

COLLEGE OF EDUCATION

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Dean and Associate Professor of Education

Department of Teacher Education

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Associate Professor of Education and Chair

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Professor of Education and President
Irene J. Caswell, PhD
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Barbara A. Ervin, MA
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Director of Montessori Program
Jill C. Hunter, PhD
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Lecturer of Education and Montessori Teacher
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Department of Physical Education and Exercise Studies

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Timothy L. Snyder, PhD
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William T. Martin, PhD
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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
MEd in Elementary Education
MAT in Art Education

Department of Physical Education and Exercise Studies

Degree Programs

B.S. in Athletic Training with Sports Medicine/Athletic Training Emphasis
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 five broad learner outcomes, and associate elements, delineate expectations for all teacher education candidates.

The Professional Instructional Leader:

1. Integrates content knowledge and skills of scholarly inquiry to teach all students.
 - 1.1 Possesses and maintains a current, thorough base of content knowledge
 - 1.2 Provides content that is contextual and integrated
 - 1.3 Uses knowledge of human development
2. Plans, provides and assesses learning experiences that are supported by research, knowledge of best practice and professional standards.
 - 2.1 Develops and maintains appropriate long-range planning
 - 2.2 Conducts short-range planning of instructional units
 - 2.3 Plans, develops and uses a variety of assessments and analyzes and interprets assessment data
 - 2.4 Conveys high expectations for learning and achievement
 - 2.5 Uses a variety of instructional strategies
 - 2.6 Provides content using a variety of sources
 - 2.7 Monitors and enhances learning
 - 2.8 Maintains an environment that promotes learning
 - 2.9 Uses classroom management effectively
3. Collaborates with diverse populations including students, educators, community members and families for the benefit of all learners.
 - 3.1 Uses effective written and oral communication

- 3.2 Participates in events and builds relationships with agencies that benefit children
 - 3.3 Maintains relationships with parents and caregivers
 - 3.4 Maintains relationships with colleagues and other professionals
4. Engages in reflection and professional development to assess and improve content knowledge and pedagogical skills.
 - 4.1 Practices inquiry and reflection to assess teaching and the impact on student learning
 - 4.2 Demonstrates professional growth
 5. Exhibits dispositions that address the needs of all students and that provide leadership to the profession.
 - 5.1 Demonstrates a sense of fairness and ethical behavior
 - 5.2 Models a positive concept of self
 - 5.3 Exhibits adaptability, flexibility, and emotional stability
 - 5.4 Demonstrates professional appearance and behavior

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 (see page 52) 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 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.

Pre-professional education majors must take the PRAXIS I exam during their freshman year or during the semester enrolled in their first education course (EDUC prefix).

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 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.

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. 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.
4. 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 complete EDUC 210. Physical Education majors must also complete 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 Department 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.

7. The student has completed at least 60 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.

8. The student must present his or her Professional Education Portfolio for review by the faculty. Portfolios will be reviewed at the completion of the 400-level clinical. The portfolio must provide evidence of competency in addressing all learner outcomes of the Professional Instructional Leader.
9. 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 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 re-establish 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

To be admitted to the student teaching program, a student must:

1. Submit a student teaching application to the Department of Education. **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.**
2. Be accepted into the teacher education program at least one semester prior to the student teaching 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 and 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 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 student teachers;
 - b. Praxis II specialty subject test or the State-Sponsored Testing Program for the proposed area(s) of certification.
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)
Spanish (K-12)
Special Education (Generic) (K-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:

ECED 470 Montessori Methods: Practical Life	3
ECED 471 Montessori Methods: Sensorial	3
ECED 473 Methods of Observ & Classroom Leadership	3
ECED 474 Montessori Methods: Language	3
ECED 475 Montessori Methods: Mathematics	3
ECED 476 Montessori Methods: Social Studies	1
ECED 477 Montessori Methods: Phys. & Life Science	1
ECED 478 Montessori Methods: Art, Music & Movement	1
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.

Lander University's Teaching Fellows Program focuses on the Department of Education's conceptual framework 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 CERRA. Contact the Lander University Department of Teacher 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 students with mild to moderate disabilities. 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 teaching 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 (2001-2002) 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 Department 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 2007 Candidates in the Cohort		
	Total	Number Pass	Percent Pass	Total	Number Pass	Percent Pass
Elementary Ed.: Curriculum Instruction and Assessment	26	25	96%	814	775	95%
Early Childhood Education	16	16	100%	401	400	100%

During the 2001-2002 Academic Year, students also completed programs in other certification areas. Data could not be reported for these majors because there were less than 10 examinees in each program. 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 2011 Candidates in the Cohort		
	Total	Number Pass	Percent Pass	Total	Number Pass	Percent Pass
Academic Content Area	72	68	94%	2007	1884	94%
Basic Skills	72	72	100%	2007	2007	100%
Other Content Area	NA	NA	NA	26	26	100%
Professional Knowledge	NA	NA	NA%	456	456	100%
Teaching Special Populations	NA	NA	NA	165	152	92%
Summary Count (Total for all exams)	72	68	94%	2007	1884	94%

Additional Information

Total number of students in the program	135
Average number of hours (or days) of supervised practice teaching	60 days
Faculty/student ratio in supervised practice teaching	1 faculty to 4 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) and the National Association of Schools of Art and Design (NASAD).
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 • Successful demonstration of the knowledge, skills and preferred dispositions set forth by the Unit's • 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
2004-2005 CATALOG**

**BACHELOR OF SCIENCE
EARLY CHILDHOOD EDUCATION**

Course	Hrs
I. <u>FRESHMAN REQUIREMENT</u>	
____ LU 101	0-1*
TOTAL FRESHMAN REQUIREMENT	0-1
II. <u>GENERAL EDUCATION CORE REQUIREMENTS</u>	
<i>Approved courses are listed on pages 54-57.</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	3
____ Humanities/Literature (ENGL 214 or 221)	3
____ Laboratory Science (BIOL)	4
____ Laboratory Science(CHEM, PHYS, PSCI) 4	4
____ Logic & Analytical Thought (MATH 211)	3
____ Mathematics (MATH 101)	3
____ Political Economy	3
____ Professional Concerns/Capstone course 1† (EDUC 460 concurrent with EDUC 461)	1†
____ Wellness (PEES 165)	3
____ Writing (ENGL 101)	3
____ Writing (ENGL 102)	3Φ
TOTAL GENERAL EDUCATION CORE	46-52

*First-time freshmen and all students transferring fewer than 30 semester hours to Lander (excluding AP credit) are required to pass Lander University 101 in their first year.

** See page 54 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. Grades of "B" or better are required in EDUC 203, ECED 222, ECED 227, ECED 329, and ECED 429.

ΦGrade of "C" or better required.

