

COLLEGE OF EDUCATION

Judith A. Neufeld, PhD
Interim Dean and Associate Professor of Education
Teaching Fellows Co-Director

Rebecca Koch, Administrative Assistant
Jan M. Champion, Administrative Specialist
Michael Blackwell, Administrative Specialist

Department of Teacher Education

Dava O'Connor, PhD
Associate Professor of Education and Chair
Project CREATE Director
Teaching Fellows Co-Director

Daniel W. Ball, EdD
Professor of Education
Deborah H. Bright, MEd
Instructor of Education
Ann Epstein, PhD
Assistant Professor of Education
Barbara A. Ervin, MA
Associate Professor of Education and
Director of Montessori Program
Cynthia C. Gardner, EdD
Assistant Professor of Education
Tracy D. Garrett, EdD
Assistant Professor of Education

Jill C. Hunter, Ph.D.
Professor of Education
Danny L. McKenzie, EdD
Professor of Education
Michael H. Murphy, EdD
Assistant Professor of Education
Mary Jane Trainor, MEd
Instructor of Education
Lee Vartanian, PhD
Assistant Professor of Education
Lewis H. Walker, EdD
Associate Professor of Education
Sandra M. Hawkins, MAT
Coordinator of Field Experiences

Department of Physical Education and Exercise Studies

Cathryn R. Dooly, PhD, FACSM

**Associate Professor of Physical Education and Exercise Studies and Chair
Chandler Center Building Coordinator
Internship Director**

Kent Atkins, MS, ATC
Lecturer of Physical Education and
Exercise Studies
Head Athletic Trainer
Gina V. Barton, PhD
Associate 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, PhD
Assistant Professor of Physical
Education and Exercise Studies

Carrie B. Lucas, MS
of Physical Education and Exercise
Studies
Katy Margeson, MS, ATC
Instructor Lecturer of Physical
Education and Exercise Studies
Assistant Athletic Trainer
Charlie Sacoco, MS
Assistant Professor of Physical
Education and Exercise Studies
Rebecca Bolin, MS, ATC
Lecturer of Physical Education and
Exercise Studies
Assistant Athletic Trainer

Department of Psychology

Marie Nix, PhD

Associate Professor of Psychology and Chair

Deborah A. Acorn, PhD
Professor of Psychology
Jonathan F. Bassett, PhD
Assistant Professor of Psychology

Patrick W. Edwards, PhD
Professor of Psychology
Timothy L. Snyder, PhD
Professor of Psychology

PROGRAMS OF STUDY IN THE COLLEGE OF EDUCATION

Department of Teacher Education

Degree Programs

B.S. in Early Childhood Education
B.S. in Early Childhood Education with Montessori Emphasis
B.S. in Elementary Education
B.S. in Special Education— Multicategorical
M.A.T. in Art Education
M.Ed. in Elementary Education
M.Ed. in Montessori Education

Department of Physical Education and Exercise Studies

Degree Programs

B.S. in Athletic Training
B.S. in Exercise Science
B.S. in Physical Education with K-12 Teacher Certification

Department of Psychology

Degree Programs

B.S. in Psychology
B.S. in Psychology with Counseling Emphasis
B.S. in Psychology with Developmental Emphasis

Department of Teacher Education

The primary mission of the Lander University Department of Teacher Education is the development of each student as a Professional Instructional Leader. 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 Instructional Leaders. All Teacher Education Programs are accredited by the appropriate profession association and the University 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 Instructional Leader demonstrates these Learner Outcomes:

Learner Outcome #1: The professional instructional leader 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 instructional leader 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 instructional leader 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 instructional leader 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 Instructional Leaders are expected to exhibit appropriate dispositions in the following areas: Professional Commitment, Communication and Collaboration, Operational Flexibility, Classroom Behaviors, Self Management and Professional Integrity.

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 elementary education, secondary and K-12 education, early childhood education, and special 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 (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 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. Students who have a cumulative grade point average of 2.55 – 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 achieve 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 60 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 60 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 2.65 on all 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 higher in English 102. The student has successfully completed EDUC 202 and EDUC 203. A grade of B or better must be earned for EDUC 203. Elementary, Early Childhood and Special Education majors must also successfully complete EDUC 210. Physical Education majors must also complete 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 (1100 on older version)).
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 Department of Education Screening Committee. In order to schedule a screening interview the student must:
 - a. Successfully meet requirements 1-5 above;
 - 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 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 Education 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.

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 re-establish compliance with the standard(s) before being withdrawn from the program. Failure to reestablish the three standards will require the student to reapply for admission to the teacher education program after he/she has met all requirements for admission.

