

SCHOOL OF EDUCATION

Danny L. McKenzie, PhD
Associate Professor of Education and Dean

Daniel W. Ball, President
Professor of Education

Irene J. Caswell, MEd
Visiting Instructor and
Coordinator of Field Experiences

Doris F. Fitzgerald, EdD
Professor of Education

Nancy E. Fouché, PhD
Associate Professor of Education

David L. Henderson, EdD
Professor of Education

Jill C. Hunter, PhD
Associate Professor of Education

Sheila B Marino, EdD
Professor of Education
Teaching Fellows Campus Director

Marilyn E. Mecca, PhD
Professor of Education

Dava M. O'Connor, PhD
Assistant Professor of Education

Rubye C. Sanders, EdD
Professor of Education

Robert R. Taylor, EdD
Associate Professor of Education and
Director of Graduate Studies

Ellen P. Belton
Administrative Specialist

Rebecca Koch
Administrative Specialist, Graduate Studies

Jo Ann Owens
Administrative Specialist

School of Education

The primary mission of the Lander University School of Education is the development of each student as a professional instructional leader. In an ethical, caring educational environment, the Professional Education Unit seeks to empower and encourage students to become competent professionals as lifelong learners and responsible citizens. The programs within the Professional Education Unit are designed to help students gain a wide range of knowledge and skills so that they will become effective and successful professional instructional leaders.

The professional instructional leader must be competent in the acquisition of knowledge regarding the process of human growth and development, the application of learning theory, the utilization of technology and media appropriate to teaching, and an understanding of the foundations underlying the development and organization of education in the United States. Finally, the professional instructional leader must develop the ability and willingness to analyze and to improve his or her teaching.

THE CONCEPTUAL MODEL OF THE SCHOOL OF EDUCATION, INITIAL AND ADVANCED LEVEL PROGRAMS

The conceptual model guiding the teacher education program at Lander University is the “**Professional Instructional Leader.**” The faculty of the School of Education, in conjunction with faculty associated with general education and content preparation of education students, developed this model to serve as a guide in planning, implementing, assessing, and improving the teacher education program.

- I. The **professional** instructional leader will:
 - a) demonstrate a sense of fairness, ethics, and social justice;
 - b) possess and maintain a current, thorough base of content knowledge;
 - c) demonstrate intellectual vitality through scholarly inquiry and reflection;
 - d) actively participate in professional organizations at local, state, regional, national, and international levels; and
 - e) provide volunteer service to individuals or groups both in the educational community and the community-at-large.

- II. The professional **instructional** leader will:
 - a) demonstrate current research-based “best practices” in teaching;
 - b) integrate technologies in instruction;
 - c) assess and reflect upon his/her own teaching for continued growth and self-renewal;
 - d) demonstrate the ability to work both collaboratively and autonomously as appropriate;
 - e) maintain a sensitivity and responsiveness to creating a student-centered orientation;
 - f) design, deliver, and assess instructional strategies to accommodate diverse populations with specific sensitivity and responsiveness to the needs of exceptional learners;
 - g) design, implement, and assess student learning while demonstrating an understanding of student learning and learning styles; and
 - h) integrate instruction to prepare students to become productive members of a democratic society.
- III. The professional instructional **leader** will:
 - a) model appropriate professional behaviors;
 - b) collaborate with parents, students, teachers, and other educational leaders in developing, delivering, and enhancing curriculum and instruction, educational policy and procedures, strategies, and resources;
 - c) communicate effectively employing a variety of communication tools, multi-media, and technology;
 - d) manage, mediate, tolerate, deal with, and bring to fruition appropriate conflict resolutions;
 - e) promote an understanding and demonstration of democratic principles encouraging autonomy and a proactive orientation toward problem-solving, conflict resolution, and democratic based leadership style providing equal access for all participants;
 - f) assume the role of “change agent” as a positive influence with a demonstrated commitment to continuous self-assessment directed toward improvement of instruction and professional growth and development;
 - g) demonstrate high level problem-solving skills with increasing responsibility for decision-making in both curricular and instructional areas; and
 - h) model a healthy, positive concept of self as a person and as an educational professional.