Must include at least 30 hours earned in 300 or above level course of which 12 hours must be in the major

Course	Hrs
III. <u>MAJOR REQUIREMENTS†</u>	
____ ART 221	3
____ MUSI 221	3
____ MATH 203	3
____ PEES 201	3
____ SPED 223	3
____ ECED 222	3
____ ECED 227	3
____ ECED 305	3
____ ECED 307	2
____ ECED 321	4
____ ECED 323	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 322	3
____ EDUC 461	11
TOTAL MAJOR	67.5
IV. <u>ADDITIONAL REQUIREMENTS</u>	
____ MUSI 101	3
____ HIST 101 or 102 or 103	3
____ SPECIALTY SUBJECT***	0
TOTAL ADDITIONAL HOURS	6
V. <u>ELECTIVES</u>	
TOTAL ELECTIVES	0-6
TOTAL FOR BS DEGREE	125.5-126.5

**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	4	MUSI 101	3
ENGL 101	3	MATH 101	3
HIST 101, 102, or 103	3	Political Economy	3
LU 101 if required	<u>1</u>	HIST 111, 112, or 113	<u>3</u>
Total	17		18

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	SPED 223	3
ECED 321	4	ECED 305	3
ECED 329		MATH 211	3
ECED 472	1	ECED 327	4
EDUC 204	3	ECED 429	<u>1</u>
EDUC 240	<u>3</u>		
	20		14

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

SOPHOMORE YEAR

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
EDUC 202	3	MATH 203	3
EDUC 203	.5	EDUC 210	2
ECED 222	3	ECED 227	3
CHEM, PHYS, or PSCI	4	ENGL 214 or 221	3
Humanities	3	MUSI 221	3
For Lang if required*		For Lang if required*	
or Specialty Subj	3	or Specialty Subj	3
Semester Totals	<u>16.5</u>		<u>17</u>

Sophomore Year Teacher Ed./Graduate Requirements

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

*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.

SENIOR YEAR**

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
ECED 307	2	EDUC 460	1
EDUC 322	3	EDUC 461	11
ECED 323	3	FALS	<u>1</u>
PEES 201	3		13
Global Issues	<u>3</u>		
	14		

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 125.5-126.5

**STUDENT PROGRAM WORKSHEET FOR
2004-2005 CATALOG**

I. FRESHMAN REQUIREMENT

_____ LU 101	0-1*
TOTAL FRESHMAN REQUIREMENT	0-1

**II. GENERAL EDUCATION CORE
REQUIREMENTS**

Approved courses are listed on pages 54-57

Course	Hrs
_____ Behavioral Science (PSYC 101)	3
_____ FALS	1
_____ Fine Arts (ART 101)	3
_____ Foreign Language	0-6**
_____ Foreign Language	
_____ Global Issues/ Nonwestern Studies	3
_____ History (HIST 111 or 112 or 113)	3
_____ Humanities	3
_____ Humanities/Literature (ENGL 214 or 221)	3
_____ Laboratory Science (BIOL)	4
_____ Laboratory Science(CHEM,PHYS,PSCI)	4
_____ Logic & Analytical Thought (MATH 211)	3
_____ Mathematics (MATH 101)	3
_____ Political Economy	3
_____ Professional Concerns/Capstone course (EDUC 460 concurrent with EDUC 461)	1†
_____ Wellness (PEES 165)	3
_____ Writing (ENGL 101)	3
_____ Writing (ENGL 102)	3Φ

**TOTAL GENERAL
EDUCATION CORE 46-52**

*First-time freshmen and all students transferring fewer than 30 semester hours to Lander (excluding AP credit) are required to pass Lander University 101 in their first year.

** See page 54 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. Grades of "B" or better are required in EDUC 203, ECED 222, ECED 227, ECED 329 and ECED 429.

ΦGrade of "C" or better required.

Must include at least 30 hours earned in 300 or above level course of which 12 hours must be in the major

**BACHELOR OF SCIENCE
EARLY CHILDHOOD EDUCATION
MONTESSORI EMPHASIS**

Course	Hrs
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III. MAJOR REQUIREMENTS

CORE REQUIREMENTS †

_____ ART 221	3
_____ MUSI 221	3
_____ MATH 203	3
_____ PEES 201	3
_____ SPED 223	3
_____ ECED 222	3
_____ ECED 227	3
_____ ECED 305	3
_____ ECED 307	2
_____ ECED 321	4
_____ ECED 323	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 322	3
_____ EDUC 461	11

SUBTOTAL CORE 67.5

EMPHASIS REQUIREMENTS

_____ ECED 470	3
_____ ECED 471	3
_____ ECED 473	3
_____ ECED 474	3
_____ ECED 475	3
_____ ECED 476	1
_____ ECED 477	1
_____ ECED 478	1

SUBTOTAL EMPHASIS 18

TOTAL MAJOR 85.5

IV. ADDITIONAL REQUIREMENTS

_____ MUSI 101	3
_____ HIST 101 or 102 or 103	3

TOTAL ADDITIONAL HOURS 6

TOTAL FOR BS DEGREE 137.5-144.5

**EARLY CHILDHOOD EDUCATION
MONTESSORI EMPHASIS**

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	4	MUSI 101	3
ENGL 101	3	MATH 101	3
HIST 101, 102, or 103	3	Political Economy	3
LU 101 if required	<u>1</u>	HIST 111, 112, or 113	<u>3</u>
Total	17		18

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	ECED 470	3
ECED 321	4	ECED 471	3
ECED 329	1	ECED 305	3
ECED 204	3	MATH 211	3
EDUC 240	3	ECED 327	4
ECED 472	<u>3</u>	ECED 429	1
		SPED 223	<u>3</u>
Semester Totals	17		20

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

SOPHOMORE YEAR

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
EDUC 202	3	MATH 203	3
EDUC 203	.5	EDUC 210	2
ECED 222	3	ECED 227	3
CHEM, PHYS, or PSCI	4	ENGL 214 or 221	3
Humanities	3	MUSI 221	3
For Lang if required*		For Lang if required*	
or Specialty Subj	3	or Specialty Subj	3
Semester Totals	<u>16.5</u>		<u>17</u>

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 during the junior and senior years.

MONTESSORI SUMMER SESSION (Senior Status)

	<u>Hrs</u>
ECED 473	3
ECED 474	3
ECED 473	3

SENIOR YEAR**

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
ECED 307	2	EDUC 460	1
ECED 323	3	EDUC 461	11
EDUC 322	3	ECED 478	1
PEES 201	3	FALS	<u>1</u>
ECED 476	1		
ECED 477	1		
Global Issues	<u>3</u>		
Semester Totals	16		14

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 137.5-144.5

Montessori classes are not taken concurrently.

**STUDENT PROGRAM WORKSHEET FOR
2004-2005 CATALOG**

**BACHELOR OF SCIENCE
ELEMENTARY EDUCATION**

Course	Hrs
I. <u>FRESHMAN REQUIREMENT</u>	
____ LU 101	0-1*
TOTAL FRESHMAN REQUIREMENT	0-1
II. <u>GENERAL EDUCATION CORE REQUIREMENTS</u>	
<i>Approved courses are listed on pages 54-57..</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	3
____ Humanities/Literature (ENGL 214 or 221)	3
____ Laboratory Science (BIOL)	4
____ Laboratory Science(CHEM, PHYS, PSCI)	4
____ Logic & Analytical Thought (MATH 211)	3
____ Mathematics (MATH 101)	3
____ Political Economy	3
____ Professional Concerns/Capstone course (EDUC 460 concurrent with EDUC 461)	1†
____ Wellness (PEES 165)	3
____ Writing (ENGL 101)	3
____ Writing (ENGL 102)	3Φ
TOTAL GENERAL EDUCATION CORE	46-52

*First-time freshmen and all students transferring fewer than 30 semester hours to Lander (excluding AP credit) are required to pass Lander University 101 in their first year.

**See page 54 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. . Grades of "B" or better are required in EDUC 203, EDUC 329 and EDUC 429.

ΦGrade of "C" or better required.

