovery, manipulation, and creation of data files and presentation development with appropriate software programs. Prerequisite: MATH 101, MATH 121 or MATH 211. *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 230. 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: "C" or better in SOCI 101 or departmental approval. *Three semester hours.*

**SOCI 271. TOPICS IN SOCIOLOGY**

Exploration of topics and issues not currently included in the sociology curriculum. This course is designed as an experimental course covering in-depth studies of sociological interest. May be taken for additional credit as topic changes. Prerequisite: "C" or better in SOCI 101 or permission of the instructor. *One to 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. *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 SOC 202 or departmental approval. *Three semester hours.*

### **SOCI 303.CRIMINOLOGY**

Delinquency and crime with special emphasis upon the character extent and causes of crime, criminal law, court and penal systems and programs, for crime prevention. Prerequisite: Prerequisites: "C" or better in SOCI 101, SOCI 202, and "C" or better in either SOCI 209 or SOCI 230, 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 SOC 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 SOC 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 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 ANTH 321. Prerequisites: Grade of "C" or better in ANTH 103, 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 SOC 202 or departmental approval. *Three semester hours.*

### **SOCI 326.SOCIETY AND LAW**

Study of the social origin of law: the interrelations of society and law: examines the moral, ethical, social and the legal aspect of law, criminal law and legal process. Prerequisites: "C" or better in SOCI 101 and SOC 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 SOC 202 or departmental approval. *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. (Global Issues/Nonwestern Studies) *Three semester hours.*

### **SOCI 361.SOCIOLOGY OF AGING**

Aging as a phenomenon of study necessarily requires an understanding of temporality. It is the real life example of how past and future are implicated in present experience from a cross cultural perspective. It will involve an in-depth comparison of social problems and issues of aging and how they relate to both time and place. Theories of aging will be introduced and analyzed with reference to the variations and similarities of the aging experience as a global concern. Prerequisite: Junior/senior status only. *Three semester hours.*

### **SOCI 371.SPECIAL TOPICS IN SOCIOLOGY**

Exploration of topics and issues not currently included in the sociology curriculum. This course is designed as an experimental course that reflects emergent areas of sociological study and analysis as informed by sociological

theory. May be taken for additional credit as topic changes. Prerequisite: "C" or better in SOCI 101 or permission of instructor. *One to three semester hours.*

#### **SOCI 377.GLOBAL ISSUES/NON-WESTERN STUDIES SPECIAL TOPICS**

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. *Three semester hours.*

#### **SOCI 398.METHODS OF SOCIAL RESEARCH**

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; techniques for data collection and analysis. Prerequisites: SOCI 101 with "C" or better; MATH 211 or BA 225 with "C" or better; ENGL 275 or ENGL 373 with "C" or better 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 399.SOCIOLOGICAL 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 with "C" or better; ENGL 275 or ENGL 373 with "C" or better 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 421.SOCIOLOGY SENIOR SEMINAR**

Independent research using primary sources on a topic of sociological interest. Prerequisite: Senior status and "C" or better in SOCI 398 and SOCI 399. Students must also have a Lander GPA of at least 2.0 to take this course. *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. They are required to work at least 8 hours per week for 13 weeks in an approved social agency for three hours credit. This course may be repeated for additional three hours credit with approval of the division chair. Prerequisite: Senior status and "C" or better in SOCI 398 or departmental approval. Students must also have a Lander GPA of at least 2.0 to take this course. *Three to six semester hours.*

#### **SOCI 499.PRACTICUM IN CONTEMPORARY SOCIOLOGY**

This course is designed to be one of the last classes a sociology major (including those students choosing the criminal justice emphasis) will take at Lander. It is structured to help students understand the role of sociology in society today and to develop a practical orientation for students as they enter society as sociology majors. Topics to be covered include a review of the major topics, concerns, and controversies students have learned while majoring in sociology; engagement with recent sociological research and theorizing; discussion and analysis of projects sociologists are currently working on; and practical strategies for putting a sociology degree to work in a post-collegiate context. Prerequisites: "C" or better in SOCI 101, SOCI 398, and SOCI 399. Students must also have a minimum Lander GPA of at least 2.0 to take the course. *Three semester hours.*

### **SPANISH**

#### **SPAN 101.ELEMENTARY SPANISH I**

Pronunciation, vocabulary building, principles of grammar and reading, and introduction to Hispanic cultures. Idiomatic communication in the spoken languages. Prior to registration, the foreign language placement test must be taken by all students new to Lander as of fall 2007. For more information see Foreign Language Placement Test. *Three semester hours each.*

**SPAN 102.ELEMENTARY SPANISH II**

Pronunciation, vocabulary building, principles of grammar and reading, and introduction to Hispanic cultures. Idiomatic communication in the spoken language. Prerequisite: SPAN 101, or placement. Prior to registration, the foreign language placement test must be taken by all students new to Lander as of fall 2007. For more information see Foreign Language Placement Test. *Three semester hours.*

**SPAN 201.INTERMEDIATE SPANISH I**

Spanish language reading and writing skills, study of Hispanic cultures, and analysis of texts from various genres. Extensive grammar review, composition, oral practice. Class conducted in Spanish. Prerequisite: Grade of "C" or better in SPAN 102, or placement. *Three semester hours.*

**SPAN 202.INTERMEDIATE SPANISH II**

Spanish language reading and writing skills, study of Hispanic cultures, and analysis of selected texts from various genres. Extensive grammar review, composition, and oral practice. Class conducted in Spanish. Prerequisite: SPAN 201 or placement. *Three semester hours.*

**SPAN 210.SPANISH CONVERSATION FOR THE PROFESSIONS**

Fluency in oral communication developed through such activities as oral reports, summaries of reading and viewing materials, debates, pronunciation exercises, specialized vocabulary, and creative dramatic performances.

**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 304.SPANISH PHONETICS**

An introduction to the phonological system of the Spanish language including the theoretical basis for understanding the Spanish sound system. Students will perfect their own pronunciation through classroom practice and evaluated recordings. Prerequisite: SPAN 202. *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**

An introduction to the culture and civilizations of Spain and Spanish America, including physical and human geography, historical development, and especially the values that provide a vision of social, economic, and political convergences in the Hispanic world. 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 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 arranged with an instructor. The project requires a final paper written in Spanish and a public presentation in English or the research results. Prerequisite: Senior standing, permission of instructor. *One to three semester hours.*

**SPECIAL EDUCATION**

*See Education (pages 294-295).*

**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 ORAL INTERPRETATION**

Develops demonstrated competence in the elements of voice and body used in oral interpretation. Competence is also required in the analysis of literature for its spirit and meaning. Required for 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 Communication and Theatre Arts Majors or permission of instructor. This is a studio course. *Three semester hours.*

**TEACHING FELLOWS PROGRAM**

*See Education (pages 295-296).*

**THEATRE****THTR 017.PERFORMANCE**

This course requires Theatre Emphasis majors 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. Required for Theatre Emphasis majors. *Three semester hours.*

**THTR 201.THEATRE APPRECIATION**

A study in theatrical literature that focuses on key historical eras in the development of theatre movements. *Three semester hours.*

**THTR 203.ACTING II**

A continuation of THTR 200. Focus is on scene analysis and developing emotional honesty in a performance. Required for Theatre emphasis majors. 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 course work. 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 Communication and Theatre majors or permission of instructor. *Three semester hours.*

**THTR 342.SCENE DESIGN AND STAGE LIGHTING**

Designed to develop demonstrated competence in the aesthetic and practical considerations in designing both stage scenery and lighting for theatrical stage productions. Classroom experience in lighting design and scenic planning, operation, and design techniques. 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.*

# Graduate Teacher Education Programs

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

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

**IMMUNIZATION:** All students taking courses on the Lander campus will be required to meet immunization standards as specified in the current university catalog.

**DISPOSITIONS:** Students enrolled in advanced degree programs in the College of Education are expected to exhibit the knowledge, skills and dispositions delineated in the Unit's conceptual framework. This framework provides direction for programs, courses, teaching and candidate assessment. The National Council for Accreditation of Teacher Education (NCATE) defines dispositions as "values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educators' own growth and professional development." Professional Educators are expected to exhibit appropriate dispositions. Failure to do so may result in removal from a graduate education program.

Students enrolled in Lander University Graduate education programs are assessed using these learner outcomes and preferred dispositions and must embrace and demonstrate the knowledge, skills and preferred dispositions set forth by the conceptual framework.

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

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

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

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

- 2.8 Candidate creates and maintains a safe, positive emotional and physical environment that is conducive to learning through active engagement of students and the display of a caring attitude.
- 2.9 Candidate ensures standards of conduct are clear, reviews and prompts behaviors when appropriate and uses preventative discipline techniques, instructional and non-instructional time effectively.

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

- 3.1 Candidate demonstrates oral and written communication that is correct, accurate, clear and relevant to the listening or reading audience (students, educators, families, and community members).
- 3.2 Candidate demonstrates professional responsibilities and behaviors (e.g. appearance, attendance, punctuality, confidentiality, etc.) in interactions with students, educators, families, & community members that support the learning environment.
- 3.3 Candidate demonstrates professional dispositions (initiative, responsibility, self-control & flexibility) in interactions with students, families, community & colleagues.

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

- 4.1 Candidate systematically uses assessments that are appropriate to evaluate student learning before, during and after instruction to assess impact of instruction and provides evidence of positive impact on student learning.
- 4.2 Candidate recognizes effectiveness of lessons and notes strengths and weaknesses. Candidate uses the reflective cycle to implement change in the teaching-learning process as evidence by lesson reflections and modifications.
- 4.3 Candidate is involved in professional opportunities, uses available resources to develop as a reflective professional and intentionally advocates for educational values.

## **The Master of Arts in Teaching Degree with a Concentration in Art Education (MAT)**

Lander University recognizes the need for practical preparation of qualified individuals seeking initial certification in art, K-12. The Master of Arts in Teaching degree with a concentration in art education is designed to provide students who have a baccalaureate degree in studio art the knowledge, skills and dispositions that will prepare them to teach effectively.

Admitted students begin an intensive, fourteen-month program of full-time studies. The MAT program cycle begins once each year in May, with all admissions from the previous year beginning and completing required coursework as a cohort group. Students can complete program requirements in one academic year (fall and spring terms) combined with full-time enrollment for two summers. Requirements include field experiences, internships and clinical experiences related to art and classroom teaching. The program of study consists of 39 graduate hours and 12 additional credit hours of directed teaching (for a minimum of 60 full days.) Successful completion of the program will lead to both the MAT degree and to recommendation for South Carolina teacher certification at the masters level.