Criteria Governing Admission to Clinical Practice (Directed Teaching)

To be admitted to the clinical practice program, 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 1st. For Fall clinical practice applications are due January 15th. Late applications cannot be accepted.** In addition, a separate Clinical Practice Request Form must be submitted to the Department of Teacher Education by February 1st for fall and October 1st for spring.
2. Be accepted 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. Provide favorable recommendation from the dean or chair of the student's academic major.
6. Present his or her portfolio for review by Department of Teacher Education faculty. The portfolio must provide evidence of competency in addressing all learner outcomes of the Professional Instructional Leader.
7. 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 Education Committee. Such requests will be directed to the 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.
 - c. PLT
3. Minimum GPA of 2.65

4. The student must present his or her portfolio for review by Department of Teacher Education faculty. The portfolio must provide evidence of competency in addressing all learner outcomes of the Professional Instructional Leader.

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 Area

- Art (K-12)
- Early Childhood
- Elementary
- English (Secondary)
- Mathematics (Secondary)
- Music (choral or instrumental) (K-12)
- Physical Education (K-12)
- Social Studies - History (Secondary)
- 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 473 Methods of Observation & Classroom Leadership	3
MONT 474 Montessori Methods: Language	3
MONT 475 Montessori Methods: Mathematics	3
MONT 493 Montessori Methods: Integrated Curriculum	<u>3</u>
Total	18

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 200 high school seniors who have exhibited high academic achievement, a history of service to the school and community, and a desire to teach South Carolina’s children. Lander University has been awarded 26 of these Fellowships.

Teaching Fellows receive advanced enrichment programs, professional development opportunities during summer months, involvement with communities and businesses throughout the State, and \$6000 yearly scholarships for four years while they complete a degree leading to teacher certification. The scholarships provide \$5700 for tuition and board and \$300 for summer enrichment programs administered by the South Carolina Center for Educator Recruitment, Retention and Advancement (CERRA). 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 November 1st of their 12th 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 in his/her academic program in order to make needed decisions regarding program requirements and course sequencing. Secondary and K-12 majors may request an advisor in education as well as the content area.

PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: EARLY CHILDHOOD EDUCATION

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 (HIST 111 or 112 or 113)	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

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	2
EDUC 240	3
EDUC 322	3
EDUC 499	1**

EDUC 461	11**
ADDITIONAL REQUIREMENTS	
Fine Arts (Second Area)	3
HIST 101 or 102 or 103	3
ELECTIVES	0-6
TOTAL FOR BS DEGREE	121.5

†Student must maintain GPA of 2.75 or better in all professional education courses with no grade below a “C” in any professional education course. Grades of “B” or better are required in EDUC 203, ECED 329, ECED 429, and EDUC 499.

*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.

**EARLY CHILDHOOD EDUCATION
SEQUENCE OF COURSES**

FRESHMAN YEAR

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
ENGL 101	3	ENGL 102	3
For. Lang if required* or elective	3	For. Lang if required* or elective	3
Mathematics (Gen. Ed.)	3	Fine Arts (Gen. Ed.)	3
PEES 175	3	Lab. Natural Science	4
PEES 176 (activity)	1	(CHEM, PHYS, PSCI, GEOL)	
HIST 111, 112, or 113	<u>3</u>	HIST 101, 102, or 103	<u>3</u>
 Total	 15	 Total	 16

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>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
EDUC 202	3	Logic/Analytical (Mathematics)	3
EDUC 203	.5	EDUC 210	2
PSYC 101	3	ECED 222	3
Lab. Science (BIOL)	4	Humanities (Gen. Ed.)	3
Fine Arts	3	Global Issues (Gen. Ed.)	3
ENGL 214 or ENGL 221	3	Political Economy (Gen. Ed.)	3
 Semester Total	 16.5	 Semester Total	 17

Sophomore Year Teacher Ed./Graduate Requirements

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

JUNIOR YEAR

<u>First Semester</u>	<u>Hrs.</u>	<u>Second Semester</u>	<u>Hrs.</u>
MATH 203	3	EDUC 322	3
ECED 227	3	ECED 307	3
SPED 223	3	ECED 320	3
EDUC 240	3	ECED 329	1
EDUC 204	<u>3</u>	MONT 474	<u>3</u>
Semester Total	15	Semester Total	13

Junior Year Teacher Education/Graduate Requirements

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

SENIOR YEAR**

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
ECED 323	3	EDUC 499	1
ECED 405	3	EDUC 461	11
ECED 415	3	FALS	<u>1</u>
ECED 421	3		
ECED 427	3		
ECED 429	<u>1</u>		
Semester Total	16	Semester Total	13

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 121.5

***See University Requirements section of the catalog for Foreign Language requirements.**

****If a foreign language is required, one summer session is highly recommended to avoid an excessive academic load during the junior and senior years.**