Students enrolled in the initial certification education program in the School of Education at Lander University are expected to exhibit these characteristics, to demonstrate/model these skills and behaviors, and to embrace these dispositions. The goals of the university, the goals/objectives and the strategies articulated in the program are consistent with the conceptual model of the education unit which is the **Professional Instructional Leader**.

Guidelines for All Teacher Education Programs

Teacher education is one of the principal programs available at Lander University. Students may take courses leading to teacher certification in a variety of fields including elementary, secondary, early childhood, and special education. In order to include all required courses in these programs, interested students should consult with their academic advisors early in their college careers.

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 (see pages 95-96) 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 Dean of the School of 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 may declare an education major (become a pre-professional education major) after meeting the following requirements:

1. Have a minimum predicted grade point average of 2.0
or
2. Rank in the upper half of their high school graduating class
or
3. Have an SAT score of at least 900
or
4. Achieve a cumulative GPA of at least 2.0 on at least 15 hours of classes applicable toward graduation from Lander University.

Prior to admission to the Teacher Education Program, students who fail to maintain a minimum cumulative GPA of 2.0 for two consecutive semesters will not be allowed to declare education as a major and must re-establish their entry requirements.

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 School of Education for admission into the teacher education program. Applications should be submitted concurrently with 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 School 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.
Transfer and second degree students: The usual requirement for admission will be 12 semester hours of course work taken at Lander University with a GPA of 2.65 or higher.
3. The student has earned a grade of "C" or higher in English 102.
4. The student will have successfully completed at least one 200 level Education course or, in the case of PEES majors, PEES 219.
5. The student has satisfactorily completed the Praxis I (PPST) (see advisor for details) and/or other state mandated examinations.
6. The student has completed requirements of the School of Education Screening Committee. In order to schedule a screening interview the student must:

- a. Successfully meet requirements 1-5 above;
- b. Complete 45 hours of course work which will meet the degree requirements of the University;
Transfer and second degree students: The usual requirement for a screening interview will be 12 semester hours of course work taken at Lander University which will apply to the teacher education program; and
- c. Complete the screening interview application packet by the date specified prior to a scheduled interview.

- The student has completed at least 60 semester hours of course work which 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.

- 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:

- Maintain a cumulative grade point average of at least 2.65 or meet retention plan requirements as described in the *Teacher Education Handbook*.
- Maintain a grade point ratio of at least 2.75 in all professional education courses (300 or 400 level).
- Achieve a grade of B or higher in each clinical 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 reestablish compliance with the standard(s) before being withdrawn from the program. After two semesters of failure to meet the three standards, the student will be dropped from the teacher education program and will be required to re-apply and meet all requirements for admission.

Criteria Governing Admission to Student Teaching

The following are required for a student to be admitted to the student teaching program:

- Submitted an application to the School of Education for admission into the student teaching program. **For Spring student teaching, applications are due October 1 of the previous semester, and for Fall student teaching, applications are due February 1 of the previous semester. Late applications cannot be accepted by the Coordinator of Student Teaching.**
- Acceptance into the teacher education program at least one semester prior to the student teaching experience.
- Completion of most general education courses. If more than two general education courses have not been completed, approval by the Dean of the School of Education and the dean or chair of the student's academic major is required.
- Completion of all professional education courses and all major courses.

- Favorable recommendation from the dean or chair of the student's academic major.

- Approval by the Teacher Education Committee.

Students who fail to meet these criteria and are not granted admission to student teaching 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 School of Education. The appeals process and form are included in the *Teacher Education Handbook*.

Criteria Governing Submission of Recommendation for Certification

- Successful completion of all program requirements.
- Satisfactory performance on:
 - South Carolina performance assessment instrument for student teachers;
 - Praxis II specialty subject test or the State-Sponsored Testing Program for the proposed area(s) of certification.
- Minimum GPA of 2.65

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	Certification Grade Span
Art	K-12
Speech/Theater	7-12
Early Childhood	PreK-4
Elementary	1-8
Mathematics	7-12
Music (choral or instrumental)	K-12
Physical Education	K-12
Social Studies (history or political science)	7-12
Spanish	7-12
Special Education (Generic)	K-12