### **Admission**

There are three major steps in the process of degree attainment for the program, Master of Arts in Teaching with concentration in art education: the initial admission, admission to Clinical Practice, and program completion.

### **Initial Admission**

The student seeking admission to the MAT with a concentration in art education must have completed an undergraduate degree in that content area from an accredited institution with a minimum GPA of 2.75 on a 4.0 scale. A completed application, three (3) recommendations from professional associates completed on official Lander Graduate Recommendation Form which is located at: <http://www.lander.edu/academics/Colleges-Departments/Graduate-Studies/Apply-Now.aspx> or email [admissions@lander.edu](mailto:admissions@lander.edu) to request a copy, transcripts of all college coursework, and an approved content area worksheet (prepared by admissions reviewer) are required to complete the application packet. Applicants will also be required to submit a writing sample, interview with major academic area faculty, and offer a studio portfolio in varied media for review. Since the program is designed to confer initial teacher certification, it is not open to those already certified to teach in South Carolina or in any other

state. A non-refundable application fee of \$35 must accompany the student's initial application for admission to graduate studies at Lander University.

### **Admission to Clinical Practice**

Admission to Clinical Practice requires:

- a) application to the South Carolina Department of Education for certification which requires fingerprint and background check approval;
- b) application to the Department of Teacher Education for admission to Clinical Practice;
- c) acceptance during the semester prior to the student teaching experience;
- d) completion of specified courses in the MAT program of studies with a minimum GPA of 3.0. Two grades of "C" in any graduate courses preclude continuation in the program. Any grade lower than a "C" must be replaced by retaking the course with a grade of "B" or better before advancing to the next course in the program of studies. Failure to earn a replacement grade of "B" or better means discontinuation in the program.
- e) completion of 100 hours of field experience including a two-week placement at a single site;
- f) favorable recommendation by the MAT Art Education Program Coordinator and by the Dean of the College of Education;
- g) approval by the Director of Graduate Programs; and
- h) passing scores on the Praxis II Subject Assessments/Specialty Area Tests required for certification in art by the South Carolina Department of Education.

### **Program Completion**

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

- a) Presentation of a professional studio portfolio appropriate to the content area (i.e., graduate exhibition for MAT candidates in art education).
- b) Successful performance of a summative Program Defense evaluated by professionals in the fields of art, art education and education.
- c) All coursework for the Master of Arts in Teaching degree must be completed within a period of six years.

### **Master of Arts in Teaching Program Requirements**

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

- a) Transcripts
  - An MAT candidate must complete an approved program of study, have no more than six semester hours with grades of "C" and have a GPA of 3.0 or above.
  - Upon receiving the first grade of "C", the student will be required to meet with the Director of Graduate Programs to develop an academic progress plan. Upon receiving a second grade of "C" the student will not be permitted to continue in the degree program.
  - All work for the Master of Arts in Teaching degree must be completed within a period of six years.
  - Any remedial course work needed to meet the requirement for four art histories or for required undergraduate coursework must be completed before admission to student teaching.
- b) Praxis II scores

#### **2. Successful completion of Clinical Practice**

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

#### **3. Graduate Exhibition**

- a) Presentation of studio products of MAT courses in variety of media

#### **4. Program Defense**

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

## **Criteria Governing Submission of Recommendation for Certification**

- 1. Successful completion of all program requirements.**
- 2. 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
  - c) certification; and
  - d) Principles of Learning and Teaching (PLT).
- 3. Minimum GPA of 3.0.**

The student must meet Teacher Education assessment requirements demonstrating an acceptable level of competence in all learner outcomes of the Professional Educator.

### **Program of Study Course Sequence**

The program of study leading to the Master of Arts in Teaching degree consists of course work and other learning activities in the following areas at the 600 level.

#### **Initial Summer**

ART 621: History and Philosophy of Art Education  
EDUC 625: The Learner  
ART 611: Curriculum Development in Art, K-12  
EDUC 664: Principles of Teaching

#### **Fall**

ART 600: Practices for Teaching Art  
ART 660: Design and Sculpture  
EDUC 663: Content Area Reading and Assessment  
EDUC 604: School and Society

#### **Spring**

EDUC 666: Clinical Practice

#### **Completion Summer**

ART 650: Crafts Design and Production  
ART 640: Computer and Media Technology  
ART 630: Art Contexts for Art Education  
ART 661: Graduate Exhibition

## **The Master of Education Degree in Teaching and Learning**

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

### **Admission**

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

\*NOTE: A non-refundable application fee of \$35 must accompany initial application.

**1. Initial Admission** All applicants must have earned a baccalaureate degree from a regionally accredited college or university and submit all of the following to the Office of Admissions:

- 1) Official transcripts from all institutions attended.
  - a. Applicants must have an overall cumulative grade point average (GPA) of 3.0 on a 4.0 scale in their baccalaureate degree program; or

- b. Graduate Record Examination (GRE) score of at least 289 points if taken after September 2011, a GRE score of at least 800 points if taken prior to September 2011, or a score of 380 on Miller's Analogy Test (MAT).
- 2) Three (3) recommendations from professional associates completed on official Lander Graduate Recommendation Form which is located at: <http://www.lander.edu/academics/Colleges-Departments/Graduate-Studies/Apply-Now.aspx> or email [admissions@lander.edu](mailto:admissions@lander.edu) to request a copy.
- 3) All credentials will be reviewed by the Director of Admissions.
- 4) An interview with the Graduate Programs Director is required to determine candidate readiness to pursue one of the desired concentration areas: Diverse Learners, Exercise Science & Sports Studies, or Instructional Technology. Any recommended prerequisite coursework must be completed prior to Admission to Program.

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

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

**2. Admission to Program** After a student has completed 12 hours of graduate work from an approved program of study at Lander University and has maintained an overall B average, program faculty will review the student's graduate work and the student's coursework performance. A minimum of one common core course must be completed prior to admission to program. If all requirements are met, the Graduate Director will then recommend the student for admission to the M.Ed. in Teaching and Learning program.

**3. Admission to Candidacy** Graduate credit will be awarded for A, B, or C grades but students will be admitted to candidacy only after completing at least 24 hours of graduate courses with a minimum GPA of 3.00. A student must have no more than six semester hours with grades of "C" or lower and must have an earned GPA of 3.0 or above to complete the M.Ed. in Teaching and Learning program.

### Degree Requirements

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

### Program of Study

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

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

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

## 2. Concentration Areas-(Choice of One, 12 hours)

### **Diverse Learners**

EDUC 653 Teaching Reading and Writing to Limited English Proficient (LEP) Learners  
EDUC 656 Behavior and Classroom Management  
EDUC 651 Principles for Teaching Linguistically and Culturally Diverse Learners  
EDUC 676 Assessment of Diverse Learners, P-12

### **Exercise and Sports Studies**

PEES 602 Fitness and Conditioning Principles  
PEES 605 Supervision and Assessment in Physical Education  
PEES 624 Sport Psychology  
PEES 626 Advanced Motor Development and Motor Learning

### **Instructional Technology**

EDUC 632 Effective Design and Facilitation of online Courses  
EDUC 634 Instructional Assessment Through Technology  
EDUC 636 Management of Technology Resources  
EDUC 638 Integration of Technology and Instruction

## 3. Electives or Related Studies

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

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

Approved transfer credit may be used to meet elective requirements.

## The Master of Education Degree in Montessori Education

### **Admission**

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

\*NOTE: A non-refundable application fee of \$35 must accompany initial application.

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

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

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

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

### **Degree Requirements**

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

### **Program of Study**

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

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

EDUC 620 Advanced Educational Psychology  
EDUC 622 Advanced Growth and Development of the Learner  
EDUC 623 Methods and Materials of Educational Research  
MONT 617 Montessori Practicum I  
MONT 618 Montessori Practicum II



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

**For concentration in ages 3-6**

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

**For concentration in grades 1-3**

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

3. In addition, students seeking certification at the lower elementary (grades 1-3) level who do not hold certification for ages 3-6 must take EDUC 685 or a 3 credit hour Early Childhood Montessori Methods class to meet the Early Childhood overview requirement for the American Montessori Society.

Transfer credit must be approved by the Director of Graduate Studies.

**Grading System for Graduate Programs**

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

- A: Distinguished performance - indicates achievement of distinction for graduate study. Four quality points per semester hour.
- B: Acceptable performance - indicates the minimum level of achievement for completion of a graduate program. Three quality points per semester hour.
- C: Indicates marginal achievement for graduate study. Three C's in any graduate courses precludes continuation in the program. Two quality points per semester hour.
- D: Poor - Indicates achievement at a level below that required for graduation. One quality point per semester hour. Courses with a grade of "D" are not applicable to a graduate degree.
- P: Passing - Indicates satisfactory achievement in no-credit or no-grade options. No quality points.
- F: Failure - Indicates unsatisfactory achievement. No quality points.
- FA: Failure because of excessive absences. No quality points are given to F or FA which is considered in computing the grade point ratio. Students earning this grade are considered to have "dropped out unofficially": instructors assigning this grade must provide on the final grade roster the student's last date of attendance in the class.
- AU: Audit - Indicates status as auditor. Auditing a course consists of attending classes and listening without the responsibility for any course assignments or examinations. No credit is earned by auditing a course and no credit may be earned in an audited course by examination or otherwise. No audited course may be repeated for credit at a later date. *Students may not audit laboratory or skills courses.*
- W: Withdrawal - Indicates a withdrawal or drop.

I: Incomplete - Incomplete is assigned at the discretion of the instructor when, in the instructor's judgment, a student is unable to complete some portion of the assigned work in a course because of an unanticipated illness, accident, work-related responsibility or family hardship; it is not intended to give students additional time to complete course assignments unless there is some indication that the specific condition or event prevented the student from completing course assignments on time. By arrangements with the instructor, the student will have up to six months from the last day of examinations for the semester in which to complete the work before a permanent grade is recorded. After six months an "I" which has not been made up is changed permanently to a grade of "F". *Re-enrolling in the course will not make up an incomplete grade.* It is the responsibility of the student to insure that all arrangements for removal of the incomplete have been made and that all work for completing course assignments has been accomplished.

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

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

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

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

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

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

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

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

### **Transfer Credit**

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

### **Auditing**

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

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

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

### **Petitions**

Lander University provides formal procedures for addressing student petitions for variance from stated policies governing curricular issues. All petitions are submitted to the Director of Graduate Programs for consideration by the appropriate advanced degree committee.