PROGRAM REQUIREMENTS

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

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section</i>)	
Behavioral Science (PSYC 101)	3
Fine Arts	3
Global Issues/Nonwestern Studies	3
History (HIST 111 or 112 or 113)	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
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51
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	2
EDUC 240	3
EDUC 322	3**
EDUC 499	1**
EDUC 461	11**

ADDITIONAL REQUIREMENTS

Fine Arts (Second Area)	3
HIST 101 or 102 or 103	3

EMPHASIS REQUIREMENTS

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

TOTAL FOR BS DEGREE 133.5-139.5

Student must maintain GPA of 2.75 or better in all professional education courses with no grade below a "C" in any professional education course. Grades of "B" or better are required in EDUC 203, ECED 329, ECED 429, and EDUC 499.

* 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.

EARLY CHILDHOOD EDUCATION

MONTESSORI EMPHASIS

SEQUENCE OF COURSES

FRESHMAN YEAR

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
ENGL 101	3	ENG 102	3
For. Lang if required* or elective	3	For. Lang if required* or elective	3
Mathematics (Gen. Ed.) 3		Fine Arts (Gen. Ed.)	3
PEES 175	3	Lab. Natural Science	4
PEES 176 (activity)	1	(CHEM, PHYS, PSCI, GEOL)	
HIST 111, 112, or 113	<u>3</u>	HIST 101, 102, or 103	<u>3</u>
Total	15	Total	16

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>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
EDUC 202	3	Logic/Analytical (Mathematics)	3
EDUC 203	.5	EDUC 210	2
PSYC 101	3	ECED 222	3
Lab. Science (BIOL)	4	Humanities (Gen. Ed.)	3
Fine Arts	3	Global Issues (Gen. Ed.)	3
ENGL 214 or ENGL 221	<u>3</u>	Political Economy (Gen. Ed.)	<u>3</u>
Semester Total	16.5	Semester Total	17

Sophomore Year Teacher Ed./Graduate Requirements

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

JUNIOR YEAR

<u>First Semester</u>	<u>Hrs.</u>	<u>Second Semester</u>	<u>Hrs.</u>
MATH 203	3	EDUC 322	3
ECED 227	3	ECED 307	3
SPED 223	3	ECED 320	3
EDUC 240	3	ECED 329	1
EDUC 204	<u>3</u>	MONT 474	3
		MONT 472	<u>3</u>
Semester Total	15	Semester Total	16

Junior Year Teacher Education/Graduate Requirements

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

MONTESSORI SUMMER SESSION (Senior Status)

	Hrs
MONT 471	3
MONT 473	3
MONT 475	3
MONT 493	<u>3</u>
Summer Total	12

SENIOR YEAR**

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
ECED 323	3	EDUC 499	1
ECED 405	3	EDUC 461	11
ECED 415	3	MONT 470	3
ECED 421	3	FALS	<u>1</u>
ECED 427	3		
ECED 429	<u>1</u>		
Semester Total	16	Semester Total	16

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 139.5

***See University Requirements section of the catalog for Foreign Language requirements.**

****If a foreign language is required, one summer session is highly recommended to avoid an excessive academic load during the junior and senior years.**

PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: ELEMENTARY EDUCATION

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS <i>(For approved courses see the General Education section.)</i>	
Behavioral Science (PSYC 101)	3
Fine Arts	3
Global Issues/ Nonwestern Studies	3
History (HIST 101 or 102 or 103)	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
CORE REQUIREMENTS	
MATH 203	3
PEES 201	3
SPED 223	3
EDUC 202	3
EDUC 203	0.5
EDUC 204	3
EDUC 210	2
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**

ADDITIONAL REQUIREMENTS

Fine Arts (Second Area)	3
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TOTAL FOR BS DEGREE	122.5
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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 professional education course. Grades of “B” or better are required in EDUC 203, EDUC 329, EDUC 429, and EDUC 499.

*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.

**ELEMENTARY EDUCATION
SEQUENCE OF COURSES**

FRESHMAN YEAR

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
PSYC 101	3	ENGL 102	3
Fine Arts (Gen. Ed.)	3	Political Economy (POLS 101)	3
Mathematics (Gen. Ed.)	3	Fine Arts (Gen. Ed.; 2 nd arts area)	3
ENGL 101	3	Lab. Science (BIOL)	4
HIST 101, 102, or 103	<u>3</u>	PEES 175	2
		PEES 176	<u>1</u>
Semester Total	15	Semester Total	16

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>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
Mathematics (Gen. Ed.)	3	Lab Science	4
Humanities (Gen. Ed.)	3	(Chemistry, Geology, Physical or Physics)	
EDUC 210	2	Logic & Analytical Thought (Math)	3
EDUC 202	3	ENGL 214 or 221	3
EDUC 203	.5	PEES 201	3
For Lang if required* or elective	<u>3</u>	For Lang if required* or elective	<u>3</u>
Semester Total	14.5	Semester Total	16