Middle School Emphasis

Students with special interest in one of the following areas of middle school instruction can develop an emphasis by taking the following courses in the area of their interest and meeting with the Dean of the School of Education for advisement:

- Language Arts: English--12 semester hours
 Education 421 is recommended
 English 245
 English 365
- Mathematics--12 semester hours
 Methods of Teaching Math
 Intuitive Geometry
 Modern Algebra
 Modern Geometry

Science--12 semester hours

Advanced science electives

Social Studies: Social Science--12 semester hours

Anthropology

Economics

Geography

Political Science

Education 324

MONTESSORI EMPHASIS

Undergraduate students majoring in Early Childhood Education may add the Montessori Education emphasis by completing additional coursework. Some of the Montessori Education coursework may count toward the Early Childhood Education major. For additional information contact the School of Education.

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 Teacher Recruitment (SCCTR). Fellows agree to teach in South Carolina one year for every year they received the fellowship.

The Lander Teaching Fellows Program focuses on the School of Education's conceptual model the "Professional Instructional Leader" through student development and leadership development. The first semester of their freshmen year, Teaching Fellows enroll in TFP 101 Student Development. It is a one credit hour course that focuses on time management and organizational skills, peer-relationships, self-awareness and assessment, campus and community involvement, decision-making and goal-setting, communication and interpersonal skills, personal and health issues, cultural diversity, and stress management. In the second semester of their freshmen year, Teaching Fellows will enroll in TFP 102 Leadership Development. This one credit hour course focuses on leadership concepts and styles,

issues and concerns facing leaders in various settings, and integrating knowledge, applications, and personal development.

The Teaching Fellows Program at Lander minimizes the use of formal lectures and maximizes the use of student discussion, interaction, small group work, on-site practical application in the schools, and exposure to a variety of resource persons. A unique component of the Lander Teaching Fellows Program is the use of peer instructors and mentors. Each Teaching Fellow is paired in the first year of the Program with an education major. These peer instructors and mentors work individually with their Teaching Fellows as a community of learners to provide mutual academic and personal support in developing student leadership and teaching abilities.

Application for the Teaching Fellows Program must be submitted to the SCCTR. Contact the Lander University School of Education for application or other information.

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 clinical experiences that culminate with 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 the mild to moderately handicapped. These courses provide the needed background for generic 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 teacher methods and content appropriate for the subject area.

A student planning to major in education should consult with his/her advisor in 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 will be assigned an advisor in education as well as the content area.

TITLE II REPORT CARD

The federal government through Title II legislation has mandated that all teacher education institutions in all states be given a "report card" including the following information:

- Pass rate on certification exams of program completers;
 - Single assessment pass-rate (each exam)
 - Aggregate and summary pass-rate
- Additional Information;
 - Total number of students in the program;
 - Average number of hours (or days) of supervised practice teaching;
 - Faculty/student ratio in supervised practice teaching;
 - Institution's accreditation status;
 - Institution's designation as low performing (if applicable); and
 - Institution's definition of program completer.
- Other information the institution feels appropriate.

Following are the data for Lander University's first (1999-2000) report. (Note: Because of confidentiality, federal guidelines do not permit data to be reported for individual exams that have less than 10 examinees. The data for all examinees are, however, included in the "Aggregate and Summary Pass-Rate Report."). This information is also posted on the School of Education web site (<http://www.lander.edu/education/>).

Single Assessment Pass-Rate Report

Type of Assessment	Lander University 72 Candidates in the Cohort			Statewide 2210 Candidates in the Cohort		
	Total	Number Pass	Percent Pass	Total	Number Pass	Percent Pass
Elementary Ed.: Curriculum Instruction and Assessment	14	12	86%	425	375	88%
Elementary Ed.: Content Area Exercises	15	15	100%	424	395	93%
Early Childhood Education	11	11	100%	373	368	99%
Art Education	10	10	100%	41	41	100%

Besides the above programs, Lander University also offers teacher education programs in biology and general science, chemistry and general science, English, mathematics, social studies, physical education, music, Spanish, and special education. Data could not be reported for individual exams for these majors because there were less than 10 examinees. Most of these programs reported 100% pass rates with only 2 failures among all of the programs. Aggregate results of examinations in these areas are included in the following table.