### **Graduate Programs for Non-Degree Students**

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

### **Special Graduate Workshops**

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

### **Recertification Credit**

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

### **Transient Students**

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

# GRADUATE COURSES OF STUDY

## THE MASTER OF ARTS IN TEACHING DEGREE WITH A CONCENTRATION IN ART EDUCATION (MAT)

### ART

#### **ART 600.PRACTICES FOR TEACHING ART: MATERIALS AND METHOD (FALL)**

This course focuses on translating theory into practice in the art classroom. The graduate studio/seminar assignments are designed to prepare or update teaching professionals in the field of art. Topics of seminars and the focus of studio strategies are based on current concerns in the profession, such as discipline based arts education, multiculturalism, meeting the needs of a diverse student population, use of instructional technology and portfolio assessment. After students have taught and critiqued model lessons, they will move into a two-week clinical experience in public school. Prerequisite: Undergraduate degree in Art, in Art Education, or acceptance into the MAT graduate degree program or permission of the instructor. *Six semester hours.*

#### **ART 611.CURRICULUM DEVELOPMENT IN ART, K-12 (SUMMER)**

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

#### **ART 621.HISTORY AND PHILOSOPHY OF ART EDUCATION (SUMMER)**

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

#### **ART 630.ART CONTEXTS FOR ART EDUCATION (SUMMER)**

This course emphasizes acquiring knowledge and presentation skills related to the cultural contexts of art represented in both global and Western European traditions and contemporary fine art and craft. Students develop instructional units supporting the “National Standards for Art Education.” Acceptance into the MAT graduate degree program or permission of the instructor. *Three semester hours.*

#### **ART 640.COMPUTER AND MEDIA TECHNOLOGY (SUMMER)**

This course focuses on the application of instructional technology to art education including the research and preparation of instructional materials and the use of appropriate media to document and present electronically a defensible integration of the student’s program of studies in art education. Enrollment in courses for completion of MAT graduate degree program or permission of instructor. *Three semester hours.*

#### **ART 650.CRAFT DESIGN AND PRODUCTION**

This course emphasizes studio art production for craft forms appropriate to the goals of art education. Media selection offers potential for both challenge and success, for development of multicultural contexts and personal creativity, and for compatibility with the budget and space restrictions of public school art classes. Craft media may include ceramics, textiles, and enameling and/or may vary based on student interests and the use of current cultural resources. *Three semester hours.*

#### **ART 660.DESIGN AND SCULPTURE**

This course emphasizes studio production of quality 3-D design and sculptural projects from readily available, inexpensive materials using simple processes appropriate for instruction of young students from kindergarten to advanced secondary levels, as well as students with special needs. Attention will be given to management of the studio classroom and to projects that teach 3-D problem solving while utilizing limited space and easily

manipulated materials. Prerequisite: Undergraduate degree in studio art, acceptance into the MAT graduate degree program, or permission of the instructor. *Three semester hours.*

#### **ART 661.GRADUATE EXHIBITION (SUMMER)**

This course contains two major components. The first is an internship experience in the selection and preparation of artworks for exhibition and the installation and publicity of the art exhibit for educational purposes. Completion of this component will be documented through a journal of the experience. The second component is the selection of works, preparation, installation and publicity of an interpretive gallery exhibit of the student's own work completed in studio and art education courses in the graduate program. Completion of this component will be documented through the actual exhibition and demonstrated knowledge of proper exhibition practices.

Prerequisites: ART 600, ART 611, ART 650, ART 660, EDUC 666. *Three semester hours.*

### **EDUCATION**

#### **EDUC 604.SCHOOL AND SOCIETY**

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

#### **EDUC 625.THE LEARNER**

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

#### **EDUC 663.CONTENT AREA READING AND ASSESSMENT**

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

#### **EDUC 664.PRINCIPLES OF TEACHING**

This course will include a blending of learning theory and educational psychology. Major learning theories will be studied from the perspective of what is known about how individuals learn. Students will examine the structure of appropriate classroom practice which is based upon knowledge of learning principles. Methods and materials appropriate for incorporating computers in content classrooms and models of classroom management will be explored. Methods of conducting and interpreting research will be taught in order for students to examine the best knowledge of how individuals learn and to support them in planning instruction accordingly. A field experience will allow students to examine current practices in public school classrooms. Prerequisite: Acceptance into the MAT graduate degree program. *Three semester hours.*

#### **EDUC 666.CLINICAL PRACTICE**

This course, open only to graduate students in the Master of Arts in Teaching program, involves observation, participation and supervised teaching in the public schools. It also includes a series of seminars dealing with issues in effective teaching. Prerequisite: Acceptance into MAT graduate degree program, completion of prescribed courses and passing scores on Praxis II tests required for certification. Graded pass/fail. *Twelve semester hours.*

### **THE MASTER OF EDUCATION DEGREE IN TEACHING AND LEARNING**

#### **EDUC 603.CULTURAL DIVERSITY IN EDUCATION**

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

**EDUC 607.CHARACTERISTICS OF STUDENTS WITH EMOTIONAL/BEHAVIOR DISORDERS**

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

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

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

**EDUC 620.ADVANCED EDUCATIONAL PSYCHOLOGY**

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

**EDUC 621.EDUCATIONAL MEASUREMENT**

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

**EDUC 622.ADVANCED GROWTH AND DEVELOPMENT OF THE LEARNER**

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

**EDUC 623 METHODS AND MATERIALS OF EDUCATIONAL RESEARCH**

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

**EDUC 630.COMMUNICATIONS IN TECHNOLOGY**

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

**EDUC 631.TOOLS FOR DEVELOPING AND USING TECHNOLOGY-BASED RESOURCES**

This course will provide opportunities to explore and evaluate a variety of technological hardware, web-based tools and online resources that enhance instruction in the classroom. Currently available, low cost hardware and software tools that are appropriate for classroom use will be emphasized. *Three semester hours.*

**EDUC 632.EFFECTIVE DESIGN AND FACILITATION OF ONLINE COURSES**

This course provides the opportunity to explore a variety of methods and approaches for designing online learning environments. A lab component will focus on the use of course design tools and their effectiveness in enhancing content, objectives, and learning activities. *Three semester hours.*

**EDUC 634.INSTRUCTIONAL ASSESSMENT THROUGH TECHNOLOGY**

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

**EDUC 636.MANAGEMENT OF TECHNOLOGY RESOURCES**

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

**EDUC 638.INTEGRATION OF TECHNOLOGY AND INSTRUCTION**

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

**EDUC 642.PROBLEMS AND ISSUES IN CONTEMPORARY EDUCATION**

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

**EDUC 643.MIDDLE SCHOOL ORGANIZATION AND CURRICULUM**

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

**EDUC 645.MIDDLE SCHOOL CONTENT AREA PEDAGOGY**

This course is a study of research-based methodologies for effective middle school teaching in the content areas. State Standards, content selection, instructional planning, and instructional strategies appropriate for the preadolescent learner will be emphasized. *Three semester hours.*

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

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

**EDUC 651.PRINCIPLES FOR TEACHING LINGUISTICALLY AND CULTURALLY DIVERSE LEARNERS**

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

**EDUC 652.SPECIAL TOPICS IN EDUCATION**

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

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

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

**EDUC 655.METHODS OF TEACHING CONTENT AREA READING AND WRITING**

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

**EDUC 656.BEHAVIOR & CLASSROOM MANAGEMENT**

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

**EDUC 672.TEACHING PERSONS WITH LEARNING DISABILITIES**

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

**EDUC 673.PRACTICUM IN LEARNING DISABILITIES**

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

**EDUC 674.LINGUISTICS**

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

**EDUC 676.ASSESSMENT OF DIVERSE LEARNERS, P-12**

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

**EDUC 677.CHARACTERISTICS OF INDIVIDUALS WITH LEARNING, MENTAL & EMOTIONAL DISABILITIES**

This course is designed to introduce the student to the theoretical framework of special education for individuals with mild/moderate disabilities, early childhood through adolescence. Students will be introduced to definitions, etiology, characteristics, medical and educational concerns of individuals with mild/moderate mental, learning, and behavior disabilities as well as autism and traumatic brain injury. *Three semester hours.*

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

An introduction to the unique nature and needs of students with exceptionalities in the public schools, including early childhood intervention through adolescence. Special emphasis is placed on etiology, diagnosis and teaching strategies for students with exceptionalities in the regular classroom. *Three semester hours.*

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

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

*Education 680. One semester hour*

*Education 681. Two semester hours*

*Education 682. Three semester hours*

**EDUC 694.PROFESSIONAL SEMINAR**

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

**PEES 602.PRINCIPLES OF STRENGTH AND CONDITIONING**

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

**PEES 605.SUPERVISION AND ASSESSMENT IN PHYSICAL EDUCATION**

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

**PEES 618.STUDY OF THE TEACHING OF PHYSICAL EDUCATION**

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



**PEES 624.SPORT PSYCHOLOGY**

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

**PEES 626.ADVANCED MOTOR DEVELOPMENT AND MOTOR LEARNING**

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

**PEES 628.CURRICULUM DEVELOPMENT IN PHYSICAL EDUCATION**

Principles of physical education based upon physiology, psychology, and sociology; curriculum-making procedures; plans and regulations for the conduct of the curriculum in physical education; criteria for the evaluation and selection of activities; evaluation, measurement, and grading procedures; and the formulation of a curriculum outline for K-12 educational settings. *Three semester hours.*

**PEES 652.SPECIAL TOPICS IN EXERCISE AND SPORT STUDIES**

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

**THE MASTER OF EDUCATION DEGREE IN MONTESSORI EDUCATION****MONT 610.FOUNDATIONS OF MONTESSORI ELEMENTARY EDUCATION**

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

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

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

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

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

**MONT 613.INTEGRATED SOCIAL STUDIES AND SCIENCES**

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

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

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

**MONT 615.MONTESSORI METHODS: ELEMENTARY GEOMETRY**

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

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

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

**MONT 617.PRACTICUM I**

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

**MONT 618.PRACTICUM II**

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

**MONT 652.SPECIAL TOPICS IN MONTESSORI.**

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

**MONT 683.MONTESSORI METHODS: PRACTICAL LIFE**

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

**MONT 684.MONTESSORI METHODS: SENSORIAL**

Teachers will learn to use the materials that aid children with the development and refinement of their senses in seven areas - size, color, form, touch, sound, smell and taste. Teachers will also learn to observe each child's development of classification and seriation, and to use the instructional strategy of the 3 Period Lesson. A graduate level research component will be required. Prerequisite: Permission of the instructor. *Three semester hours.*