Must include at least 30 hours earned in 300 or above level course of which 12 hours must be in the major

Course	Hrs
III. <u>MAJOR PROGRAM REQUIREMENTS†</u>	
____ ART 221	3
____ MUSI 221	3
____ MATH 203	3
____ PEES 201	3
____ PSYC 203	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 303	3
____ EDUC 321	3
____ EDUC 322	3
____ EDUC 327	3
____ EDUC 329	1
____ EDUC 345	3
____ EDUC 421	3
____ EDUC 424	3
____ EDUC 429	1
____ EDUC 430	3
____ EDUC 461	11
TOTAL MAJOR	75.5
IV. <u>ADDITIONAL REQUIREMENTS</u>	
____ MUSI 101	3
____ HIST 101 or 102 or 103	3
TOTAL ADDITIONAL HOURS	6
TOTAL FOR B.S. DEGREE	126.5-133.5

**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	3	HIST 101, 102, or 103	<u>3</u>
LU 101 if required	<u>1</u>		
Total	16		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>
PEES 165	3	PSYC 203	3
CHEM,PHYS or PSCI	4	MATH 203	3
Humanities	3	ENGL 214 or 221	3
EDUC 202	3	EDUC 210	2
EDUC 203	.5	EDUC 223	3
For Lang if required*		For Lang if required*	
or Specialty Subj	<u>3</u>	or Specialty Subj	<u>3</u>
Semester Totals	16.5		17

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 223	3	EDUC 345	3
ART 221	3	EDUC 321	3
EDUC 204	3	EDUC 300	3
EDUC 240	3	EDUC 327	3
EDUC 303	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 322	3	EDUC 461	11
PEES 201	3	FALS Credit	<u>1</u>
EDUC 421	3		
EDUC 424	3		
EDUC 429	1		
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 126.5-133.5

**STUDENT PROGRAM WORKSHEET FOR
2004-2005 CATALOG**

**BACHELOR OF SCIENCE
SPECIAL EDUCATION**

Course	Hrs
I. <u>FRESHMAN REQUIREMENT</u>	
_____ LU 101	0-1*
TOTAL FRESHMAN REQUIREMENT	0-1
II. <u>GENERAL EDUCATION CORE REQUIREMENTS</u>	
<i>Approved courses are listed on pages 54-57.</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	3
_____ Humanities/Literature (ENGL 214 or 221)	3
_____ Laboratory Science (BIOL)	4
_____ Laboratory Science(CHEM, PHYS, PSCI)	4
_____ Logic & Analytical Thought (MATH 211)	3
_____ Mathematics (MATH 101)	3
_____ Political Economy	3
_____ Professional Concerns/Capstone course (EDUC 460 concurrent with EDUC 461)	1†
_____ Wellness (PEES 165)	3
_____ Writing (ENGL 101)	3
_____ Writing (ENGL 102)	3Φ
TOTAL GENERAL EDUCATION CORE	46-52

Course	Hrs
III. <u>MAJOR PROGRAM REQUIREMENTS</u>†	
_____ ART 221 or MUSI 221	3
_____ MATH 203	3
_____ PEES 201 or PEES 420	3
_____ PSYC 203	3
_____ SPED 223	3
_____ SPED 240	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
IV. <u>ADDITIONAL REQUIREMENTS</u>	
_____ MUSI 101	3
_____ HIST 101 or 102 or 103	3
TOTAL ADDITIONAL HOURS	6
V. <u>ELECTIVES</u>	
	0-1
TOTAL ELECTIVES	0-1
TOTAL FOR B.S. DEGREE	125.5-131.5

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

*First-time freshmen and all students transferring fewer than 30 semester hours to Lander (excluding AP credit) are required to pass Lander University 101 in their first year.

**See page 54 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 course. . Grades of "B" or better are required in EDUC 203, ECED 329, SPED 429, and SPED 430.

ΦGrade of "C" or better required.

Must include at least 30 hours earned in 300 or above level course of which 12 hours must be in the major

**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	Political Economy	3
LU 101 if required	<u>1</u>	Elective if required	<u>1</u>
Semester Totals	17		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>
PSYC 203	3	MATH 211	3
CHEM,PHYS or PSCI	4	ENGL 214 or 221	3
HIST 111, 112, or 113	3	EDUC 202	3
Humanities	3	EDUC 203	.5
		EDUC 210	2
MATH 203	3	SPED 223	3
For Lang if required*	<u>3</u>	For Lang if required*	<u>3</u>
Semester Totals	16-19		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 (Fall only)	3
ECED 329	1	EDUC 327	3
ECED 321	4	EDUC 345	3
EDUC 204	3	EDUC 421	3
EDUC 240	3	SPED 341 (Fall only)	3
SPED 240	<u>3</u>	SPED 429 (Fall only)	
	<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 (Spring only)	1	FALS Credit	1
SPED 434 (Spring only)	3		
SPED 451 (Spring only)	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 125.5-131.5

†SECONDARY EDUCATION (9-12) Students certifying in History, Spanish, 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>
ENGL 101	3	ENGL 102	3
PEES 165	3	EDUC 204	3
		(History, Spanish 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, 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

† 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 clinical 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.**

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
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

Grades of "C" or better required for the following courses: EDUC 202, EDUC 204, EDUC 240, SPED 223, EDUC 320, EDUC 351, EDUC 460 and ENGL 102 and the appropriate content methods courses.

Grades of "B" or better required for the following clinical courses: EDUC 203, EDUC 329 and EDUC 429.

† †History Majors take EDUC 424
English Majors take ENGL 451
Math Majors take MATH 451
Spanish Majors take SPAN 451

Graduate Teacher Education Programs

Lander University offers graduate degree programs leading to the Master of Arts in Teaching (MAT) degree with a concentration in art, and to the Master of Education degree in elementary education. In addition, graduate work is offered for non-degree seeking students, including courses which provide public school teachers with opportunities to meet recertification requirements. While the graduate programs are administered by the College of Education, they involve faculty from across the university.

Requests for graduate application forms and catalogs should be addressed to the Office of Admissions, Lander University, Greenwood, South Carolina 29649, 888-4-Lander, e-mail: admissions@lander.edu.

IMMUNIZATION: All students taking courses on the Lander campus will be required to meet immunization standards as specified in the current university catalog.

Students enrolled in advanced degree programs in the College of Education are expected to exhibit the knowledge, skills and dispositions delineated in the Unit's conceptual framework (see page 18).

The Masters of Arts degree with a concentration in art education

Lander University recognizes the need for practical preparation of qualified individuals seeking initial certification in art, K-12. The Master of Arts in Teaching degree with a concentration in art education is designed to provide students who have a baccalaureate degree in studio art the knowledge, skills and dispositions that will prepare them to teach effectively.

Admitted students begin an intensive, fourteen-month program of full-time studies. The M.A.T. program cycle begins once each year in May, with all admissions from the previous year beginning and completing required coursework as a cohort group. Students can complete program requirements in one academic year (fall and spring terms) combined with full-time enrollment for two summers. Requirements include internships and clinical experiences related to art and classroom teaching. The program of study consists of 39 graduate hours and 12 additional credit hours of directed teaching (for a minimum of 60 full days.) Completion of the program will lead to

both the M.A.T. degree and to South Carolina teacher certification at the masters level.

Admissions

There are three major steps in the process of degree attainment for the Master of Arts in Teaching with concentration in art education program: initial admission, admission to student teaching, and program completion.

- 1. Initial Admission.** The student seeking admission to the M.A.T. with a concentration in art education should have completed an undergraduate degree in that content area from an accredited institution with a minimum GPA of 2.75 on a 4.0 scale. A completed application, three letters of reference, transcripts of all college coursework, and an approved content area worksheet are required to complete the application packet. Applicants will also be required to submit a writing sample, interview with major academic area faculty, and offer a studio portfolio in varied media for review. Since the program is designed to confer initial teacher certification, it is not open to those already certified to teach in South Carolina or in any other state. A non-refundable application fee of \$25 must accompany the student's initial application for admission to graduate studies at Lander University
- 2. Admission to Student Teaching.** Admission to Student Teaching requires:
 - a. application to the School of Education for admission to student teaching
 - b. acceptance during the semester prior to the student teaching experience
 - c. completion of specified courses in the M.A.T. program of studies with a minimum GPA of 3.0. Three C's in any graduate courses precludes continuation in the program.
 - d. completion of 100 hours of clinical experience including a two-week placement at a single site
 - e. favorable recommendation by the Coordinator of Art Education Programs and by the Dean of the College of Education
 - f. approval by the Graduate Programs Committee.