Aggregate & Summary Pass-Rate Report

Aggregate Category	Lander University 72 Candidates in the Cohort			Statewide 2210 Candidates in the Cohort		
	Total	Number Pass	Percent Pass	Total	Number Pass	Percent Pass
Academic Content Area	65	62	95%	1948	1812	93%
Basic Skills	73	73	100%	365	328	92%
Other Content Area	NA	NA	NA	31	31	100%
Professional Knowledge	24	23	96%	1357	1281	94%
Teaching Special Populations	NA	NA	NA	163	144	88%
Summary Count (Total for all exams)	71	67	94%	2123	1912	90%

Additional Information

Total number of students in the program	169
Average number of hours (or days) of supervised practice teaching	60 days
Faculty/student ratio in supervised practice teaching	1 faculty to 16 student teachers
Institution's accreditation status	Lander University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; Telephone number 404-679-4501) (SACS) and by the National Council for Accreditation of Teacher Education (NCATE). All programs are accredited by the South Carolina Department of Education. In addition, Lander University is an accredited institutional member of the National Association of Schools of Music (NASM), the National Association of Schools of Art and Design (NASAD), and the National Association of Schools of Theatre (NAST).
Institution's designation as low performing	Not Applicable; not yet determined by the South Carolina Department of Education
Institution's definition of program completer	<ul style="list-style-type: none"> • Baccalaureate degree • 60 days of student teaching through Lander University • 2.65 or higher grade point average • Successful completion of ADEPT • Successful completion of a screening interview • Passing score on the basic skills exam • Grade of "C" or higher in English composition II • Grade of "B" or higher in all clinical experiences • Favorable recommendation from the dean or chair of the candidate's academic major

**STUDENT PROGRAM WORKSHEET FOR
2001-2002 CATALOG**

**BACHELOR OF SCIENCE
EARLY CHILDHOOD EDUCATION**

Course	Hrs
I. <u>GENERAL EDUCATION CORE REQUIREMENTS</u>	
<i>Approved courses are listed on pages 63-66.</i>	
_____ Behavioral Science (PSYC 101)	3
_____ FALS	1
_____ Fine Arts (ART 101)	3
_____ Foreign Language	0-6*
_____ Foreign Language	
_____ Global Issues/ Nonwestern Studies (See **, pages 60-61)	3
_____ History (HIST 111 or 112 or 113)	3
_____ Humanities (ENGL 202 or 204 or 205 or 211)	3
_____ Humanities/Literature (ENGL 214 or 221)	3
_____ Laboratory Science (BIOL 101)	4
_____ Laboratory Science (PSCI 111 OR 112)	4
_____ Logic & Analytical Thought (MATH 211)	3
_____ Mathematics (MATH 101)	3
_____ Political Economy_(ECON 101)	3
_____ Professional Concerns/Capstone course (EDUC 460 concurrent with EDUC 461)	1 [†]
_____ Wellness (PEES 165)	3
_____ Writing (ENGL 101)	3
_____ Writing (ENGL 102)	3 [†]
TOTAL GENERAL EDUCATION CORE	46-52

* See page 63 for information on foreign language requirement.

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.

† Grade of "C" or better required.

Must include at least 30 hours earned in 300 or above level course of which 15 hours must be in the major

- ❑ **First-time freshmen and all students transferring fewer than 13 semester hours to Lander will be required to pass Lander University 101 (LU 101) in their first semester (excluding summer terms).**

Course	Hrs
II. <u>MAJOR REQUIREMENTS</u>[†]	
_____ ART 221	3
_____ MUSI 221	3
_____ MATH 203	3
_____ PEES 201	3
_____ SPED 323	3
_____ ECED 222	2
_____ ECED 227	3
_____ ECED 305	3
_____ ECED 307	2
_____ ECED 321	4
_____ ECED 322	3
_____ ECED 327	4
_____ ECED 329	1
_____ ECED 429	1
_____ ECED 472	3
_____ EDUC 202	3
_____ EDUC 203	0.5
_____ EDUC 204	3
_____ EDUC 210	2
_____ EDUC 240	3
_____ EDUC 461	11
TOTAL MAJOR	63.5
III. <u>ADDITIONAL REQUIREMENTS</u>[†]	
_____ MUSI 101	3
_____ HIST 101 or 102 or 103	3
_____ PHIL 102	3
_____ SPECIALTY SUBJECT*	0
TOTAL ADDITIONAL HOURS	9
IV. <u>ELECTIVES</u>	
TOTAL ELECTIVES	0-6
TOTAL FOR BS DEGREE	125

*A specialty subject emphasis of 15 hours is required. This requirement can be met without taking additional courses. Approved specialty subjects are defined in the *Teacher Education Handbook*.