**MONT 685.MONTESSORI PHILOSOPHY AND EDUCATIONAL THEORY & 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. A graduate level research component will be required. Prerequisite: Permission of instructor. *Three semester hours.*

**MONT 686.METHODS OF OBSERVATION & CLASSROOM LEADERSHIP**

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

### **MONT 687.MONTESSORI METHODS: LANGUAGE**

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

### **MONT 688.MONTESSORI METHODS: MATHEMATICS**

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

### **MONT 693.MONTESSORI METHODS; INTEGRATED CURRICULUM**

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

## **RECERTIFICATION**

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

## **BIOLOGY**

### **BIOL 601.TOPICS IN BIOLOGY FOR TEACHERS**

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

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

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

### **BIOL 612.SPECIAL TOPICS IN GENETICS**

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

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

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

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

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

## **CHEMISTRY**

### **CHPD 501.TOPICS IN CHEMISTRY FOR TEACHERS**

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

## **EDUCATION**

### **EDPD 552.SPECIAL TOPICS IN EDUCATION**

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

## **FRENCH**

### **FRPD 510.MATERIALS AND METHODS OF TEACHING ROMANCE LANGUAGES**

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

### **FRPD 590.PRACTICUM IN FRENCH COMMUNICATION AND CULTURE**

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

## **HISTORY**

### **HIPD 552.SPECIAL TOPICS FOR TEACHERS OF HISTORY**

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

## **MATHEMATICS**

### **MAPD 552.SPECIAL TOPICS FOR TEACHERS OF MATHEMATICS**

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

## **PHYSICAL EDUCATION**

### **PEPD 570.SPECIAL TOPICS IN PHYSICAL EDUCATION AND EXERCISE STUDIES**

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

## **SPANISH**

### **SPPD 510.MATERIALS AND METHODS OF TEACHING ROMANCE LANGUAGES**

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

### **SPPD 590.PRACTICUM IN SPANISH COMMUNICATION AND CULTURE**

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

## **THEATRE**

### **THPD 571.MUSICAL THEATRE (SUMMER)**

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

# FACULTY

## EMERITUS PRESIDENT

Larry A. Jackson (1973)

## EMERITI FACULTY

Lee C. Archie (1977)  
Elizabeth Bethel (1973)  
Ralph Boroughs (1971)  
Marvin L. Cann (1967)  
Chan S. Chang (1973)  
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)  
Joseph W. Davis (1973)  
Virginia M. Dumont-Poston (1991)  
Doris F. Fitzgerald (1981)  
Richard S. Fox (1977)  
Barbara T. Freese (1975)  
Susan C. Going (1973)  
Gilbert S. Guinn (1970)  
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)  
Harvey E. Jeffreys (1971)  
Anthony A. Lenti (1970)  
Marianne W. Lenti (1987)  
Leonard E. Lundquist (1969)  
Alan C. MacTaggart (1973)  
Roberta Major (1950)  
Sheila B. Marino (1973)  
Margaret L. Marks (1967)  
William T. Martin (1973)  
Betsy M. McDowell (1971)  
Marilyn E. Mecca (1990)  
Robert J. Morris (1991)  
Kenneth N. Mufuka (1976)  
Joseph A. Murphy (1974)  
Linda Neely (2000)  
Carol M. Neubner (1975)  
Jean Paquette (1989)  
Walter M. Patterson, III (1980)  
Robert K. Phillips (1975)  
Richard P. Pinckney (1980)  
Robert H. Poe (1976)

Mary Lynn Polk (1970)  
Lorraine A. Redderson (1968)  
Branimir M. Rieger (1974)  
Wilma W. Reeves (1967)  
Michael E. Runyan (1974)  
Charles Sacoco (1984)  
Carol J. Scales (1992)  
Dale O. Shaffer (1983)  
Samrendra Singh (1970)  
Stephanie C. Smith (1986)  
Thomas B. Stevens (1974)  
Shelton E. Stewart (1959)  
Aron G. Tannenbaum (1975)  
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)

## FACULTY

Acorn, Deborah A. (1989)  
Professor of Psychology  
BA, University of Virginia (1983)  
Ph.D., University of California at  
Santa Barbara (1989)

Ali, Farha N. (2002)  
Assistant Professor of Computer Information  
Systems  
BS, M.Ed. University-Karachi, Pakistan (1994)  
MS, Clemson University (2002)

Allen, Chris (2011)  
Lecturer of English  
BA, Union University (1995)  
M.Ed., Union University (1997)  
MFA, Southern Illinois University, Carbondale  
(2007)

Austin, George (2012)  
Lecturer of Education  
BA, University of South Carolina Upstate (2005)  
M.Ed., University of South Carolina Upstate (2008)  
M.Ed., University of South Carolina (2010)

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

- Ball, Daniel W. (2000)  
Professor of Education  
BSE, Northeast Missouri State  
University (1965)  
MAT, Duke University (1968)  
Ed.D. University of Northern Colorado (1972)
- Barnette, Sean M. (2011)  
Assistant Professor of English  
BA, University of South Carolina (2000)  
MA, University of South Carolina (2002)  
Ph.D., University of Tennessee, Knoxville (2011)
- Barrett, Robert T. (2012)  
Dean of the College of Business and Public Affairs  
BSBA, University of North Carolina, Chapel Hill  
(1976)  
MBA, East Carolina University (1978)  
Ph.D., Virginia Tech (1984)
- Barton, Gina V. (1999)  
Professor of Physical Education and Exercise  
Studies  
BS.Ed., Abilene Christian University (1984)  
MS.Ed., University of Dayton (1991)  
Ph.D., University of South Carolina (1999)
- Bassett, Jonathan F. (2005)  
Associate Professor of Psychology  
BA, Furman University (1996)  
MA, Georgia State University (2000)  
Ph.D., Georgia State University (2002)  
Distinguished Professor Award (2011)
- Bello, Judy H. (2004)  
Lecturer of English and Director of Writing Center  
BA, Winthrop University (1965)  
MA, Farleigh Dickinson University (2003)
- Berry, Michael (2007)  
Associate Librarian  
BA, Francis Marion University (2002)  
MA, University of South Carolina (2005)  
MLIS, University of South Carolina (2007)
- Blackwood, Amy (2011)  
Instructor of Music  
BM Ed., University of North Carolina – Greensboro  
(2005)  
MM, University of North Carolina – Greensboro  
(2009)
- Brodhacker, K. Lisa (2006)  
Associate Professor of Chemistry  
BS, Piedmont Baptist College (1996)  
Ph.D., USC-Columbia (2006)
- Carmichael, Martin (2012)  
Assistant Professor of Physical Education and  
Exercise Studies  
BS, University of South Carolina (1996)  
Ph.D., University of South Carolina (2006)
- Carson, Linda A. (2005)  
Lecturer of Sociology  
BS, Houston Baptist University (1979)  
MSW, University of Houston (1991)
- Chambers, Terry M. (2011)  
Assistant Professor of Business Administration  
BS, Appalachian State University (1977)  
MBA, Appalachian State University (1979)  
Ph.D., Virginia Polytechnic Institute and State  
University (1983)
- Cleveland, Mandy J. (2011)  
Assistant Professor of Psychology  
BS, University of Southern Indiana (2002)  
MA, Ball State University (2006)  
Ph.D., Ball State University (2012)
- Colbert, James E., Jr. (2007)  
Associate Professor of Chemistry  
BS, Wofford College (1984)  
Ph.D., Georgia Institute of Technology (1989)
- Coleman, Gay S. (1982)  
Director of Academic Success Center  
BS, Lander College (1976)  
M.Ed., University of South Carolina (1989)
- Corbitt, Lauren J. (2010)  
Lecturer of Spanish  
BA, Furman University (2008)  
MA, Indian University (2010)
- Cox-Davenport, Rebecca (2008)  
Assistant Professor of Nursing  
Nursing Diploma, Lancaster General Hospital (1996)  
BSN, University of Pittsburgh (1998)  
MSN, Waynesburg College (2005)  
Ph.D., University of Nevada (2010)
- Crane, Erin B. (2010)  
Instructor of Chemistry  
BA, Coker College (2003)  
Ph.D., University of South Carolina (2008)
- Craton, Lillian E. (2007)  
Associate Professor of English  
BA, University of North Carolina (1998)  
MA, Emory University (1995)  
Ph.D., Emory University (2006)  
Distinguished Professor Award (2013)

Crutcher, Robin (2010)  
Lecturer of Mathematics  
M.Ed., Converse College (2010)

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

Deaton, M. Susan (2012)  
Assistant Professor of Education  
BA, Morehead State University (1980)  
MA, Georgetown College (1991)  
Ed.D., Spalding University (2005)

Dove, Kevin L. (2003)  
Associate Professor of Mathematics  
BA, West Virginia University (1974)  
MA, West Virginia University (1976)  
Ph.D., University of Pittsburg (1987)

Dukes, Albert D. (2011)  
Assistant 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 (2000)  
MS, Tulane University (2006)  
Ph.D., Tulane University (2007)

Dunn, Gina P. (2002)  
Assistant Professor of Mathematics  
BS, Lander University (1994)  
M.Ed., Converse College (1997)

England, Amy, (2011)  
Associate Professor of English  
BS, Bowling Green State University (1987)  
MA, Bowling Green State University (1989)  
Ph.D., University of Louisville (2004)

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

Fawcett, Matthew (2012)  
Assistant Professor of Mathematics  
BS, Clemson University (2000)  
MS, Clemson University (2002)  
Ph.D., University of South Carolina (2012)

Fernandez, Rebecca M. B. (2010)  
Coordinator of Field Experiences  
BS, Lander University (1976)  
M.Ed., Lesley University (1998)

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

Floyd, M. Ryan (2010)  
Assistant Professor of History  
BS, Samford University (1998)  
M.H., University of Alabama (2004)  
Ph.D., University of Alabama (2010)

Foust, Mathew A. (2011)  
Assistant Professor of Philosophy  
BA, John Carroll University (2002)  
MA, Texas A&M University (2004)  
Ph.D., University of Oregon (2010)

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

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

Gardner, Cynthia (2009)  
Assistant Professor of Education  
BA, University of South Carolina (1986)  
MA, University of South Carolina (1992)  
Ed.D., University of South Carolina (2009)