- g. passing scores on the Praxis II Subject Assessments/Specialty Area Tests required for certification in art by the South Carolina Department of Education.

Program Completion. To complete the degree program, teacher candidates must maintain a minimum GPA of 3.0 on a 4.0 scale on all graduate work, successfully complete directed teaching, and demonstrate competence with the five learner outcomes of the unit's conceptual framework as evidenced by observed teaching and compilation of a Professional Education Portfolio. Program completion requirements include

- h. Receipt of a passing score on the Praxis II Subject Assessments/Specialty Area Tests required for South Carolina teacher certification in art
- i. Presentation of a professional studio portfolio appropriate to the content area (i.e., graduate exhibition for MAT candidates in art education)
- j. Successful performance of a summative Program Defense evaluated by professionals in the fields of art, art education and education.
- k. All coursework for the Master of Arts in Teaching degree must be completed within a period of six years.

Program Requirements

1. **Demonstration of knowledge in the content area, scholarly inquiry, and pedagogy**
 - a. transcripts
 - b. graduate coursework at acceptable GPA
 - c. Praxis II scores
2. **Successful completion of Student Teaching**
 - a. Observation of lessons taught
 - b. Professional Education Portfolio
3. **Graduate Exhibition**
 - a. Presentation of studio products of M.A.T courses in variety of media
 - b. Presentation of instructional panels
4. **Program Defense**
 - a. Reflective demonstration of achievement for the learner outcomes of the Professional Instructional Leader.
 - b. Effective communication incorporating technology and oral response to questions

Program of Study

The program of study leading to the Master of Arts in Teaching degree consists of course work and other learning activities in the following areas *at the 600 level*.

Initial Summer

ART 621: History, Philosophy of Art Ed.
EDUC 625: The Learner
ART 611: Curriculum Development in Art, K-12
EDUC 604: School and Society

Fall

ART 600: Practices for Teaching Art
ART 660: Design and Sculpture
EDUC 663: Content Area Reading, Assessment
EDUC 664: Principles of Teaching

Spring

EDUC 666: Student Teaching

Completion Summer

ART 630: Art Contexts for Art Education
ART 650: Crafts Design and Production
ART 640: Computer and Media Technology
ART 661: Graduate Exhibition

The Master of Education Degree in Elementary Education

Lander University recognizes the needs of teachers and other professional educators to continue advanced studies beyond the bachelor's degree level. The M.Ed. program is designed for the student who has graduated from a regionally accredited college or university with a baccalaureate degree in teacher education and is seeking a Master's level degree in elementary education.

Admissions

The student seeking admission to the M.Ed. program must have completed a state approved teacher education program and submit three letters of reference from professional associates on official Lander recommendation forms and official transcripts of all college work, submit scores from either the Graduate Record Exam or Millers Analogy Test., validate a GPA of 2.75 on a 4.0 scale or a GPA of 3.0 on a 4.0 scale for the last two years or 4 semesters equivalent of baccalaureate program coursework, and complete an interview with the Director of Graduate Studies. A non-refundable application fee of \$25 must accompany the student's initial application for admission to graduate studies at Lander University.

There are three major steps in the process for the Master of Education Degree Program in Elementary Education: initial admission, admission to program, and admission to candidacy for the master's degree.

- 1. Initial Admission.** Graduation from a regionally accredited college or university and completed a state approved teacher education. A student should have an overall GPA of 2.75 on a 4.0 scale, or a 3.0 on a 4.0 scale for the last two years of his or her baccalaureate degree program, or 3.0 on a 4.0 scale for 12 hours of graduate work at Lander University for initial graduate admission. Three letters of recommendation from professional associates are required. All credentials will be reviewed jointly by the Director of Admissions, the Director of Graduate Studies, and the Dean of the School of Education for initial admission to the graduate program.
- 2. Admission to Program.** After a student has completed 12 hours of graduate work from an approved program of study at Lander University and maintained an overall B average, program faculty will review the student's graduate work and the required Professional Development Portfolio. If all requirements are met, the faculty will then recommend the student for admission to the MEd program.
- 3. Admission to Candidacy.** Graduate credit will be awarded for A, B, or C grades but students will be admitted to candidacy only after completing at least 24 hours of graduate courses with a GPA of 3.00 or better.

A student must have no more than six semester hours with grades of C or lower and have a GPA of 3.0 or above to complete the M.Ed. program. Program faculty will review the student's Professional Development Portfolio. If requirements have been met, the student will be admitted to candidacy.

Degree Requirements

- 1. Admission to Candidacy.**
- 2. Courses.** Completion of 36 semester hours of graduate work. A student must complete an approved program of study, have no more than six semester hours with grades of C or lower and have a GPA of 3.0 or above. All work for the Master of Education degree must be completed within a period of six years. For degree completion, at least 27 of the total credit hours required for the degree must be earned through Lander University instruction.
- 3. Professional Development Portfolio.** Each graduate student will present his or her portfolio to the program faculty for review. The portfolio must demonstrate competence with the five learner outcomes and the preferred dispositions of the Professional Instructional Leader.

Program of Study

The program of study leading to the Master of Education in Elementary Education degree consists of course work and other learning activities in the following areas *at the 600 level*:

- 1. Foundations of Education --** (Core courses required of all students 12 hours)
EDUC 606: Philosophy and History of Education
EDUC 620: Applied Contemporary Learning Theories
EDUC 622: Advanced Human Growth and Development
EDUC 623: Educational Research Methods
- 2. Curriculum and Instruction --** (9-12 hours of coursework in either lower elementary or upper elementary)

Lower Elementary - (Grades 1-4) (12 hours)

- EDUC 639: The Integration of Language Arts & Social Studies at the Primary Level
- EDUC 640: Curriculum Development in the Elementary School
- EDUC 648: Diagnosis & Correction of Reading Difficulties in the Elementary School
and choose
- EDUC 668: Strategies & Techniques for Teaching Science K-5
- or

EDUC 679: Strategies & Techniques for Teaching Math K-5

Upper Elementary - (Grades 5-8) (9-12 hours)

EDUC 643: Middle School Organization and Curriculum

EDUC 655: Methods of Teaching Content Reading **and choose**

EDUC 658: The Integration of Language Arts & Social Studies at the Middle Level

or both of the following

EDUC 657: Strategies & Techniques for Teaching Science 5-8

EDUC 633: Strategies & Techniques for Teaching Math 5-8

3. **Related Study** (12-15 hours of electives)

(a) A student may select related courses from the Master of Elementary Education courses in the current catalog.

(b) Transfer credit is applied to the area of related study.

Montessori Emphasis

Master of Education students who select the Lower Elementary emphasis may add Montessori Education as their Related Study area by completing the required coursework. Eighteen hours of the Montessori Education coursework may count toward the Master of Education degree. If Montessori certification is desired, an internship in a Montessori classroom is required. For additional information, contact the School of Education Graduate Studies Office.