Sophomore Year Teacher Ed./Graduate Requirements

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

***See University Requirements section for Foreign Language requirement.**

****If a foreign language is required, one summer session is highly recommended to avoid an excessive academic load.**

JUNIOR YEAR**

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
EDUC 223	3	EDUC 321	3
SPED 223	3	DANC 327	1
MATH 203	3	EDUC 327	3
EDUC 204	3	EDUC 300	3
EDUC 240	3	EDUC 329	1
EDUC 345	3	Global Issues (Gen. Ed.)	<u>3</u>
THTR 345	<u>1</u>		
Semester Total	19	Semester Total	14

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>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
EDUC 302	3	EDUC 499	1
EDUC 322	3	EDUC 461	11
MUSI 322	1	FALS Credit	<u>1</u>
EDUC 421	3		
EDUC 424	3		
ART 424	1		
EDUC 429	1		
EDUC 430	<u>3</u>		
Semester Total	18	Semester Total	13

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 122.5

PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE

MAJOR: SPECIAL EDUCATION

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section.</i>)	
Behavioral Science (PSYC 101)	3
Fine Arts	3
Global Issues/ Nonwestern Studies	3
History (HIST 111 or 112 or 113)	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
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	4**
EDUC 202	3
EDUC 203	0.5
EDUC 204	3
EDUC 210	2
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**
TOTAL FOR BS DEGREE	121.5

†Student must maintain GPA of 2.75 or better in all professional education courses with no grade below a “C” in any professional education course. Grades of “B” or better are required in EDUC 203, SPED 429, SPED 429, and EDUC 499.

*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.

**SPECIAL EDUCATION
SEQUENCE OF COURSES**

FRESHMAN YEAR

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
ENGL 101	3	ENGL 102	3
Behavioral Science (PSYC 101)	3	Laboratory Science (Biology)	4
HIST 111, 112, or 113	3	Humanities	3
Mathematics (General Educ.)	3	Fine Arts	3
PEES 175	2	Political Economy	<u>3</u>
PEES 176	<u>1</u>		
Semester Totals	15		16

Freshman Year Teacher Ed./Graduate Requirements

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

SOPHOMORE YEAR**

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
ENGL 214 or 221	3	SPED 223	3
Logic & Analytical Thought (Math)	3	MATH 203	3
For Lang if required or elective	3	For Lang if required* or elective	3
EDUC 210	2	EDUC 202	3
Laboratory Science: Physical	<u>4</u>	EDUC 203	0.5
Science (Chem., Phys., or Geol.)		EDUC 223	<u>3</u>
Semester Totals	15		15.5

Sophomore Year Teacher Ed./Graduate Requirements

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

***See General Education section for Foreign Language requirement**

****One summer session is highly recommended to avoid excessive academic loads.**

JUNIOR YEAR**

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
SPED 240	3	SPED 451	3
SPED 321	3	SPED 429	1
EDUC 240	3	SPED 434	3
EDUC 204	3	EDUC 327	3
Global Issues (General Educ.)	<u>3</u>	DANC 327	1
		EDUC 322 or 424	3
		ART 424 or MUSI 322	<u>1</u>
Semester Total	15	Semester Total	15

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>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
SPED 341	3	EDUC 499	1
ECED 421	3	EDUC 461	11
SPED 329	1	FALS Credit	<u>1</u>
SPED 423	3		
EDUC 345	3		
THTR 345	1		
SPED 356	<u>3</u>		
Semester Total	17	Semester Total	13

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 121.5

†SECONDARY EDUCATION (9-12) Students certifying in History, English or Mathematics. Contact your content advisor for content course sequence.

SEQUENCE OF COURSES

FRESHMAN YEAR

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
		PSYC 101	3

(Social Studies, Mathematics, and English Majors)
 PSYC 101 (3 hrs) should be taken the freshman year
 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>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
ENGL 214, 221	3	PSYC 203**	3
EDUC 202	3	PHIL 102	3
EDUC 203	.5	EDUC 204	3

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

† Other 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.

**PSYC 101 is a prerequisite for PSYC 203.

***Requires admission to the Teacher Education Program

JUNIOR YEAR*

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
EDUC 240	3	EDUC 351 ***	3
SPED 223	3	EDUC 329***	.5
		EDUC 320***	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>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
EDUC 429***	1	EDUC 499***	1
††Contents Methods	3	EDUC 461 ***	11
		ALS 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

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.

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.*

ATHLETIC TRAINING

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.