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

Garrett, Tracy D. (2005)  
Associate Professor of Education  
BS, Lander University (1996)  
M.Ed., Clemson University (2000)  
Ed.D., Walden University (2009)

Gause, Donna C. (2011)  
Lecturer of Nursing  
BS, Lander University (2006)  
MSN, University of Phoenix (2008)

Gilbert, Barbara M. (2011)  
Lecturer of Education  
BA, Frostburg State University (1974)  
M.Ed., Frostburg State University (1976)



- Going, Susan C. (1973)  
Emeritus Associate Professor  
BS, Knox College (1972)  
M.Ln., Emory University (1973)
- Haigh, Adam E. (2006)  
Associate Librarian  
BS, University of Pittsburgh (2000)  
MS, University of Pittsburgh (2002)  
MLIS, University of Pittsburgh (2005)
- Hannah, Daniel C. (2008)  
Assistant Professor of Physical Education and Exercise  
Studies  
Director of Athletic Training Program  
BS, Erskine College (2000)  
MA, East Tennessee State University (2002)
- Hansknecht, Kerry A. (2009)  
Assistant Professor of Biology  
BS, George Mason University (2000)  
MS, Central Michigan University (2003)  
Ph.D., University of Tennessee, Knoxville (2009)
- Harrison, Daniel M. (2005)  
Associate Professor of Sociology  
BA, New College of the University of  
South Florida (1993)  
MS, Florida State University (1996)  
Ph.D., Florida State University (2001)
- Haynes, Paula B. (2008)  
Lecturer of Nursing  
BS, Lander University (1992)  
MS, Clemson University (2008)
- Hester, Laura E. (2006)  
Associate Professor of Mass Communication  
BA, Salem College, Winston-Salem (1983)  
MMC, University of South Carolina (1996)
- Hollifield, Jeffrey M. (2011)  
Instructor of Chemistry  
BS, Furman University (1984)  
MS, Furman University (1986)
- Holloway, Jonathan O. (2008)  
Assistant Professor of Art  
BA, St. Andrews Presbyterian College (1991)  
MFA, Savannah College of Art and Design (1997)
- Horton, Ashlee H. (2011)  
Assistant Professor of Education  
BS, Freed-Hardeman University (2002)  
M.Ed., Freed-Hardeman University (2003)  
Ed.D., University of Memphis (2011)
- Hyatt, Salley P. (2012)  
Lecturer of Mathematics  
BA, Wofford College (1992)  
M.Ed., Vanderbilt University (1993)  
MS, Ohio University (2009)
- Igleheart, Leisa M. (2003)  
Assistant Professor of Nursing  
AB, Erskine College (1978)  
BSN, Lander University (1995)  
MSN, University of South Carolina (2002)
- Jackson, Frank E., Jr. (1972)  
Emeritus Associate Professor of Mass  
Communication & Theatre  
BA, University of Houston (1965)  
MFA, University of Georgia (1972)  
MMC, University of South Carolina (1988)
- Jameson, Andrew L. (2010)  
Assistant Professor of English  
BA, Clemson University (1996)  
MA, Clemson University (2001)  
Ph.D., University of Georgia (2004)
- Jameson, Misty L. (2008)  
Assistant Professor of English  
BA, Mississippi State University (1997)  
MA, Mississippi State University (1999)  
Ph.D., University of Georgia (2008)
- Kelley, Robert T. (2005)  
Associate Professor of Music  
BM, Furman University (1998)  
MM, James Madison University (2000)  
Ph.D., Florida State University (2005)
- Kinsella, Chad J. (2011)  
Assistant Professor of Political Science  
BA, Georgetown College (2000)  
MPA, Eastern Kentucky University (2002)
- Kirby, B. Kym (2006)  
Associate Professor of Physical Education and  
Exercise Studies  
BS, Clemson University (1982)  
MAT, USC-Columbia (1998)  
Ph.D., USC-Columbia (2005)
- Lawson, Theresa G. (2005)  
Assistant Professor of Nursing  
BS, Lander University (2002)  
MS, Clemson University (2005)  
Ph.D., Medical University of South Carolina (2011)
- Layland, Ralph C. (1999)  
Professor of Chemistry  
BS, University of Scranton, PA (1991)  
Ph.D., University of South Carolina (1996)  
Distinguished Professor (2005)

- Lee, Ashley (2011)  
Lecturer of Nursing  
BSN, Georgia Baptist College of Nursing (1999)  
MSN, Regis University (2010)
- Lee, Gilliean (2005)  
Associate 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. (2006)  
Assistant Professor of Biology  
BS, Lander University (2000)  
Ph.D., University of Colorado (2006)
- LeMoine, Jennifer K. (2011)  
Assistant Professor of Physical Education and Exercise Studies  
BA, University of North Carolina-Asheville (2000)  
MA, East Carolina University (2004)  
Ph.D., Ball State University (2008)
- 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)
- Lopes, Pedro (2012)  
Associate Professor of Spanish  
BA, Universidade Fernando Pessoa, Portugal (1995)  
MA, University of North Carolina, Chapel Hill (1998)  
Ph.D., University of North Carolina, 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)
- Mark, Christine L. (2012)  
Lecturer of Business Administration  
BBA, University of Toledo (1978)  
MBA, University of Toledo (1989)
- Mark, Stephen R. (2012)  
Associate Professor of Accounting  
BA, University of South Florida (1976)  
MA, University of South Florida (1987)  
Ph.D., Bowling Green State University (1991)
- Mash, S. David (2009)  
Provost, Vice President for Academic Affairs 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)  
Associate Professor of Biology  
BA, Slippery Rock University (1994)  
MS, West Virginia University (1997)  
Ph.D., West Virginia University (2002)
- Maze, Timothy D. (2003)  
Associate Professor of Biology  
BS, West Virginia State College (1995)  
MS, Marshall University (1997)  
Ph.D., West Virginia University (2002)
- McAbee, Douglas L. (2010)  
Assistant Professor of Art  
BA, Winthrop University (1994)  
MFA, Winthrop University (2003)
- McCluney, E. Nicole (2012)  
Lecturer of Physical Education and Exercise Studies  
BA, Lander University (2009)  
MS, Augusta State University (2012)
- McDowell, Liz (2012)  
Assistant Professor of Nursing  
BSN, University of South Carolina (2000)  
M.Div., Vanderbilt University (2004)  
Ph.D., Vanderbilt University (2012)
- McKenzie, Danny L. (2001)  
Professor of Education  
AA, Sandhills Community College (1973)  
BS, Appalachian State University (1975)  
MA, Appalachian State University (1976)  
Ed.D. University of Georgia (1983)
- McLaughlin-Rojas, Kathryn (2012)  
Lecturer of English  
BA, DePaul University (1997)  
MA, Southern Illinois University at Carbondale (2003)
- McMillan, S. Lucas (2008)  
Assistant 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)
- Mliner, Michael E. (2011)  
 Lecturer of Business Administration  
 BS, Robert Morris University (1979)  
 MPM, Carnegie-Mellon University (1988)
- Moore, Gail D. (2007)  
 Associate Professor of Business Administration  
 BS, University of South Carolina (1992)  
 JD, University of South Carolina (1995)
- Moore, John G. (1998)  
 Professor of Philosophy  
 BA, Emory University (1987)  
 MA, Emory University (1991)  
 Ph.D., Emory University (1998)
- Mufuka, Kenneth N. (1976)  
 Emeritus Professor of History  
 BA, London University (1968)  
 M.Litt., St. Andrews (Scotland) (1971)  
 Ph.D., Queens University (Canada) (1975)
- Murphy, Michael H. (2008)  
 Assistant Professor of Education  
 BS, Eastern Mennonite University (1996)  
 MA, Marshall University Graduate College-South  
 Charleston, WV (2002)  
 Ed.S., Marshall University-South Charleston, WV  
 (2004)  
 Ed.D., Marshall University-South Charleston, WV  
 (2008)
- Myers, Leslie M. (2005)  
 Assistant Professor of Nursing  
 BSN, Clemson University (2002)  
 MS, University of South Carolina (2006)  
 D.N.P., University of South Carolina (2008)
- Nazim-Starnes, Asma (2012)  
 Assistant Professor of Art  
 BA, Florida Southern College (2005)  
 MFA, Florida Atlantic University (2010)
- 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. (2010)  
 Assistant Professor of Physical Education and  
 Exercise Studies  
 BS, Central Washington University (2004)  
 MS, Central Washington University (2006)  
 Ph.D., University of Georgia (2010)
- Niles, Nancy J. (2007)  
 Associate Professor of Business Administration  
 MPH, Tulane University, New Orleans, La (1989)  
 MS, MBA University of Maryland (2009)  
 Ph.D., University of Illinois at Urbana-Champaign,  
 (1992)
- Nix, P. Marie (2008)  
 Associate Professor of Psychology  
 BA, University of North Carolina, Chapel Hill  
 (1990)  
 MS, University of Georgia (1996)  
 Ph.D., University of Georgia (2002)
- Noonkester, Lila D. (1988)  
 Associate Professor of Music  
 Mus.B., Oberlin Conservatory (1982)  
 MM, Eastman School of Music (1984)  
 DMA, Eastman School of Music (1988)
- O'Connor, Dava M. (1998)  
 Professor of Special Education  
 BA, University of Massachusetts (1976)  
 M.Ed., University of Massachusetts (1979)  
 Ph.D., University of South Florida (1997)  
 Distinguished Professor (2009)
- Ouzts, Mary Paige (2003)  
 Associate Professor of Physics  
 BS, Furman University (1993)  
 MS, University of Alabama-Tuscaloosa (1997)  
 Ph.D., University of Alabama-Tuscaloosa (2000)  
 Distinguished Professor (2010)
- Paquette, Jean (1989)  
 Emeritus Professor of History  
 AA, Santa Monica College (1978)  
 BA, University of California at Los Angeles (1982)  
 MA, University of California at Los Angeles (1983)  
 Ph.D., University of California at Los Angeles (1987)
- Pardieck, Daniel L. (2003)  
 Associate Professor of Environmental Geology  
 BA, Hanover College (1979)  
 MS, Miami University (1981)  
 Ph.D., University of Arizona (1988)

Park, Hannah (2012)  
Assistant Professor of Dance  
BFA, State University of New York at Purchase College (2001)  
MFA, New York University (2003)  
Ph.D., Temple University (2011)

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

Phillips, Tonya (2011)  
Instructor of Chemistry  
BS, Lander University (2004)