See option for Montessori Emphasis on page 101. Leads to certification in Early Childhood PreK-4.

**EARLY CHILDHOOD EDUCATION
SEQUENCE OF COURSES**

FRESHMAN YEAR

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
PSYC 101	3	ENG 102	3
ART 101	3	PEES 165	3
BIOL 101	4	MUSI 101	3
ENGL 101	3	MATH 101	3
HIST 101, 102, or 103	<u>3</u>	ECON 101	<u>3</u>
Total	16		15

Freshman Year Teacher Ed./Graduate Requirements

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

JUNIOR YEAR

<u>First Semester</u>	<u>Hrs.</u>	<u>Second Semester</u>	<u>Hrs.</u>
ART 221	3	MUSI 221	3
ECED 227	3	SPED 323	3
ECED 321	4	ECED 307	2
ECED 329	1	MATH 211	3
EDUC 204	3	ECED 327	4
EDUC 240	<u>3</u>	ECED 429	<u>1.5</u>
	17		16.5

JUNIOR YEAR TEACHER EDUCATION/GRADUATE REQUIREMENTS

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

SOPHOMORE YEAR

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
PHIL 102	3	MATH 203	3
PSCI 111 or 112	4	EDUC 202	3
HIST 111, 112, or 113	3	EDUC 203	.5
ENGL 202, 204, 205, OR 211	3	EDUC 210	2
For Lang if required*		ECED 222	2
or Specialty Subj	3	ENGL 214 or 221	3
		For Lang if required*	
		or Specialty Subj	<u>3</u>
Semester Totals	16		16.5

Sophomore Year Teacher Ed./Graduate Requirements

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

SENIOR YEAR**

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
ECED 305	3	EDUC 460	1
ECED 322	3	EDUC 461	11
ECED 472	3	FALS	<u>1</u>
PEES 201	3		13
Global Issues	3		
Elective if needed	<u>0-4</u>		
	15		

Senior Year Teacher Ed./Graduate Requirements

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

Total Hours Required 125-127

*See General education 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.

Meeting dates with student (optional)

_____	_____	_____	_____
_____	_____	_____	_____

**STUDENT PROGRAM WORKSHEET FOR
2001-2002 CATALOG**

Course	Hrs
I. GENERAL EDUCATION CORE REQUIREMENTS	
<i>Approved courses are listed on pages 63-66.</i>	
_____ Behavioral Science (PSYC 101)	3
_____ FALS	1
_____ Fine Arts (ART 101)	3
_____ Foreign Language	0-6*
_____ Foreign Language	
_____ Global Issues/ Nonwestern Studies (See **, pages 60-61)	3
_____ History (HIST 111 or 112 or 113)	3
_____ Humanities (ENGL 202 or 204 or 205 or 211)	3
_____ Humanities/Literature (ENGL 214 or 221)	3
_____ Laboratory Science (BIOL 101)	4
_____ Laboratory Science (PSCI 111 OR 112)	4
_____ Logic & Analytical Thought (MATH 211)	3
_____ Mathematics (MATH 101)	3
_____ Political Economy (ECON 101)	3
_____ Professional Concerns/Capstone course (EDUC 460 concurrent with EDUC 461)	1†
_____ Wellness (PEES 165)	3
_____ Writing (ENGL 101)	3
_____ Writing (ENGL 102)	3†
TOTAL GENERAL EDUCATION CORE	46-52

See page 63 for information on foreign language requirement.

†Grade of “C” or better required.

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.