Accreditation

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 to be able to:

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.
3. A minimum GPA of: 2.25 with 30-44 hours earned; 2.35 with 45-59 hours earned; and 2.50 with 60 or more hours earned.
4. 25 hours of observation under the direct supervision of the Lander University Athletic Training Staff.
5. Current First Aid, CPR, and 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.

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 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, 24 hours of additional courses for the major (including a three-hour computer course), 45-51 hours of university and general education courses, and 23-29 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.
5. Exhibit professional dispositions in the exercise-related community conducive to promoting healthy lifestyles.

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.

Student Eligibility

The student must meet all the requirements of the Department of Teacher Education 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. 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.

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.
5. Exhibit dispositions in the physical education community that provide leadership to the profession.

PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE

MAJOR: ATHLETIC TRAINING

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
 GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section.</i>)	
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
 TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	 45-51
 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

ADDITIONAL REQUIREMENTS

BIOL 202	4
BIOL 203	4
100-Level Aquatics	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 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.

LANDER UNIVERSITY
Athletic Training
Course Sequence

First Year

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

Second Year

Semester I	Semester II
4 *PEES 210 3 PSYC 219 4 PEES 221 1 HCMT 111 #_Laboratory Science (General Education) 16 Total Semester Hours	3 PEES 202 3 PEES 328 2 PEES 235 3 PEES 310 1 PEES144 #_Laboratory Science_(General Education) 16 Total Semester Hours

Third Year

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

Fourth Year

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

Total Program Hours = 128 hours

**Additional Requirements: CPR/FA card
FALS = 15**

****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.

PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE

MAJOR: EXERCISE SCIENCE

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section.</i>)	
Behavioral Science	3
Fine Arts	3
Global Issues/ Nonwestern Studies	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science (BIOL 101)	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
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51
CORE REQUIREMENTS	
PEES 210	4
PEES 219	3
PEES 310	3
PEES 311	4
PEES 341	3
PEES 362	3
PEES 406	3
PEES 490	3

ADDITIONAL REQUIREMENTS

PEES 144	1
100-Level Aquatics	1
100-Level Sport/Fitness	1
PEES 202	3
PEES 308	3
PEES 326	3
PEES 330	3
PEES 361	3
PEES 490	3
PEES 499	1
CIS 101	3

ELECTIVES 23-29

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.

LANDER UNIVERSITY
Exercise Science
Course Sequence

First Year

Semester I	Semester II
3 ENGL 101 (Writing) 3 Foreign Language 2 PEES 175 1 PEES 176 3 Mathematics 3 Behavioral Science 15 Total Semester Hours	3 ENGL 102 (Writing) 4 BIOL 101 3 Foreign Language 3 Fine Arts 3 CIS 101 16 Total Semester Hours

Second Year

Semester I	Semester II
3 PEES 219 1 PEES 144 2 History 3 Laboratory Science 2 Humanities/Literature 3 Elective 17 Total Semester Hours	3 Political Economy 3 PEES 202 4 PEES 210 3 Humanities 3 MATH 211 15 Total Semester Hours

Third Year

Semester I	Semester II
3 PEES 308 3 PEES 361 4 PEES 311 3 Elective 3 Elective 16 Total Semester Hours	3 PEES 310 3 PEES 330 3 PEES 362 3 Global Issues/Nonwestern Studies 1 PEES 100-level activity 1 PEES 100-level activity 14 Semester Total Hours

Fourth Year

Semester I	Semester II
3 PEES 341 3 PEES 490 3 Elective 3 Elective 3 Elective 1 FALS 101 16 Total Semester Hours	3 PEES 326 3 PEES 490 3 PEES 406 1 PEES 499 3 Elective 2 Elective 15 Total Semester Hours

Total Program Hours = 125 hours

**Additional Requirements: CPR/FA card
FALS = 15**

PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE

MAJOR: PHYSICAL EDUCATION

CERTIFICATION: K-12 TEACHER CERTIFICATION

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section.</i>)	
Behavioral Science	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)	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
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51
CORE REQUIREMENTS	
PEES 219	3
PEES 226	3
PEES 228	3
PEES 305	3
PEES 310	3
PEES 311	4
PEES 320*	3
PEES 329*	1
PEES 422*	3
PEES 429*	1
PEES 420*	3
PEES 499	1

ADDITIONAL REQUIREMENTS

PEES 144	1
100-Level Aquatics	1
100-Level Sport/Fitness	1
PEES 204	2
PEES 206	2
PEES 210	4
PEES 222	2
PEES 223	2
PEES 224	2
PEES 308	3
PEES 318	3
PEES 451*	3
CIS 101 or EDUC 204	3

TEACHER CERTIFICATION REQUIREMENTS

EDUC 202	3
EDUC 203	0.5
EDUC 240	3
EDUC 499	1
EDUC 461	11

TOTAL FOR BS DEGREE

123.5 – 129.5

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

*Student must be admitted to Teacher Education Program.