Pilgrim, Mark J. (2010)  
Assistant Professor of Biology  
BS, College of Charleston (1977)  
Ph.D., Medical University of South Carolina (2004)

Pitts, Tom R. (1989)  
Associate Professor of Art History  
BS, University of North Alabama (1969)  
MA, University of Georgia (1973)  
Ph.D., University of Georgia (1988)

Purcell, Kim (2011)  
Instructor of Biology  
BS, Presbyterian College (1987)  
MS, Clemson University (1990)

Ramsey, William L. (2008)  
Associate Professor of History  
BA, University of Georgia (1989)  
MA, Valdosta State University (1992)  
Ph.D., Tulane University (1998)

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

Red, David Z. (2003)  
Lecturer of Physics  
BA, La Salle University (1998)  
MS, University of Florida (2001)

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

Rush, Heather A. Smith (2012)  
Lecturer of Psychology  
BS, Lander University (2002)  
MS, Augusta State University (2005)

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

Sacay-Bagwell, Monique E. (1991)  
Professor of Theatre  
AS, Kingsborough Community College (1984)  
BFA, Brooklyn College (1987)  
MFA, The Ohio State University (1990)

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

Sansfacon, Jennifer (2010)  
Assistant Professor of Theatre  
BA, Franklin College (2006)  
MFA, Western Illinois University (2010)

Santandreu, Juan (1990)  
Professor of Marketing  
BS, University of Carabobo (1977)  
MA, University of Alabama (1984)  
Ph.D., University of Alabama (1992)

Santella, Anthony P. (2010)  
Assistant Professor of Business and Management Information Systems  
BA, Thiel College (1993)  
MA, Auburn University (1999)

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

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

Sellers, Murray M. (2006)  
Associate Professor of English Education  
BS, Florida Southern College (1969)  
M.Ed., Armstrong Atlantic State University (1984)  
Ph.D., University of Florida (1988)

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

Singletary, Sandy (2011)  
Assistant Professor of Art  
BS, Winthrop University (2007)  
MFA, Winthrop University (2011)

- Sisiam, Erica (2011)  
Lecturer of Nursing  
BSN, Lander University (2005)  
MSN, University of Phoenix (2010)
- 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, Elizabeth (2011)  
Assistant Professor of Art  
BA, Furman University (2003)  
MFA, Clemson University (2007)
- Snyder, Timothy L. (1988)  
Professor of Psychology  
BA, University of Akron (1981)  
MA, University of Akron (1986)  
Ph.D., University of Akron (1989)
- South, Robbie M. (2003)  
Associate Professor of Nursing  
ASN, University of South Carolina, Spartanburg (1975)  
BSN, University of South Carolina, Columbia (2000)  
MSN, University of South Carolina, Columbia (2002)  
D.H.Ed., A. T. Still University (2011)
- Sridharan, Uma V. (1999)  
Professor of Finance and International Business  
BA, Sambalpur University (1977)  
MBA, The University of Iowa (1979)  
MA, The University of Iowa (1988)  
Ph.D., The University of Iowa (1990)
- Staveley-O'Carroll, James O. (2012)  
Assistant Professor of Economics  
BA, Boston University (2001)  
MA, Georgetown University (2006)  
Ph.D., Georgetown University (2012)
- Stevenson, Robert F. (1999)  
Professor of Mass Communication  
BS, Lander College (1987)  
MA, University of South Carolina (1989)  
Ph.D., University of South Carolina (2003)  
Distinguished Professor (2007)
- Stowe, Charles R.B. (2008)  
Professor of Management  
BA, Vanderbilt University (1971)  
MBA, University of Dallas (1976)  
JD, University of Houston Law Center (1982)  
Ph.D., University of Warsaw (1998)
- Tolbert, Samuel H. (2000)  
Associate Professor of Health Care Management  
BS, Clemson University (1973)  
MS, Georgia Institute of Technology (1974)  
Distinguished Professor Award (2012)
- Trousdale, Austin W., III (2008)  
Assistant Professor of Biology  
BA, Hendrix College (1994)  
MS, University of Memphis (1998)  
Ph.D., University of Southern Mississippi (2008)
- Uttley, Meredith J. (1993)  
Professor of Anthropology  
BS, University of Idaho (1977)  
MA, University of Idaho (1980)  
Ph.D., University of Kansas (1991)
- Vartanian, Lee (2006)  
Associate Professor of Education  
BA, Auburn University (1997)  
MS, Old Dominion University (2001)  
Ph.D., Old Dominion University (2004)
- Vinson, Stan W. (2012)  
Assistant Professor of Business Administration  
BS, Southern Oregon University (1976)  
MBA, Willamette University (1981)  
Ph.D., Antioch University (2011)
- Wharton, Holisa C. (2011)  
Assistant Professor Nursing  
MSN, Clemson University (2007)  
Ph.D., Clemson University (2012)
- Wiecki, Lisa (2008)  
Director of Library Services and Associate Librarian  
BFA, Emerson College-Boston, MA (1997)  
MS, Simmons College-Boston MA (2006)
- Willis, Lloyd E. (2006)  
Associate Professor of English  
BA, University of North Carolina, Wilmington (2001)  
MA, University of Florida (2005)  
Ph.D., University of Florida (2006)
- Witherspoon, Kevin B. (2006)  
Associate Professor of History  
BA, Florida State University (1993)  
MA, University of Maine (1996)  
Ph.D., Florida State University (2003)

Wood, Carol P. (2005)  
Associate Professor of Accounting (2005)  
BA, University of South Carolina, Columbia (1974)  
M.Acc., University of South Carolina, Columbia  
(1979)

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

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

# Administration and Staff

## EXECUTIVE OFFICERS OF THE ADMINISTRATION

Daniel W. Ball, President  
S. David Mash, Provost and Vice President for Academic Affairs  
Gary McCombs, Vice President for Business and Administration  
H. Randall Bouknight, Vice President for Student Affairs  
J. Adam Taylor, Vice President for Governmental Relations  
Ralph Patterson, Vice President for University Advancement  
Jefferson J. May, Director of Athletics

## PRESIDENT'S OFFICE

Daniel W. Ball, President  
Chitwood, Kimberly, Administrative Assistant  
Erwin, Sadie D., Administrative Assistant  
Stone, Dewitt B. Jr., Study Abroad Director  
Teal, Eleanor, Special Assistant to the President

## ACADEMIC AFFAIRS

S. David Mash, Provost and Vice President for Academic Affairs  
Blackwell, Michael, Administrative Specialist  
Braaten, R. Matthew, Director of Academic Technology Integration  
Colbert, James E., Assistant Vice President for Academic Affairs  
Crutcher, Paul, Broadcast and Emerging Media Specialist,  
Going, Susan C., Assistant to the Vice President for Academic Affairs  
Grund, Shelley H., Coordinator of Continuing Education, Coordinator of the Center for Effective Undergraduate Teaching  
Kirkpatrick, Mac, Director of Institutional Research  
Nelson, Thomas R. III, Assistant Vice President for Academic Affairs and Director of Assessment and Institutional Effectiveness  
Thompson, Melissa H., Administrative Assistant

## ACADEMIC COLLEGES AND DEPARTMENT ADMINISTRATIVE ASSISTANTS AND ADMINISTRATIVE SPECIALISTS

Ackerman, Laura B., Administrative Specialist, College of Education  
Anderson, Jamie C., Administrative Assistant, College of Science and Mathematics  
Buckner, Brittany, Administrative Specialist, College of Business and Public Affairs  
Burkhamer, Diane, Administrative Specialist, College of Science and Mathematics, Department of Mathematics and Computing  
Champion, Jan, Administrative Specialist, College of Education, Department of Physical Education and Exercise Studies  
Hammond, Karen A., Administrative Assistant, College of Arts and Humanities  
Hedman, Donna B., Administrative Specialist, College of Education  
Hill, Shannon, Administrative Specialist, College of Science and Mathematics, Department of Nursing  
Koch, Rebecca J., Administrative Assistant, College of Education  
McIntyre, Susan L., Administrative Specialist, College of Arts and Humanities, Department of English & Foreign Languages, Department of History & Philosophy  
Miller, Catherine M., Administrative Specialist, College of Business and Public Affairs  
Riddle, Laura F., Administrative Specialist, College of Arts and Humanities  
Shelton, Joyce L., Administrative Assistant, College of Business and Public Affairs

## LIBRARY

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

**ACADEMIC SUCCESS CENTER**

Gay S. Coleman, Director of the Academic Success Center  
Barton, Clay, Peer Tutoring Coordinator  
Betha, Gavin A., Academic Advising Coordinator  
Lawrence, Anissa J., Administrative Specialist

**STUDENT SUPPORT SERVICES (TRIO)**

Leslie B. Glover, Director  
Ballenger, Travis, Academic Advisor  
Searles, Laneisha, Counselor Advisor

**ADMISSIONS**

Jennifer Mathis, Dean of Enrollment Management and Director of Admissions  
Atkins, Donna, Student Services Program Coordinator I  
Cooley, Chase, Admissions Counselor  
Crawford, Sidney, Admissions Counselor  
Dukes, Sarah C., Admissions Counselor  
Engram, Katie F., Admissions Counselor  
Jones, Rodney L., Admissions Counselor  
McCombs, Amanda, Assistant Director of Admissions  
Sadara, Therese M., Student Services Program Coordinator  
Wood, Susan H., Assistant Director of Admissions, Residency Officer

**FINANCIAL AID**

Fred E. Hardin, Director  
GayLord, Vivian S., Associate Director  
Goode, Carla H., Work-Study Coordinator  
Leedy, Linda S., Financial Aid Counselor  
Leontuk, Brenda D., Loan Coordinator

**OFFICE OF INTERNATIONAL PROGRAMS**

Po Hu, Dean for International Programs  
Constant, Jeff, Director, International Students and Scholar Services  
Roh, Boyoung, Coordinator for International Programs, ESL Instructor

**REGISTRARS OFFICE**

Kelly Proctor, Registrar  
Booth, Shirley W., Transfer Articulation Assistant  
Coleman, Melody, Student Services Coordinator  
Johnston, Taylor, Assistant Registrar  
Lewis, Helen, Class Schedule and VA Coordinator  
McMurtury, Robin, Transfer Articulation Director

**GREENWOOD-LANDER PERFORMING ARTS**

Cecily B. Ferguson, Executive Director  
Counts, Jackie, Director of Outreach Programming