Grading System for Graduate Programs

Credit will be granted only for courses in which a student earns a grade of A, B, C or D and for the grade of P, explained below. Symbols used in the grading system and their meaning are as follows:

- A: Distinguished performance - indicates achievement of distinction for graduate study. Four quality points per semester hour.
- B: Acceptable performance - indicates the minimum level of achievement for completion of a graduate program. Three quality points per semester hour.
- C: Indicates marginal achievement for graduate study. Three C's in any graduate courses precludes continuation in the program. Two quality points per semester hour.
- D: Poor- Indicates achievement at a level below that required for graduation. One quality point per semester hour. Courses with a grade of D are not applicable to a graduate degree.

P: Passing – Indicates satisfactory achievement in no-credit or no-grade options. No quality points.

F: Failure – Indicates unsatisfactory achievement. No quality points.

FA: Failure because of excessive absences. No quality points are given to F or FA which is considered in computing the grade point ratio. Students earning this grade are considered to have "dropped out unofficially": instructors assigning this grade must provide on the final grade roster the student's last date of attendance in the class.

AU: Audit– Indicates status as auditor. Auditing a course consists of attending classes and listening without the responsibility for any course assignments or examinations. No credit is earned by auditing a course and no credit may be earned in an audited course by examination or otherwise. No audited course may be repeated for credit at a later date. *Students may not audit laboratory or skills courses.*

W: Withdrawal - Indicates a withdrawal or drop.

I: Incomplete - Incomplete is assigned at the discretion of the instructor when, in the instructor's judgment, a student is unable to complete some portion of the assigned work in a course because of an unanticipated illness, accident, work-related responsibility or family hardship; it is not intended to give students additional time to complete course assignments unless there is some indication that the specific condition or event prevented the student from completing course assignments on time. By arrangements with the instructor, the student will have up to six months from the last day of examinations for the semester in which to complete the work before a permanent grade is recorded. After six months an "I" which has not been made up is changed permanently to a grade of "F". *Re-enrolling in the course will not make up an incomplete grade.* It is the responsibility of the student to insure that all arrangements for removal of the incomplete have been made and that all work for completing course assignments has been accomplished.

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

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

The grade point ratio is determined by dividing the total number of grade points earned by the total number of semester hours for courses receiving any grade in the

preceding list. The following grades do not affect the grade point ratio: AU, I, P, W.

Grade Reports--At the end of each semester, a report of grades is sent to the student's permanent address and to the student's academic advisor(s).

Grade Appeals--Lander University's Student Handbook include provisions for grade appeals. Neither grade changes nor appeals for grade changes can be made after one calendar year from the time the grade was given. After graduation no grade can be changed or appealed.

Transcripts--Requests for official transcripts of a student's record should be addressed to the Office of the Registrar and Institutional Research. The first official transcript is furnished without charge. Subsequent official transcripts cost \$5.00 each. Transcripts may also be requested via FAX to (864) 388-8890. Transcripts transmitted via FAX are also followed up by an official copy through the mail and charged \$10.00 per copy. Transcripts sent via overnight delivery are charged \$13.00.

A transcript of a student's record carries the following information: admissions data; current status; a detailed statement of the scholastic record showing courses pursued with semester hours carried, semester hours earned, grades, grade points, the system of grading, all failures, incomplete grades, and academic penalties such as academic probation, suspension, or other restrictions. A student's official record concerns academic performance only. No partial record will be issued. No official transcript will be issued to or for a student who is indebted to Lander University.

Auditing

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

Auditing a course consists of attending classes and listening without the responsibility for any course assignments or examinations. No credit is earned by auditing a course and no credit may be earned in an audited course by examination or otherwise. No audited course may be repeated for credit at a later date. *Students may not audit laboratory or skills courses.*

A student who has registered for a course on an audit basis and who wishes to change the registration to take the course for credit or a student who has registered for a course on a credit basis and who wishes to change the registration to take the course by audit must do so no later than the last day to add or register for courses as published in the University's Academic Calendar. The change to or from an audit must be requested on an Advising and Registration Card, approved by the instructor and the Department Chair

and then submitted to the Office of the Registrar by the appropriate deadline.

Petitions

Lander University provides formal procedures for addressing student petitions for variance from stated policies governing curricular issues. All petitions are submitted to the Dean of the College of Education for consideration by the appropriate advanced degree committee.

Graduate Programs for Non-Degree Students

Some students pursue graduate study at Lander University for reasons of professional development and personal interest. School teachers who are required to complete graduate courses for the sole purpose of certificate renewal may enroll as non-degree-seeking students. (Degree-seeking students who have not met the initial admission requirements will be allowed to take a maximum of 12 semester hours on a non-degree status.).

Special Graduate Workshops

Groups of teachers in local schools or districts frequently identify a unique problem that can be solved most efficiently through an individually designed special graduate workshop. The workshop activities may lead to one, two, or three semester hours credit or may result in certificate renewal points if the cooperating school district has an approved in-service program. Graduate faculty members at Lander University are available to work with school district personnel to design a workshop program that meets the specific needs of the host school district. These courses are offered for professional development and count toward recertification but not toward the M. Ed. degree.

Recertification Credit

Many graduate courses at Lander University may satisfy a portion of the recertification requirements for all teachers including those at the secondary level. Due to the changing nature of recertification regulations, each teacher should be personally responsible for completing appropriate courses in time to renew the teaching credentials. School teachers who are required to complete graduate courses for the sole purpose of certificate renewal may enroll as non-degree seeking students. All 500 level courses and most MAT content area courses may be used for recertification credit.

Transient Students

Students pursuing a graduate degree at another institution may complete a number of graduate courses at Lander University to be applied as transfer credit in accordance with the regulations and policies of that institution.

University of Brighton Summer Study

Lander University offers a summer graduate study program in England. The courses are conducted at the University of

Brighton's Falmer campus on the coast south of London. The four-week summer session provides three-six hours of graduate credit which can be used for teacher recertification in South Carolina, credit towards the Master of Education Degree in Elementary Education, credit towards Bachelor's plus 18, Master's plus thirty hours, and possibly transfer credit toward graduate degrees pursued elsewhere. This program may not be offered each summer.

Transfer Credit

As many as nine semester hours of graduate credit verified by an official transcript and approved by the Director of Graduate Studies may be transferred from a regionally accredited institution of higher education. No more than nine hours of coursework which have prior approval may be used in the degree program. Credit is not awarded for correspondence courses. Only courses on which grades of B or better have been earned will be accepted as transfer credit from another institution. Professional development courses, seminars, and workshops do not transfer toward a degree program. Courses with Pass or Fail offered as final grades do not transfer.

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, 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 objectives listed for each program will be fostered through a carefully arranged and diverse variety of educational and practical opportunities.

Upon completion of a Bachelor of Science degree in Exercise Science or Athletic Training, the student will have a thorough knowledge of the scientific, physiological, and anatomical aspects of the human body and a basic knowledge of the social, emotional, and psychological aspects impacting exercise and performance.

Students majoring in Exercise Science or Athletic Training must earn a grade of "C" or higher in all required major courses.

Further, all students majoring in Exercise Science or Athletic Training must complete all necessary assessment requirements. These requirements include: taking the PEES Professional Knowledge Inventory test and providing a writing sample. *These assessment activities will be administered in the PEES 499 Capstone Course and satisfactory performance on each assessment criteria is required to receiving a passing grade for the course.*

SPORTS MEDICINE/ATHLETIC TRAINING

The Sports Medicine/Athletic Training program offers a major in Athletic Training 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 and specific applied psychomotor skill competencies required by the Joint Review Committee on Educational Programs in Athletic Training (JRC-AT). At the completion of all coursework, students graduating from this program will be prepared to take the NATA-BOC examination to become a certified athletic trainer. Graduates who successfully pass the NATA-BOC exam are qualified to practice athletic training in a high school, college/university, professional, industrial or clinical setting. Students who aspire to serve as an athletic trainer in the public school must also complete all requirements for teacher certification, a process typically requiring a fifth year of academic coursework.