LANDER UNIVERSITY
Physical Education Teacher Education
Course Sequence

First Year

Semester I	Semester II
4 ENGL 101 (Writing)	3 ENGL 102 (Writing)
3 PSYC 101 (Behavioral Science)	4 BIOL 101
3 Fine Arts (ART, MUSI, THTR, DANC)	3 MATH (101 or 121)
3 Foreign Language	3 Foreign Language
2 PEES 175	3 History
<u>1</u> PEES 176	<u>1</u> PEES Sport/Fitness
15 Total Semester Hours	17 Total Semester Hours

Second Year

Semester I	Semester II
3 ENGL 214 or 221	3 Political Economy
3 EDUC 202	2 PEES 204 - Teaching Team Sports
.5 EDUC 203	4 PEES 210 - Anatomy/Phys
3 EDUC 240	2 PEES 224 – Educational Dance
3 PEES 219 - History/Principles	2 PEES 222 – Educational Games
3 PEES 226 - Motor Development	1 PEES 111 or 112 (Aquatics)
<u>2</u> PEES 223 - Educational Gymnastics	<u>1</u> PEES 144 – Weight Training
17.5 Total Semester Hours	15 Total Semester Hours

Third Year

Semester I	Semester II
3 Logic & Analytical Thought (MATH 211)	3 Humanities
3 PEES 318 – Instructional Aspects of Physical Education	3 EDUC 204 or CIS 101
3 PEES 308 – Organ./Administration	3 PEES 320 - Elem. Methods of Instruction
2 PEES 206 – Teaching Individual & Dual	3 PEES 329 - Elem. Clinical
3 PEES 228 – Motor Learning	3 PEES 310 - Biomechanics
<u>4</u> PEES 311 – Physiology of Exercise	<u>3</u> PEES 420 - Inclusion in Physical Educ.
18 Total Semester Hours	16 Semester Total Hours

Fourth Year

Semester I	Semester II
4 Lab Science (CHEM, PHYS, PSCI, GEOL)	3 PEES 451 - Program Concerns Teaching
3 Global Issues/Nonwestern Studies	1 EDUC 499 - Teacher Educ. Sem.
3 PEES 305 - Measurement/Evaluation	1 FALS
3 PEES 422 - Sec. Methods of Instruct.	<u>11</u> EDUC 461 - Student Teaching
1 PEES 429 – Secondary Clinical	16 Total Semester Hours
<u>1</u> PEES 499 - Physical Educ. Seminar	
15 Total Semester Hours	

Total Program Hours = 129.5 hours

Additional Requirements: CPR/FA card
FALS = 15

Department of Psychology

Psychology provides the tools for a scientific analysis of human development, emotion, cognition, behavior, and psychopathology. The department offers majors in psychology, psychology with a counseling emphasis, and psychology with a developmental emphasis. The department also offers minors in psychology and child and family studies.

PSYCHOLOGY MAJOR

An undergraduate degree in psychology prepares the successful graduate for a number of opportunities, such as social work, counseling, mental health technician, and research technician.

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, medicine, and social work.

Psychology core courses are PSYC 101, 190, 203, 330, and 331. To further the aim of graduating only competent students, a psychology major is required to take these core courses and earn a grade of "C" or better in each. Furthermore, a student may repeat a core psychology course no more than once. Therefore, if a student does not make a "C" or higher on the first or second attempt of a core psychology course, that student will not be allowed to complete a degree with a major in psychology. It will be the responsibility of the student to change his/her major if these requirements are not met.

Students must have at least a 2.00 GPA in all psychology courses. This includes all courses with the PSYC designation, including electives and courses taken as part of General Education requirements.

Any major expecting a recommendation from the psychology faculty with regard to graduate study in psychology must meet additional requirements, as follows:

Most M.A. programs demand no less than an overall G.P.A. of 3.0, a 3.5 G.P.A. in the major, and 1,000 on the G.R.E.;

Most PhD programs demand no less than an overall G.P.A. 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.

The undergraduate major in psychology is expected to have:

1. The ability to comprehend complex written material concerning psychological issues;
2. The ability to think logically, critically and objectively;
3. A general knowledge of the theories, issues, and findings in the areas of human development, experimental methodology, experimental psychology, and clinical/counseling psychology
4. The ability to write technical reports in APA style;
5. Knowledge of basic methods of statistical analysis; and
6. Knowledge of ethical issues pertaining to psychology.