**SUPPORT PERSONNEL**

Eastwood, Freddie J., Equipment Check-out, Joe V. Chandler Physical Education and Exercise Studies Center

**ATHLETICS DEPARTMENT**

Jefferson J. May, Athletics Director  
Anderson, Chris, Baseball Assistant Coach  
Atkins, A. Kent, Assistant Athletics Director for NCAA Compliance and Sports Medicine  
Ayer, Chris, Women's Soccer Coach  
Bagwell, Roger D., Men's and Women's Golf Coach  
Bell, Cheryl F., Senior Woman Administrator and Associate Athletics Director  
Bonadies, Sophia, Assistant Athletics Trainer  
Burkhamer, Jeff, Men's Basketball Coach  
Cabri, Joseph A., Men's Tennis Coach, Emeritus



Cochran, Kathy, Administrative Specialist  
Going, Susan C., Faculty Athletics Representative  
Grogan, B. Steve, Assistant Athletics Director for the Jeff May Complex; Bearcat Club Director  
Hoyle, Charles D., Men's and Women's Golf Assistant Coach  
Pederson, Kevin, Women's Basketball Coach  
Plew-Whitlock, Christina, Softball Coach  
Roberts, Steve, Men's Basketball Assistant Coach  
Shoemate, Decole, Women's Basketball Assistant Coach  
Simpson, Brett, Men's and Women's Tennis Coach  
Smith, Kermit, Baseball Coach  
Stathas, Ashley, Women's Volleyball Coach  
Stoner, Robert A., Assistant Athletics Director for Sports Media  
Taylor, E. Van, Men's Soccer Coach  
Wells, Bryan, Assistant Athletics Trainer

### **BUSINESS AND ADMINISTRATION**

Gary McCombs, Vice President for Business and Administration  
Covar, Thomas, Controller  
Smith, Sherry, Administrative Coordinator  
Talley, Traci, Senior Accountant

### **BOOKSTORE**

Mary McDaniel, Director  
Chamberlain, Kimberly, Accounts Payable/Receivable Assistant  
Elmore, Sherry, Sales Floor Manager  
Perry, Susan, Head Cashier  
Pilgrim, Scott, Manager

### **ENGINEERING SERVICES**

Jeff Beaver, Director  
Brown, Donna, Administrative Assistant  
Sprowl, Dorenda, Campus Engineer

### **EQUESTRIAN CENTER**

Nancy E. Poston, Equestrian Center Director  
Beacham, Frank, Barn Assistant  
Findley, Joe, Barn Assistant  
Garron, Sandy M., Barn Manager  
Weaver, Mary H., Equestrian Team Coach  
Wood, Beth, Therapeutic Riding Coordinator

### **FINANCIAL SERVICES**

Chareen F. Stevenson, Assistant Controller  
Anthony, Corey D., Cashier  
Burel, Charlene B., Student Accounts Manager  
Hallman, Melanie, Payroll Accountant  
Jones, Jan, Student Accounts  
Washington, Harriett, Grants Accountant  
Wilkie, Ashley S., Accounts Payable

### **HUMAN RESOURCES**

Jeannie B. McCallum, Director  
Deal, Elly, Human Resources Specialist  
Langrehr, Jean M., Compensation and Classification Manager  
Poole, Patricia A., Benefits and Employment Manager  
Meredith, Gloria, Human Resources Specialist

**INFORMATION TECHNOLOGY SERVICES**

Robin Lawrence, Director and CIO  
Bannister, Kelly, Applications Analyst  
Barnhill, William, Applications Analyst  
Dorn, Jamie, Assistant Server Manager  
Ficklin, Michael, Applications Analyst  
Gadagno, Marcy, Applications Analyst  
Henderson, Mike, Server Administration Manager  
Hughes, Kelly, Customer Support Coordinator  
Ladoucer, Ray, Network Manager  
Lindley, Ricky, Database Administrator  
Mathis, Franklin, Student Technology Coordinator  
McMahan, Wayne, Technical Services Manager  
Minter, Karen Instructional Technology Coordinator  
Moore, Matt, Computer Repair Coordinator  
O'Connor, Glen, Instructional Technology Manager  
Roberts, Cathy, Administrative Applications Manager

**PHYSICAL PLANT**

Adkins, Rachelle, Special Events  
Babb, Michael, Building Maintenance Technician/HVAC  
Barker, Larry R., Energy Management Technician  
Baylor, Iola, Custodian  
Blackwell, Raymond, Groundkeeper  
Boyer, Rodney B., Campus Safety/Safety Coordinator  
Branham, David, Groundskeeper  
Brown, Dedrea, Custodian  
Brown, Michael, Building Maintenance/Painter  
Burger, Justin K., Special Events  
Burns, Johnnie Mae, Custodian  
Burton, Dennis, Custodian  
Callaham, Warren, Custodian  
Carnell, Marion Ray, Supply Manager  
Cason, Louise D., Custodian  
Clinkscales, Jack, Building Maintenance Technician /Electrician  
Cole, Hunter, Groundskeeper  
Coleman, Kelvin, Custodian  
Cook, Craig, Groundskeeper  
Crenshaw, William F., Utility Crew Supervisor  
Davis, James C., Building Maintenance Technician /HVAC  
Devore, Terry L., Building Maintenance Technician/Plumber  
Evans, William Ray, Groundskeeper  
Fallaw, Judy, Custodian/President's House  
Franklin, Brendolyn, Custodian  
Fuller, Torry, Assistant Utility Crew Supervisor  
Goldman, Matt, Building Maintenance Technician/Electrician  
Hearst, Linda C., Custodian  
Hollingsworth, Jimmy, Building Maintenance Technician  
Ingram, Lauren A., Custodian  
Ligon, Stan A., Building Maintenance Technician/Carpenter  
Lomax, David, Custodian  
Martin, Robbie B., Groundskeeper  
McCune, Elizabeth, Special Events/Scheduler  
McCutcheon, Ronald T., Building Maintenance Technician/Carpenter  
McKellar, Donny B., Building Maintenance Technician/Housing Maintenance  
McKee, Chad, Building Maintenance Technician/HVAC

McVay, Frank, Special Events  
Medlin, Joshua, Groundskeeper  
Mitchum, Robert, Special Events  
Minter, S. Todd., Groundskeeper  
Oliver, Harold, Custodian  
Ouzts, Kent P. Building Maintenance Technician/Plumber  
Peeples, Jamie, Custodian  
Peeples, Ruben, Building Maintenance Technician/Plumber  
Pierce, Jeffery Scott, Groundskeeper  
Powell, Terry L., Building Maintenance Technician/Carpenter  
Price, Douglas Ray, Building Maintenance Technician/Painter  
Pruitt, Cody, Groundskeeper  
Rice, Larry, Custodian  
Riley, Russell M., Building Maintenance Technician/Carpenter  
Runyans, Jim, Key Control  
Sells, Frank, Grounds Supervisor  
Shaw, Eddie, Special Events Director  
Shaw, Glenn, Maintenance Technical Services Supervisor (Telephones, Electricians, HVAC, Energy Management)  
Smith, Victor, Energy Management Technician  
Steinberg, Judy, Administrative Specialist  
Terry, Darlene, Custodian  
Toole, Ken, Building Maintenance Technician/HVAC  
Tumblin, Tommy, Custodian  
Urban, Terry, Building Maintenance Technician/Electrician  
Watson, Josie, Custodian  
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  
Hawthorne, Ben, Manager  
Mathews, Jackie, Graphics Artist

#### **PROCUREMENT SERVICES**

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

#### **STUDENT AFFAIRS**

H. Randall Bouknight, Vice President for Student Affairs and Dean of Students  
Bartley, Pamela T., Administrative Coordinator  
Franks, D. Joe, M.Ed., LPC, LMSW, MAC, Director of Behavioral Intervention Team, Coordinator of Counseling  
Nygro, Deborah C., Administrative Specialist  
Spearman, Deborah D., Student Services Program Coordinator

#### **CAMPUS RECREATION**

Trent Kline, Director of Campus Recreation  
Gillstrap, Matthew, Asst. Director of Campus Recreation

#### **CAREER SERVICES**

Amanda Sizemore Morgan, Director of Career Services

**UNIVERSITY POLICE DEPARTMENT**

Eddie Briggs, University Police Chief  
Allen, Greg, Lt., Investigator  
Bell, John, Cpl., Shift Patrol Officer  
Boyd, Jeff, Cpl., Shift Patrol Officer  
vacant, University Police Assistant Chief  
Fulbright, Angela M., Administrative Specialist  
Gossett, Dena, Lt., Shift Supervisor  
Larsen, Jonathan, Parking Monitor  
Osborne, Steve, Sgt., Assistant Shift Supervisor  
Peppers, Vernon, Lt., Shift Supervisor  
Pratt, Jonathan, Cpl., Shift Patrol Officer

**HOUSING AND RESIDENCE LIFE**

Cynthia J. Dysart, Director of Housing and Residence Life  
Covar, Catherine, Student Services Program Coordinator  
Darling, Chandler R., Associate Director of Housing  
Estep, Jessie, Residence Life Coordinator  
Gantt, Stacey W., Housing Receptionist  
Helms, Zach, Residence Life Coordinator  
Mons, Tammy, Student Services Program Coordinator  
Mundy, Seth, Administrative Specialist  
Nicholson, Floyd, Student Services Program Coordinator  
O'Conner, Jalysa, Residence Life Coordinator  
Watts, Demario, Residence Life Coordinator

**STUDENT ACTIVITIES**

Shelby Dominick, Director of Student Activities  
McCaslan, Keith, Assistant Director of Student Activities  
Williams, Laura, Assistant Director of Student Activities

**STUDENT PUBLICATIONS**

Robert F. Stevenson, Director

**STUDENT WELLNESS CENTER**

Kimberly M. Shannon, R.N, MPH, Director of Student Wellness Center  
Brady, Jessica, LPC/I, Counselor  
Brewer, Justin, NCC, LPC/I, Counselor  
Brown, Shelby, Administrative Specialist  
Griggs, Rachel M., RN, Registered Nurse  
Williams, Kimberly T., RN, Registered Nurse

**UNIVERSITY ADVANCEMENT**

Ralph Patterson, Vice President for University Advancement and Executive Director of The Lander Foundation  
Cromer, Peggy, Accountant for University Advancement and The Lander Foundation  
Kidd, Linda C., Administrative Assistant, Coordinator of the Scholarship Program, Co-Coordinator of Docent Program