Must include at least 30 hours earned in 300 or above level course of which 15 hours must be in the major

- ❑ **First-time freshmen and all students transferring fewer than 13 semester hours to Lander will be required to pass Lander University 101 (LU 101) in their first semester (excluding summer terms).**

**BACHELOR OF SCIENCE
ELEMENTARY EDUCATION**

Course	Hrs
II. MAJOR PROGRAM REQUIREMENTS†	
_____ ART 221	3
_____ MUSI 221	3
_____ MATH 203	3
_____ PEES 201	3
_____ PSYC 203	3
_____ SPED 323	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 303	3
_____ EDUC 321	3
_____ EDUC 322	3
_____ EDUC 324	3
_____ EDUC 327	3
_____ EDUC 329	1
_____ EDUC 345	3
_____ EDUC 421	3
_____ EDUC 429	1
_____ EDUC 430	3
_____ EDUC 461	11
TOTAL MAJOR	75.5
III. ADDITIONAL REQUIREMENTS†	
_____ MUSI 101	3
_____ HIST 101 or 102 or 103	3
_____ PHIL 102	3
_____ SPECIALTY SUBJECT*	0

TOTAL ADDITIONAL HOURS 9

TOTAL FOR B.S. DEGREE 130.5-136

*A specialty subject emphasis of 15 hours is required. This requirement can be met without taking additional courses. Approved specialty subjects are defined in the *Teacher Education Handbook*.

Leads to certification in Elementary Education 1-8.

**ELEMENTARY EDUCATION
SEQUENCE OF COURSES**

FRESHMAN YEAR

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
PSYC 101	3	ENG 102	3
ART 101	3	ECON 101	3
MATH 101	3	MUSI 101	3
ENGL 101	3	BIOL 101	4
HIST 111, 112, or 113	<u>3</u>	HIST 101, 102, or 103	<u>3</u>
Total	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>
PHIL 102	3	PEES 165	3
PSCI 111 or 112	4	ART 221	3
ENGL 202, 204, 205, OR 211	3	ENGL 214 or 221	3
EDUC 202	3	PSYC 203	3
EDUC 203	.5	EDUC 223	3
EDUC	2		
For Lang if required* or Specialty Subj	<u>3</u>	For Lang if required* or Specialty Subj	<u>3</u>
Semester Totals	18.5		18

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.

**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>
MUSI 221	3	MATH 211	3
SPED 323	3	EDUC 345	3
MATH 203	3	EDUC 321	3
EDUC 204	3	EDUC 324	3
EDUC 240	3	EDUC 327	3
EDUC 322	3	EDUC 329	1
		Global Issues	<u>3</u>
Semester Totals	18		19

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
Senior Approval Application
FALS

SENIOR YEAR**

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
EDUC 302	3	EDUC 460	1
EDUC 303	3	EDUC 461	11
PEES 201	3	FALS Credit	1
EDUC 300	3		
EDUC 421	3		
EDUC 429	1	EDUC 210	2
EDUC 430	<u>3</u>		
Semester Totals	19		13

Senior Year Teacher Ed./Graduate Requirements

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

Total Hours Required 130.5—136

**STUDENT PROGRAM WORKSHEET FOR
2001-2002 CATALOG**

**BACHELOR OF SCIENCE
SPECIAL EDUCATION**

Course	Hrs
I. <u>GENERAL EDUCATION CORE REQUIREMENTS</u>	
<i>Approved courses are listed on pages 63-66.</i>	
_____ Behavioral Science (PSYC 101)	3
_____ FALS	1
_____ Fine Arts (ART 101)	3
_____ Foreign Language	0-6*
_____ Foreign Language	
_____ Global Issues/ Nonwestern Studies (See **, pages 59-62)	3
_____ History (HIST 111 or 112 or 113)	3
_____ Humanities (ENGL 202 or 204 or 205 or 211)	3
_____ Humanities/Literature (ENGL 214 or 221)	3
_____ Laboratory Science (BIOL 101)	4
_____ Laboratory Science (PSCI 111 OR 112)	4
_____ Logic & Analytical Thought (MATH 211)	3
_____ Mathematics (MATH 101)	3
_____ Political Economy (ECON 101)	3
_____ Professional Concerns/Capstone course (EDUC 460 concurrent with EDUC 461)	1†
_____ Wellness (PEES)	3
_____ Writing (ENGL 101)	3
_____ Writing (ENGL 102)	3†
TOTAL GENERAL EDUCATION CORE	46-52

See page 63 for information on foreign language requirement.