Accreditation

The Sports Medicine/Athletic Training program's Athletic Training major is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Curriculum

A Bachelor of Science in Athletic Training consists of 73 hours of major core courses, 46-52 hours of general education, a three-hour computer science course and 0-3 elective hours.

Admission Requirements

Admission to the Sports Medicine/Athletic Training program's Athletic Training major is competitive and is based upon a comprehensive screening process that includes the following:

1. Completion of a minimum of 30 semester hours of coursework including MATH 121, BIOL 101, BIOL 202, BIOL 203, CHEM 111, PEES 144, PEES 165, PEES 221, and PEES 225.
2. 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.
3. 50 hours of observation and work in the Lander University Athletic Training Room.
4. Current CPR-FPR-AED certification.
5. Completed application form by October 15 for spring acceptance and March 15 for fall acceptance.
6. Demonstrated proficiency of basic athletic training skills outlined in the application form
7. Successful interview with the Sports Medicine/Athletic Training Program screening committee.
8. Completion of a medical history and medical exam.
9. Completion of the Hepatitis B vaccination series.
10. Three letters of recommendation from outside the Lander SM/AT program.

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 the

Sports Medicine/Athletic Training Program upon the completion of a minimum of 12 hours of applicable athletic training coursework taken at Lander University. The Sports Medicine/Athletic Training program screening committee reserves the right to determine what (if any) coursework from other colleges and universities will be accepted toward satisfaction of minimum requirements.

PROGRAM REQUIREMENTS

Students applying for spring semester admission must submit application materials by October 15. Those seeking fall admission must submit application materials by March 15. Those who are denied admission to the Sports Medicine/Athletic Training program may re-submit their application materials upon successful completion of all admission requirements.

Students who are admitted to the Sports Medicine/Athletic Training program will be subject to ongoing evaluation. To continue in good standing in the program, students must maintain a minimum GPR of 2.5, must successfully complete required competencies in the clinical experience, and must receive a favorable evaluation by the Sports Medicine/Athletic Training screening committee at the end of each year in the program. A student who has been admitted to the athletic training program but fails to maintain any of the above requirements will be given one semester to reestablish compliance with the requirement(s) before being withdrawn from the program.

Technical Standards

Lander University's rigorous and intense Athletic Training major 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 Sports Medicine/Athletic Training 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 Sports Medicine/Athletic Training program. Compliance with the program's technical standards, however, does not guarantee a student's eligibility for the NATABOC (National Athletic Trainers' Association Board of Certification) certification exam.

Candidates for admission to the Sports Medicine/Athletic Training 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 control, sensory function,

and coordination to perform appropriate physical 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;
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 physical screen must be completed and the appropriate form submitted by the application deadline. The student is responsible for scheduling this screen with Lander University Health Services or a personal physician.

Transportation to Off-Campus Clinical Sites

Each student is responsible for transportation to and from off-campus clinical sites. Students are required to have one off-campus clinical experience in the four semester clinical rotation.

EXERCISE SCIENCE

The Exercise Science program is designed to prepare students for careers in public, private, 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 and physical therapy.

The student will possess necessary competencies and knowledge by meeting the following objectives/goals of the exercise science emphasis.

Demonstrate competencies in:

1. The role of exercise in maintenance of lifetime physical fitness.
2. The physiological/biochemical changes occurring in the human organism when placed under physical stress.
3. Methods, techniques, and procedures used to assess physical fitness, i.e. cardiovascular endurance, body composition, muscular strength and endurance, and flexibility.
4. Use of scientifically collected data to prepare accurate programs of exercise, progressive resistance, flexibility and body composition alterations.
5. The scientific method of conducting research and possess the ability to understand basic discipline-based research material presented in verbal or written form.
6. The basic legal implications associated with every aspect of a wellness (fitness) program.
7. The scientific basis of nutrition and the relationship of proper nutrition to physical performance.
8. Knowledge of and have earned certification in CPR and first-aid.

PHYSICAL EDUCATION TEACHER EDUCATION

The Bachelor of Science in Physical Education-Teacher Education (K-12) prepares a student for teaching and coaching careers in the public schools. 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.

To receive a Bachelor of Science degree in Physical Education-Teacher Certification, a student must earn a grade of "C" or higher in English 102, all professional education courses, and all required physical education major courses. In addition, students in the teacher certification emphasis must satisfactorily complete the following assessment activities:

1. the Praxis I (PPST) examination series for entry into the Department of Education Teacher Education Program
2. the Professional Knowledge Exam (PKE) of the Praxis II series of examinations for completion of the teacher education major.
3. the General Education section of the Praxis II series of examinations for completion of the teacher education major.

Students must also satisfactorily complete a writing sample and an exit interview taken in the PEES 499 capstone course. Students must receive a passing score on the PKE to receive a passing grade in the PEES 499 capstone course.

The student in the teacher education concentration will meet the objectives/goals listed herein in order to develop the competencies necessary to be successful in the teaching profession.

Demonstrate competence in the knowledge of the biological sciences, including physiological, anatomical, and mechanical principles pertaining to the structure and function of the human body.

Demonstrate competence in the knowledge of and experiences in motor development and function of the body in exercise and movement.

1. Demonstrate competence in the knowledge of and experiences in the development of performance skills in a variety of physical activities.
2. Demonstrate competence in the knowledge of and experiences related to conditioning, exercise, and health-related fitness.
3. Demonstrate competence in the knowledge of safety precautions, injury prevention, water safety, and legal issues.
4. Have earned basic certification in first aid and cardiopulmonary resuscitation (CPR).
5. Demonstrate competence in adapting physical education activities for handicapped learners.
6. Demonstrate competence in the knowledge of and experiences in organizing, planning, implementing, administering, and assessing/evaluating a total school program of physical education in accordance with South Carolina Department of Education guidelines.

**STUDENT PROGRAM WORKSHEET FOR
2004-2005 CATALOG**

Course	Hrs
I. <u>FRESHMAN REQUIREMENT</u>	
____ LU 101	0-1*
TOTAL FRESHMAN REQUIREMENT	0-1
II. <u>GENERAL EDUCATION CORE REQUIREMENTS</u>	
<i>Approved courses are listed on pages 54-57.</i>	
____ Behavioral Science	3
____ FALS	1
____ Fine Arts	3
____ Foreign Language	0-6**
____ Foreign Language	
____ Global Issues/Nonwestern Studies	3
____ History	3
____ Humanities/Literature	3
____ Humanities	3
____ Laboratory Science (BIOL 101)	4
____ Laboratory Science (CHEM 111)	4
____ Logic & Analytical Thought (MATH 121)	3
____ Mathematics (MATH 211)	3
____ Political Economy	3
____ Prof Concerns Seminar (PEES 499)	1
____ Wellness (PEES 165)	3
____ Writing	3
____ Writing	3
TOTAL GENERAL EDUCATION CORE	46-52

III. <u>ADDITIONAL REQUIREMENTS</u>	
____ CS 101	3
TOTAL ADDITIONAL HOURS	3

*First-time freshmen and all students transferring fewer than 30 semester hours to Lander (excluding AP credit) are required to pass Lander University 101 in their first year.