COUNSELING EMPHASIS

Students majoring in psychology can choose the counseling emphasis. This requires the psychology core courses, 17 semester hours of counseling emphasis core courses, and 12 hours of psychology electives. In addition to the psychology program objectives, students in the counseling emphasis will have:

1. General knowledge of interviewing techniques and psychological tests and measurement;
2. General knowledge of the science of psychological test construction;
3. General knowledge of abnormal behavior as described in the DSM;
4. General knowledge of different psychotherapies;
5. General knowledge of the use and construction of psychological reports; and
6. Exposure to practical applications of counseling/clinical psychology through fieldwork and internship participation.

Counseling Emphasis Courses 17 hours

PSYC 212	3
PSYC 251	3
PSYC 299 (1 hour course taken twice)	2
PSYC 312	3
PSYC 400	3
PSYC 490, 421, or PSYC 300-level Elective	3

DEVELOPMENTAL EMPHASIS

Students majoring in psychology can choose the developmental emphasis. This requires the psychology core courses, 17 semester hours of developmental emphasis courses, and 12 hours of psychology electives. In addition to the psychology program objectives, students in the developmental emphasis will have:

1. General knowledge of developmental patterns of change and stability throughout the lifespan;
2. General knowledge of the theories of human development;
3. General knowledge of the biological, social, and psychological factors that shape development;
4. General knowledge of developmental problems/issues that can occur over the lifespan; and
5. Exposure to practical applications of developmental psychology through fieldwork and internship participation.

Developmental Emphasis Courses 17 hours

PSYC 299 (1 hour course taken twice)	2
PSYC 303	3
PSYC 314	3
PSYC 315, 405 or 470-479	3
PSYC 315, 405 or 470-479	3
PSYC 490, 421 or PSYC 300-level elective	3

PSYCHOLOGY MINOR

A minor in psychology consists of **19 credit hours** distributed as follows:

Core: 10 credit hours

PSYC 101	3
PSYC 203	3
PSYC 330	4

Electives: 9 credit hours

PSYC Elective	3
PSYC Elective (300 Level or above)	3
PSYC Elective (300 Level or above)	<u>3</u>
TOTAL	19

Note: A student must take at least nine hours at the 300 level or above, earn no less than a “C” in the core courses, and maintain an average of 2.00 or above in the courses taken for the psychology minor.

(For further information, contact the Department of Psychology.)

CHILD AND FAMILY STUDIES MINOR

The objective of the child and family studies program is to encompass the entire life cycle while examining the 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: 15 credit hours

SOCI 351	3
ECED 305	3
PSYC 315	3
PSYC 314	3
INTERNSHIP	3

Electives: Minimum of six credit hours from two disciplines

SPED 223	3
PEES 325	3
PSYC 203	3
SOCI 304	3

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 Psychology.)

PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE

MAJOR: PSYCHOLOGY

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS <i>(For approved courses see the General Education section.)</i>	
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 OR 203)	3
Mathematics (MATH 211)	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
CORE REQUIREMENTS	
PSYC 101	3
PSYC 190	1
PSYC 203	3
PSYC 330	4
PSYC 331	4
PSYC 499	2

ADDITIONAL REQUIREMENTS

ENGL 275 or 373	3
MATH 121, 123, 131 or 212	3

MAJOR ELECTIVES

PSYC	3
PSYC	3
PSYC (300 level or above)	3
PSYC (300 level or above)	3

AREA REQUIREMENTS

Counseling (PSYC 212, 251, or 312)	3
Developmental (PSYC 303, 315, or 314)	3
Physiological/Cognitive (PSYC 304, 333, or 358)	3
Social/History (PSYC 301, 302, or 306)	3
PSYC 421, 490, or PSYC 300-level Elective	3

ELECTIVES	20-26
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TOTAL FOR BS 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.

FOUR YEAR PLAN 2009-10
Bachelor of Science
Psychology

FALL	Hours	✓
PSYC 101	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 212, 251, or 312	3	
PSYC 203	3	
MATH 211	3	
Humanities/Literature	3	
Laboratory Science	4	
Semester Hours:	16	

SPRING	Hours	✓
PSYC 304, 333, or 358	3	
PHIL 103 or 203	3	
MATH 121, 123, 131, or 212	3	
ENGL 275 or 373	3	
Laboratory Science	4	
Semester Hours:	16	

FALL	Hours	✓
PSYC 330	4	
PSYC 303, 314, or 315	3	
PSYC 301, 302, or 306	3	
Political Economy	3	
Elective	3	
Semester Hours:	16	

SPRING	Hours	✓
PSYC 331	4	
PSYC Elective	3	
Humanities	3	
Global Issues/Nonwestern Studies	3	
Elective	3	
Semester Hours:	16	

FALL	Hours	✓
PSYC 499	2	
PSYC 300-level Elective	3	
PSYC Elective	3	
Elective	3	
Elective	3	
Semester Hours:	14	