†Grade of “C” or better required.

Student must maintain GPA of 2.75 or better in all professional education courses with no grade below a “C” in any professional course.

Must include at least 30 hours earned in 300 or above level course of which 15 hours must be in the major

- ❑ **First-time freshmen and all students transferring fewer than 13 semester hours to Lander will be required to pass Lander University 101 (LU 101) in their first semester (excluding summer terms).**

Course	Hrs
II. <u>MAJOR PROGRAM REQUIREMENTS†</u>	
_____ ART 221 or MUSI 221	3
_____ MATH 203	3
_____ PEES 201 or PEES 420	3
_____ PSYC 203	3
_____ SPED 323	3
_____ SPED 340	3
_____ SPED 341	3
_____ SPED 429	1
_____ SPED 423	3
_____ SPED 430	1
_____ SPED 434	3
_____ SPED 451	3
_____ ECED 227	3
_____ ECED 329	1
_____ ECED 321	4
_____ EDUC 202	3
_____ EDUC 203	0.5
_____ EDUC 204	3
_____ EDUC 210	2
_____ EDUC 240	3
_____ EDUC 320	1
_____ EDUC 327	3
_____ EDUC 345	3
_____ EDUC 421	3
_____ EDUC 461	11
TOTAL MAJOR	72.5
III. <u>ADDITIONAL REQUIREMENTS†</u>	
_____ MUSI 101	3
_____ HIST 101 or 102 or 103	3
_____ PHIL 102	3
TOTAL ADDITIONAL HOURS	9
TOTAL FOR B.S. DEGREE	127.5-134.5

Leads to certification in generic Special Education K-12 NOT for self-contained category (contact advisor for information). Elementary Education may be added.

**SPECIAL 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
ART 101	3	PEES 165	3
BIOL 101	4	MUSI 101	3
ENGL 101	3	MATH 101	3
HIST 101, 102, or 103	3	PHIL 102	3
		ECON 101	<u>3</u>
Semester Totals	<u>16</u>		18

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>
PSYC 203	3	MATH 211	3
PSCI 111 or 112	4	ENGL 214 or 221	3
HIST 111, 112, or 113	3	EDUC 202	3
ENGL 202, 204, 205, or 211	3	EDUC 203	.5
MATH 203	2	EDUC 210	2
For Lang if required*	<u>3</u>	SPED 323	3
Semester Totals	16-19	For Lang if required*	<u>3</u>
			14.5-17.5

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>
ECED 227	3	SPED 423	3
ECED 329	1	EDUC 327	3
ECED 321	4	EDUC 345	3
EDUC 204	3	EDUC 421	3
EDUC 240	3	SPED 341	3
SPED 340	<u>3</u>	SPED 429	<u>1</u>
Semester Totals	17		16

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
Senior Approval Application
FALS

SENIOR YEAR**

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
EDUC 320	1	EDUC 460	1
PEES 201 OR PEES 420	3	EDUC 461	11
SPED 430	1	FALS Credit	1
SPED 434	3		
SPED 451	3		
ART 221 or MUSI 221	3		
Global Issues	<u>3</u>		
Semester Totals	17		13

Senior Year Teacher Ed./Graduate Requirements

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

Total Hours Required 127.5-134.5

**SECONDARY EDUCATION
FRESHMAN YEAR**

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
ENGL 101	3	ENGL 102	3
PEES 165	3	Computer Applications	3
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, 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 214,221	3	PSYC 203	3
EDUC 202	3	PHIL 102	3
EDUC 203	.5		
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

***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 302.**

Leads to 7-12 or K-12 certification depending on the content area.
See page 96.

SEQUENCE OF COURSES

JUNIOR YEAR*

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
EDUC 240	3	EDUC 351	3
SPED 323	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
Senior Approval Application
FALS

SENIOR YEAR*

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
EDUC 429	1	EDUC 460	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 Exam (Praxis II)
Professional education GPA of 2.75 or higher
Cumulative GPA of 2.65 or higher
Graduation Application
FALS

Total Hours Required 125-148