**ALUMNI AFFAIRS**

Myra Greene, Director of Alumni Affairs  
Dill, Debbie L., Assistant Director of Alumni Affairs  
Johnson, Donna H., Alumni/Development Coordinator, Adviser to Lander Presidential Ambassadors

**UNIVERSITY RELATIONS**

Megan V. Price, Director of University Relations and Publications, Coordinator for Board of Visitors

Goldsmith, Kathy L., Office Manager, Editorial Assistant

Lagrone, Jeffrey, Writer

Lorenzatti, David, Writer, Co-Coordinator of Docent Program

Martin, Russell, Writer and Photographer

Scott, Maria, Designer

Webster, Bryan, Web Administrator

## RECIPIENTS OF HONORARY DEGREES

DATE GIVEN	NAME	DEGREE
June 1, 1953	James Culbreth Self Kathleen Lander Willson	Doctor of Humanities Doctor of Letters
May 30, 1954	Susie Mathews Abney Cecil Bruce Barksdale Donald Stuart Russell	Doctor of Humanities Doctor of Engineering Doctor of Laws
May 27, 1956	John Bunyan Harris Joab Mauldin Lesesne Harry Legare Watson	Doctor of Humanities Doctor of Literature Doctor of Laws
May 26, 1957	James McFate Godard Francis Ebenezer Grier	Doctor of Humane Letters Doctor of Humanities
June 1, 1958	George Dewey Oxner Barnwell Rhett Turnipseed	Doctor of Laws Doctor of Divinity
May 29, 1960	Charles Ezra Daniel James Foster Lupo	Doctor of Engineering Doctor of Humanities
May 28, 1961	Solomon Blatt R. Bryce Herbert	Doctor of Laws Doctor of Literature
May 27, 1962	Carroll Jenkins Scurry	Doctor of Medical Science
May 26, 1963	Maybelle Coleman Laura Mathews Self	Doctor of Literature Doctor of Humanities
May 31, 1964	James C. Self, Jr.	Doctor of Industry
May 20, 1965	William J. Bryan Dorn	Doctor of Laws
May 29, 1966	Mary Smith Patterson Mary Major	Doctor of Humanities Doctor of Humanities
May 26, 1967	Governor Robert Evander McNair John K. Cauthen	Doctor of Laws Doctor of Humanities
May 28, 1968	William T. Lander, Jr. (1918-1968) S. Whitfield Perry	Doctor of Letters Doctor of Humanities
May 25, 1969	Hazel E. Switzer Emma (Sunbeam) Andrews	Doctor of Humanities Doctor of Science
May 24, 1979	J. E. Chaffin	Doctor of Humanities
May 23, 1971	Thomas Richner James A. Morris	Doctor of Humanities Doctor of Humanities
May 21, 1972	Nell Saunders Graydon Colonel Robert E. David	Doctor of Letters Doctor of Humanities

<b>DATE GIVEN</b>	<b>NAME</b>	<b>DEGREE</b>
May 6, 1973	James Strom Thurmond John Amasa May William W. (Hootie) Johnson	Doctor of Laws Doctor of Letters Doctor of Humanities
May 5, 1974	Louis B. Wright Benjamin E. Mays	Doctor of Humanities Doctor of Humanities
May 4, 1975	Wilbur Smith	Doctor of Humanities
May 9, 1976	Lt. Gen. George M. Seignious, II	Doctor of Humanities
May 15, 1977	John Jay Iselin	Doctor of Humanities
February 9, 1978 (Founder's Day)	Congressman Butler Derrick	Doctor of Humanities
May 6, 1979	The Honorable Matthew J. Perry Estellene Walker	Doctor of Humanities Doctor of Humanities
December 15, 1979	Benjamin J. Sanders, Jr.	Doctor of Humanities
May 2, 1981	Frances Lander Spain	Doctor of Humanities
May 8, 1982	Earle Elias Morris, Jr. William H. Knisely	Doctor of Humanities Doctor of Humanities
May 7, 1983	Ethel Jones Burnett Max M. Heller Miller Williams	Doctor of Humanities Doctor of Humanities Doctor of Humanities
December 17, 1983	A. Preston Nisbet Walter Douglas Smith	Doctor of Humanities Doctor of Humanities
May 5, 1984	Richard W. Riley James A. Rogers	Doctor of Humanities Doctor of Humanities
May 4, 1985	Bonnie Ethel Cone Mary Frances Lide	Doctor of Humanities Doctor of Humanities
May 3, 1986	Howard R. Boozer	Doctor of Literature
December 19, 1986	Ernest McPherson Lander, Jr.	Doctor of Letters
May 2, 1987	Jennie Haddock Feagle	Doctor of Humanities
May 1, 1988	William Bruce Ezell, Jr. Manning N. Lomax	Doctor of Literature Doctor of Humanities
August 9, 1988	Benton M. Montgomery, Jr.	Doctor of Humanities
December 16, 1988	Claude M. Carnell, Jr.	Doctor of Humanities
April 29, 1989	E. F. Johnson Nelle Harmon Taylor	Doctor of Humanities Doctor of Humanities

<b>DATE GIVEN</b>	<b>NAME</b>	<b>DEGREE</b>
December 15, 1989	Joe Earle Berry, Jr. Robert Smith McCoy, Jr.	Doctor of Humanities Doctor of Humanities
April 28, 1990	Carroll A. Campbell, Jr. Maria McAlister Pyles	Doctor of Humanities Doctor of Humanities
May 27, 1990	Ruby Hill Barksdale	Doctor of Humanities
December 19, 1990	Grady L. Patterson, Jr. George C. Rogers, Jr.	Doctor of Humanities Doctor of Humanities
May 4, 1991	Willie S. Harrison Joab Mauldin Lesesne, Jr.	Doctor of Humanities Doctor of Humanities
December 18, 1991	DeWitt B. Stone, Jr.	Doctor of Humanities
May 2, 1992 December 17, 1992	Fred Roukos Sheheen William Jackson Whitener	Doctor of Humanities Doctor of Humanities
May 8, 1993	Almeda Jacks Rogers Gloria McDermith Shatto	Doctor of Humanities Doctor of Humanities
December 15, 1993	James Felton Burton Roger B. Stevenson	Doctor of Humanities Doctor of Humanities
December 17, 1994	John E. Johnston	Doctor of Humanities
May 6, 1995	Philip Lader	Doctor of Humanities
December 15, 1995	Josephine Humphreys	Doctor of Humane Letters
May 4, 1996	Steven N. Blair	Doctor of Health Science
December 14, 1996	Larry Artopé Jackson	Doctor of Humanities
May 3, 1997	Floyd Nicholson	Doctor of Humanities
December 13, 1997	Justice James Edward Moore	Doctor of Humanities
May 2, 1998	Luther Fredrick Carter	Doctor of Humanities
December 12, 1998	Margaret B. Welch James S. Welch	Doctor of Arts Doctor of Science
May 1, 1999	Frank L. Culbertson, Jr.	Doctor of Science
December 11, 1999 May 6, 2000	Marion P. Carnell John W. Drummond James Albert Lander	Doctor of Laws Doctor of Laws Doctor of Laws
December 16, 2000	Elizabeth Ellison	Doctor of Natural Sciences
May 5, 2001	Andie MacDowell	Doctor of Humane Letters



<b>DATE GIVEN</b>	<b>NAME</b>	<b>DEGREE</b>
December 14, 2002	Harvey Stuart Teal	Doctor of Humane Letters
December 13, 2003	Don C. Garrison Sally Abney Rose	Doctor of Humane Letters Doctor of Humane Letters
May 8, 2004	Jean Tribble McFerrin	Doctor of Humane Letters
December 18, 2004	Linda Latham Dolny Stephen B. Dolny	Doctor of Humane Letters Doctor of Humane Letters
May 6, 2006	Josephine B. Abney	Doctor of Humane Letters
December 16, 2006	Ravenel Boykin Curry, Jr. Hugh K. Leatherman, Sr.	Doctor of Humane Letters Doctor of Laws
May 12, 2007	Inez Moore Tenenbaum Samuel Jay Tenenbaum	Doctor of Humane Letters Doctor of Humane Letters
December 15, 2007	Joseph D. Patton, III Lex Walters	Doctor of Humane Letters Doctor of Humane Letters
May 10, 2008	Fay Maria Mitchell Hart	Doctor of Humane Letters
December 13, 2008	Harris E. DeLoach, Jr. Charles Bierbauer	Doctor of Humane Letters Doctor of Humane Letters
May 2, 2009	James E. Clyburn William H. O'Dell Elizabeth Johnston Patterson	Doctor of Laws Doctor of Laws Doctor of Laws
December 19, 2009	David H. Wilkins	Doctor of Laws
May 1, 2010	Senator Lindsey Graham	Doctor of Laws
December 17, 2011	Brigadier General Darlene M. Goff	Doctor of Science
April 28, 2012	Howard C. Kauffmann	Doctor of Engineering
April 20, 2013	Jim Shore John Richard Fulp, Jr.	Doctor of Humane Letters Doctor of Humane Letters

## RECIPIENTS OF THE MEDALLION OF HONOR

YEAR GIVEN	RECIPIENTS
May, 1976	Martha Bishop Lois Grier
May, 1977	Jennie Feagle Angelle Adams
May, 1978	Ruby Hill Barksdale
May, 1979	Mary Neel Baker
May, 1981	R. Frank Mundy Murrell Jones Huckabee
May, 1982	Grace Iler Norman Caroline Mattison Beaver
May, 1983	Jean T. McFerrin
December, 1983	Norman Dodson
May, 1984	Estelle M. Mauldin Mary T. Waters
May, 1985	Martha W. Barnette
May, 1986	Mary Smith Patterson Eleanora "Nonie" Richardson
May, 1988	Maybelle Coleman
April, 1989	J. Marvin Rast Sara V. Liverance
May, 1991	Mary Frances Lide
September, 1993 (Fall Convocation)	R. Thornwell Dunlap, Jr. J. William Bradford
September, 1994 (Fall Convocation)	Louise Hodges Hartzog
September, 1995 (Fall Convocation)	Alice Scott Beaudrot
September, 1997 (Fall Convocation)	Jane Bellune Jeter
September, 1999 (Fall Convocation)	R. Boykin Curry, Jr. Charles J. Rogers
September 12, 2005 (State of the University Address)	Elizabeth DeBeaugrine Jervey
September 17, 2007 (State of the University Address)	Ann T. Hare DeWitt B. Stone, Jr.
September 15, 2008 (State of the University Address)	Scott M. Smith

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