**See page 54 for information on foreign language requirement.

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

**BACHELOR OF SCIENCE
ATHLETIC TRAINING
SPORTS MEDICINE/ATHLETIC TRAINING**

Course	Hrs
IV. <u>MAJOR PROGRAM REQUIREMENTS</u>	
Freshman	
____ PEES 100-level activities	2
____ Aquatics category	
____ Dance category	
____ Sports category	
(Must take one in each category. One may be taken as a PEES 165 Lab.)	
____ PEES 144	1
____ PEES 221 (Spring only)	3
____ PEES 225 (Spring only)	1
____ BIOL 202 (Spring only)	4
Sophomore	
____ BIOL 203 (Fall only)	4
____ PEES 202 (Spring only)	3
____ PEES 219 (Fall only)	1
____ PEES 301 (Fall only)	1
____ PEES 303 (Spring only)	1
____ PEES 323 (Fall Only)	3
____ PEES 327 (Spring only)	3
Junior	
____ PEES 304 (Fall only)	1
____ PEES 311 (Fall only)	4
____ PEES 326 (Spring only)	3
____ PEES 328 (Fall only)	3
____ PEES 360 (Spring only)	1
____ PEES 361 (Fall only)	3
____ PEES 403 (Spring only)	3
____ PEES 406 (Spring only)	3
____ PEES 425 (Spring only)	3
Senior	
____ PEES 308 (Fall only)	3
____ PEES 310 (Spring only)	3
____ PEES 341 (Fall only)	3
____ PEES 404 (Fall only)	2
____ PEES 405 (Spring only)	1
____ PEES 420 (Fall only)	3
____ PEES 424 (Every other spring)	3
____ PEES 460 (Spring only)	1
____ PEES 499 (Fall/Spring)	1
TOTAL MAJOR	71
V. <u>ELECTIVES</u>	
TOTAL ELECTIVES	0-5
TOTAL FOR BS DEGREE	125-128

**STUDENT PROGRAM WORKSHEET FOR
2004-2005 CATALOG**

**BACHELOR OF SCIENCE
EXERCISE SCIENCE**

Course	Hrs
I. <u>FRESHMAN REQUIREMENT</u>	
_____ LU 101	0-1*
TOTAL FRESHMAN REQUIREMENT	0-1
II. <u>GENERAL EDUCATION CORE REQUIREMENTS</u>	
<i>Approved courses are listed on pages 54-57..</i>	
_____ Behavioral Science	3
_____ FALS	1
_____ Fine Arts	3
_____ Foreign Language	0-6**
_____ Foreign Language	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
_____ Prof Concerns Seminar (PEES 499)	1
_____ Wellness (PEES 165)	3
_____ Writing	3
_____ Writing	3
TOTAL GENERAL EDUCATION CORE	46-52

III. <u>ADDITIONAL REQUIREMENTS</u>	
_____ CS 101	3
TOTAL ADDIT'L HOURS	3

*First-time freshmen and all students transferring fewer than 30 semester hours to Lander (excluding AP credit) are required to pass Lander University 101 in their first year.

**See page 54 for information on foreign language requirement.

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

Course	Hrs
IV. <u>MAJOR PROGRAM REQUIREMENTS</u>	
Freshman	
_____ PEES 165 (Fall/Spring)	-
_____ PEES 100-level Activities	3
(Must take one activity from each category: aquatics, dance, fitness, and sport. One activity can be taken as a PEES 165)	
Sophomore	
_____ PEES 200 (Fall/Spring)	3
_____ PEES 202 (Spring only)	3
_____ PEES 210 (Spring only)	4
_____ PEES 219 (Fall only)	3
Junior	
_____ PEES 308 (Fall only)	3
_____ PEES 310 (Spring only)	3
_____ PEES 311 (Fall only)	4
_____ PEES 326 (Spring only)	3
_____ PEES 361 (Fall only)	3
_____ PEES 362 (Spring only)	3
Senior	
_____ PEES 330 (Spring only)	3
_____ PEES 341 (Fall only)	3
_____ PEES 406 (Spring only)	3
_____ PEES 490I (Fall/Spring)	3
_____ PEES 490II (Fall/Spring)	3
TOTAL MAJOR	50

V. <u>ELECTIVES</u>	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
TOTAL ELECTIVES	19-26

TOTAL FOR BS DEGREE 125

**STUDENT PROGRAM WORKSHEET FOR
2004-2005 CATALOG**

Course	Hrs
I. <u>FRESHMAN REQUIREMENT</u>	
____ LU 101	0-1*
TOTAL FRESHMAN REQUIREMENT	0-1
II. <u>GENERAL EDUCATION CORE REQUIREMENTS*</u>	
<i>Approved courses are listed on pages 54-57..</i>	
____ Behavioral Science	3
____ FALS	1
____ Fine Arts (ART 101 or MUSI 101)	3
____ Foreign Language	0-6**
____ Foreign Language	
____ Global Issues/Nonwestern Studies (See **, pages 59-62)	3
____ History	3
____ Humanities/Literature (ENGL 214 or ENGL 221)	3
____ Humanities (PHIL 102)	3
____ Laboratory Science (BIOL)	4
____ Laboratory Science (CHEM, PHYS, or PSCI)	4
____ Logic & Analytical Thought	3
____ Mathematics	3
____ Political Economy	3
____ Prof Concerns Seminar (PEES 499)	1 [†]
____ Wellness (PEES 165)	3
____ Writing	3
____ Writing (ENGL 102)	3 [†]
TOTAL GENERAL EDUCATION CORE	46-52

III. ADDITIONAL REQUIREMENTS

____ CS 101 or EDUC 204	3
TOTAL ADDITIONAL REQUIREMENTS	3

*First-time freshmen and all students transferring fewer than 30 semester hours to Lander (excluding AP credit) are required to pass Lander University 101 in their first year.

**See page 54 for information on foreign language requirement.

[†] Student must earn a "C" or better in English 102 and all professional education and major program courses.

Program 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 teacher education program.

**BACHELOR OF SCIENCE
PHYSICAL EDUCATION
K-12 TEACHER CERTIFICATION**

Course	Hrs
IV. <u>MAJOR PROGRAM REQUIREMENTS[†]</u>	
Freshman	
____ PEES 100-level activities (Must take one activity from each category: aquatics, dance, fitness, and sport. One activity can be taken as a PEES 165 Lab)	3
Sophomore	
____ PEES 200 (Fall/Spring)	3
____ PEES 204 (Spring only)	2
____ PEES 210 (Spring only)	4
____ PEES 219 (Fall only)	3
____ PEES 222 (Spring only)	2
____ PEES 223 (Fall only)	2
____ PEES 226 (Fall only)	3
Junior	
____ PEES 305 (Fall only)	3
____ PEES 308 (Fall only)	3
____ PEES 310 (Spring only)	3
____ PEES 311 (Fall only)	4
____ PEES 318 (Fall only)	3
____ PEES 320 (Spring only)***	3
____ PEES 324 (Spring only)***	1
____ PEES 420 or SPED 323***	3
Senior	
____ PEES 422 (Fall only)***	3
____ PEES 451 (Fall only)***	3
TOTAL MAJOR	51
V. <u>CONCENTRATION[†]</u>	
Sophomore	
____ EDUC 202 (Fall/Spring)	3
____ EDUC 203 (Fall/Spring)	0.5
____ EDUC 240 (Fall/Spring))	3
____ PSYC 203 (Fall/Spring)	3
Senior	
____ EDUC 320 (Fall/Spring)***	1
____ EDUC 329 (Fall/Spring)***	0.5
____ EDUC 351 (Fall/Spring)***	3
____ EDUC 460 (Fall/Spring)***	1
____ EDUC 461 (Fall/Spring)***	11
TOTAL CONCENTRATION	26
TOTAL FOR BS DEGREE	126-132

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, child and family studies, and gerontology.

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.