SPRING	Hours	✓
PSYC 490, 421, or PSYC 300-level Elective	3	
PSYC 300-level Elective	3	
Elective	3	
Elective	2	
FALS	1	
Semester Hours:	12	

PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE

MAJOR: PSYCHOLOGY

EMPHASIS: COUNSELING

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section.</i>)	
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 OR 203)	3
Mathematics (MATH 211)	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
CORE REQUIREMENTS	
PSYC 101	3
PSYC 190	1
PSYC 203	3
PSYC 330	4
PSYC 331	4
PSYC 499	2

ADDITIONAL REQUIREMENTS

ENGL 275 or 373	3
MATH 121, 123, 131 or 212	3

MAJOR ELECTIVES

PSYC	3
PSYC	3
PSYC (300 level or above)	3
PSYC (300 level or above)	3

EMPHASIS REQUIREMENTS

PSYC 212	3
PSYC 251	3
PSYC 299	1
PSYC 299	1
PSYC 312	3
PSYC 400	3
PSYC 490, 421, or PSYC 300-level elective	3

ELECTIVES	18-24
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TOTAL FOR BS 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.

FOUR YEAR PLAN 2009 - 2010
 Bachelor of Science
 Psychology: Counseling Emphasis

FALL	Hours	✓
PSYC 101	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 251	3	
PSYC 203	3	
MATH 211	3	
Humanities/Literature	3	
Laboratory Science	4	
Semester Hours:	16	

SPRING	Hours	✓
PSYC 312	3	
PHIL 103 or 203	3	
MATH 121, 123, 131, or 212	3	
ENGL 275 or 373	3	
Laboratory Science	4	
Semester Hours:	16	

FALL	Hours	✓
PSYC 330	4	
PSYC 212	3	
PSYC 299	1	
PSYC 300-level Elective	3	
Political Economy	3	
Elective	2	
Semester Hours:	16	

SPRING	Hours	✓
PSYC 331	4	
PSYC Elective	3	
PSYC 299	1	
Humanities	3	
Global Issues/Nonwestern Studies	3	
Elective	3	
Semester Hours:	17	

FALL	Hours	✓
PSYC 499	2	
PSYC 400	3	
PSYC Elective	3	
Elective	3	
Elective	1	
Semester Hours:	12	

SPRING	Hours	✓
PSYC 490, 421, or PSYC 300-level Elective	3	
PSYC 300-level Elective	3	
Elective	3	
Elective	3	
FALS	1	
Semester Hours:	13	

PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE

MAJOR: PSYCHOLOGY

EMPHASIS: DEVELOPMENTAL

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section.</i>)	
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 OR 203)	3
Mathematics (MATH 211)	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
CORE REQUIREMENTS	
PSYC 101	3
PSYC 190	1
PSYC 203	3
PSYC 330	4
PSYC 331	4
PSYC 499	2

ADDITIONAL REQUIREMENTS

ENGL 275 or 373	3
MATH 121, 123, 131 or 212	3

MAJOR ELECTIVES

PSYC	3
PSYC	3
PSYC (300 level or above)	3
PSYC (300 level or above)	3

EMPHASIS REQUIREMENTS

PSYC 299	1
PSYC 299	1
PSYC 303	3
PSYC 314	3
PSYC 315, 470-479, or 405	3
PSYC 315, 470-479, or 405	3
PSYC 490, 421, or PSYC 300-level elective	3

ELECTIVES	18-24
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TOTAL FOR BS 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.

FOUR YEAR PLAN 2009-10
 Bachelor of Science
 Psychology: Developmental Emphasis

FALL	Hours	✓
PSYC 101	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 203	3	
PSYC Elective	3	
MATH 211	3	
Humanities/Literature	3	
Laboratory Science	4	
Semester Hours:	16	

SPRING	Hours	✓
PSYC 314	3	
PHIL 103 or 203	3	
MATH 121, 123, 131 or 212	3	
ENGL 275 or 373	3	
Laboratory Science	4	
Semester Hours:	16	

FALL	Hours	✓
PSYC 330	4	
PSYC 315, 405, or 470-479	3	
PSYC 299	1	
PSYC 300-Level Elective	3	
Political Economy	3	
Semester Hours:	14	

SPRING	Hours	✓
PSYC 331	4	
PSYC 315, 405, or 470-479	3	
PSYC 299	1	
Humanities	3	
Global Issues/Nonwestern Studies	3	
Elective	3	
Semester Hours:	17	

FALL	Hours	✓
PSYC 499	2	
PSYC 303	3	
PSYC Elective	3	
Elective	3	
Elective	3	
Semester Hours:	14	

SPRING	Hours	✓
PSYC 490, 421, or PSYC 300-level Elective	3	
PSYC 300-Level Elective	3	
Elective	3	
Elective	3	
FALS	1	
Semester Hours:	13	