A student can declare a psychology major at any time. However, any major who begins the sequence of PSYC 203 and 330 must have completed ENGL 102 and PSYC 101 with no less than a "C" in those courses. Any exception to this rule, as in the case of transfer students or students in the act of changing their major to psychology, must have departmental approval. To further the aim of graduating only competent students, a major must earn at least a "C" in each of the psychology core courses and have at least a 2.00 G.P.A. in all psychology courses. Psychology core courses are 101, 190, 203, 330, 331, 407, and 421/490. Majors are advised that with the exception of PSYC 421 and 490, required psychology courses will not be offered on a "Directed Independent Study" basis unless a course is in conflict with another course required for graduation at the end of the semester. A psychology major or a psychology minor is allowed to repeat a core psychology course only one time in order to improve a grade in that course.

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

- (1) 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.
- (2) Most Ph.D. 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.

- (3) 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, and personality.
4. The ability to write technical reports in APA style.
5. Knowledge of basic methods of statistical analysis.
6. Knowledge of ethical issues pertaining to psychology.

(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*

SOCI 211	3
ECED 301	3
ECED 307	3
NURS 394	3
PEES 325	3
PSYC 203	3
PSYC 215	3
PSYC 311	3
SOCI 304	3
SPED 323	3
HIST 350	3

*Students are advised to take at least one elective at the 300 level. Note: A student must maintain an average of 2.00 or above in the child and family studies program.

(The program is available to all students from across the University. For further information, contact the Department of Psychology.)

COUNSELING EMPHASIS

Students majoring in psychology can choose the counseling emphasis. This requires the psychology core courses, 14 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:

1. Be able to collect client data through interviews and standardized psychological measures.
2. Be able to formulate a diagnosis of abnormal behavior using the DSM-IV.
3. Have a theoretical understanding of various different psychotherapies and the criteria for their use.
4. Understand the basic format of psychological reports and demonstrate an ability to design and write simple case studies.

Counseling Emphasis Core Courses: 14 hours

PSYC 212	3
PSYC 251	3
PSYC 299 (1 hour course taken twice)	2
PSYC 312	3
PSYC 400	3

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

DEVELOPMENTAL EMPHASIS

Students majoring in psychology can choose the developmental emphasis. This requires the psychology core courses, 14 semester hours of developmental emphasis core courses, and 12 hours of psychology electives. In addition to the psychology program objectives, students in the developmental emphasis will:

1. Understand developmental change and stability throughout the lifespan.
2. Have an understanding of the theoretical approaches that attempt to explain human development.
3. Have the ability to recognize the various factors that shape development.
4. Be able to recognize developmental problems/issues that can occur over the lifespan.

Developmental Emphasis Core Courses 14 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

PSYCHOLOGY MINOR

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

PSYC 101	3
PSYC 203	3
PSYC 306 or 358	3
PSYC 330	4
PSYC Elective	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 and earn no less than a "C" in PSYC 101, 203, 306 or 358, and 330. Students must maintain an average of 2.0 in all psychology courses.

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

**STUDENT PROGRAM WORKSHEET FOR
2004-2005 CATALOG**

Course	Hrs
I. <u>FRESHMAN REQUIREMENT</u>	
____ LU 101	0-1
TOTAL FRESHMAN REQUIREMENT	0-1*
II. <u>GENERAL EDUCATION CORE REQUIREMENTS</u>	
<i>Approved courses are listed on pages 54-57..</i>	
____ Behavioral Science (SOCI 101 or ANTH 104)	3
____ FALS	1
____ Fine Arts	3
____ Foreign Language	0-6**
____ Foreign Language	
____ 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
____ Prof Concerns Seminar (PSYC 407)	1
____ Wellness	3
____ Writing	3
____ Writing	3
TOTAL GENERAL EDUCATION CORE	46-52

III. ADDITIONAL REQUIREMENTS

____ ENGL 275 or 373	3
____ MATH 111, 121, 131 or 212	3
TOTAL ADDITIONAL HOURS	6

*First-time freshmen and all students transferring fewer than 30 semester hours to Lander (excluding AP credit) are required to pass Lander University 101 in their first year.

** See page 54 for information on foreign language requirement.

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

**BACHELOR OF SCIENCE
PSYCHOLOGY
COUNSELING EMPHASIS**

Course	Hrs
IV. <u>MAJOR PROGRAM REQUIREMENTS</u>	
CORE REQUIREMENTS	
____ PSYC 101	3
____ PSYC 190	1
____ PSYC 203	3
____ PSYC 330	4
____ PSYC 331	4
____ PSYC 490	3
Subtotal Core	18
COUNSELING EMPHASIS REQUIREMENTS:	
____ PSYC 212	3
____ PSYC 251	3
____ PSYC 299	1
____ PSYC 299	1
____ PSYC 312	3
____ PSYC 400	3
Subtotal Emphasis	14
PSYCHOLOGY ELECTIVES:	
____ _____	3
____ _____	3
____ (300 level or above) _____	3
____ (300 level or above) _____	3
Subtotal Electives	12
TOTAL MAJOR	44
V. <u>ELECTIVES</u>	
____ _____	_____
____ _____	_____
____ _____	_____
____ _____	_____
____ _____	_____
____ _____	_____
____ _____	_____
____ _____	_____
____ _____	_____
____ _____	_____
TOTAL ELECTIVES	22-29
TOTAL FOR BS DEGREE	126

**STUDENT PROGRAM WORKSHEET FOR
2004-2005 CATALOG**

Course	Hrs
I. <u>FRESHMAN REQUIREMENT</u>	
____ LU 101	0-1
TOTAL FRESHMAN REQUIREMENT	0-1*
II. <u>GENERAL EDUCATION CORE REQUIREMENTS</u>	
<i>Approved courses are listed on pages 54-57..</i>	
____ Behavioral Science (SOCI 101 or ANTH 104)	3
____ FALS	1
____ Fine Arts	3
____ Foreign Language	0-6**
____ Foreign Language	
____ 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
____ Prof Concerns Seminar (PSYC 407)	1
____ Wellness	3
____ Writing	3
____ Writing	3
TOTAL GENERAL EDUCATION CORE	46-52

III. ADDITIONAL REQUIREMENTS

____ ENGL 275 or 373	3
____ MATH 121 or 212	3
TOTAL ADDITIONAL HOURS	6

*First-time freshmen and all students transferring fewer than 30 semester hours to Lander (excluding AP credit) are required to pass Lander University 101 in their first year.

** See page 54 for information on foreign language requirement.

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

**BACHELOR OF SCIENCE
PSYCHOLOGY
DEVELOPMENTAL EMPHASIS**

Course	Hrs
IV. <u>MAJOR PROGRAM REQUIREMENTS</u>	
CORE REQUIREMENTS	
____ PSYC 101	3
____ PSYC 190	1
____ PSYC 203	3
____ PSYC 330	4
____ PSYC 331	4
____ PSYC 490	3
Subtotal Core	18
DEVELOPMENTAL EMPHASIS REQUIREMENTS:	
____ PSYC 299	1
____ PSYC 299	1
____ PSYC 303	3
____ PSYC 314	3
____ PSYC 315, 405, or 470-479	3
____ PSYC 315, 405, or 470-479	3
Subtotal Emphasis	14
PSYCHOLOGY ELECTIVES:	
____ _____	3
____ _____	3
____ (300 level or above) _____	3
____ (300 level or above) _____	3
Subtotal Electives	12
TOTAL MAJOR HOURS	44
V. <u>ELECTIVES</u>	
____ _____	_____
____ _____	_____
____ _____	_____
____ _____	_____
____ _____	_____
____ _____	_____
____ _____	_____
____ _____	_____
____ _____	_____
____ _____	_____
TOTAL ELECTIVES	22-29