

# DEPARTMENT OF TEACHER EDUCATION

The mission of the Lander University Department of Teacher Education is to empower educators to instruct innovatively, design diligently, engage experientially, and advocate authentically. In an ethical, caring environment, the Professional Education Unit seeks to empower and encourage students to become competent professionals, lifelong learners, and responsible citizens. The programs within the Professional Education Unit are designed to help students gain knowledge, skills, and preferred dispositions that characterize Professional Educators. All Teacher Education Programs are accredited by the appropriate specialty professional association and the unit is accredited by the National Council for Accreditation of Teacher Education (NCATE).

All teacher education programs at Lander University are guided by Interstate Teacher Assessment and Support Consortium (InTASC) standards, a nationally recognized model that outlines teacher competencies “to ensure that every K-12 student reaches the goal of being ready to enter college or the workforce in today’s world.” InTASC Standards, listed below, provide direction for programs, courses, teaching, and teacher candidate assessment:

1. Learner Development
2. Learning Differences
3. Learning Environments
4. Content Knowledge
5. Application of Content
6. Assessment
7. Planning for Instruction
8. Instructional Strategies
9. Professional Learning and Ethical Practice
10. Leadership and Collaboration

## Department of Teacher Education Preferred Dispositions

Professional dispositions are “habits of professional action and moral commitments” that underlie the art and practice of teaching. Teacher Candidates must exhibit appropriate dispositions that represent the high standards of the teaching professions. Each semester, Teacher Candidates are assessed using a dispositional framework, created by the Department of Teacher Education and its partners, and coded to InTASC Critical Disposition standards. Teacher Candidate dispositions are documented and evaluated each semester. The Department of Teacher Education expects its Teacher Candidates to exhibit the following dispositions [InTASC Critical Dispositions in brackets]:

1. The Teacher Candidate demonstrates a commitment to Lander’s Department of Teacher Education and its school and professional partners by:
  - a) Being punctual for classes and clinical experiences. [9(o)]
  - b) Completing all readings and assignments. [9(n)]
  - c) Communicating honestly with instructors and supervisors. [9(o)]
  - d) Dressing in a professional manner. [9(o)]
  - e) Using standard oral language that is appropriate to its audience. [3(q)]
  - f) Using standard written language that is appropriate to its audience. [3(q)]
  - g) Taking responsibility for one’s behavior. [9(o)]
2. The Teacher Candidate demonstrates a commitment to student learning by:
  - a) Treating all students in an equitable manner. [2(l)]
  - b) Respecting diversity in abilities, learning styles and cultures. [2(m)]
  - c) Exhibiting a caring attitude. [2(n)]
  - d) Exhibiting enthusiasm for the learning process. [4(o)]
  - e) Protecting the health and safety of students. [2(n)]
  - f) Communicating effectively with families. [10(q)]
  - g) Advocating for students. [10(p)]
3. The Teacher Candidate demonstrates a commitment to the profession by:
  - a) Being prepared for all tasks and functions of the workplace. [1(j)]
  - b) Maintaining confidentiality. [9(o)]
  - c) Seeking advice and feedback. [10(t)]
  - d) Being a reflective practitioner. [9(n)]

- e) Collaborating with others. [3(n)]
- f) Presenting one's qualifications with honesty. [9(o)]
- g) Participating in opportunities for professional development. [10(t)]

In order to ensure the quality of the Teacher Education program, Teacher Candidates who exhibit unacceptable dispositions may be removed from the program. Procedures for candidate removal are outlined within the Department of Teacher Education handbook.

### **Undergraduate Teacher Education Programs**

Students may take courses leading to teacher certification in a variety of fields including early childhood education, elementary education, special education, secondary content areas, and PK-12 education. Students should consult with their academic advisors early in their college careers to ensure all required courses are completed.

### **Student Eligibility Guidelines**

The student planning to complete a teacher education program should be aware of state laws and regulations governing teacher certification. Although the administration of Lander University attempts to incorporate all such laws and regulations within the programs described in the University catalog, there always exists the likelihood that the State Board of Education will take action on teacher certification matters not addressed in the catalog. A teacher education major is required to complete the major program and teacher education requirements under the catalog current at the time of his or her admission to the teacher education program or any appropriate subsequent catalog and to meet all state regulations governing teacher certification.

Students are encouraged to discuss the teacher education program and teacher certification with their advisors on a regular basis. Students are also invited to discuss these issues with the Chair of the Department of Teacher Education.

Students enrolled in an undergraduate program leading to initial certification must meet specific requirements to enter into and progress through the teacher education program. Progression through the Teacher Education program occurs in four stages: (1) Initial Status (freshman year), (2) Provisional Status (sophomore year), (3) Formal Status (junior year) and (4) Candidate Status (senior year). Program specific requirements must be met before students move from one stage to the next. The progression for each program is explained below. **(Transfer and second-degree students please note special sections.)**

### **Students enrolled in Early Childhood, Elementary, or Special Education:**

Requirements for students to move from the **Initial (Freshmen) Status to Provisional (Sophomore) Status:**

1. Submit a passing score on at least one section of PRAXIS Core by August 1 prior to beginning of sophomore year.
  - PRAXIS Core Exemptions:
    - ACT Core Score of 22 exempts all 3 sections of Praxis Core.
    - SAT 1650 (Math, Reading, and Writing) exempts all 3 sections of Praxis Core.
    - SAT 1100 (Evidence-Based Reading, Writing, and Math) exempts all 3 sections of Praxis Core.
    - Praxis Math: ACT Math Score of 22 or SAT Math Score of 550.
    - Praxis Reading and Writing: ACT English Test Score of 22 or SAT Reading and Writing Score of 550.
2. Complete EDUC 210 and EDUC 106 with a "B" or better.
3. Successfully complete an interview with Teacher Education faculty
4. Demonstrate professional behaviors and dispositions\* at all times.

Students not meeting one or more of the requirements will not progress to Provisional Status.

Requirements for students to move from the **Provisional (Sophomore) Status to Formal (Junior) Status:**

1. Maintain a minimum 2.75 GPA on Lander coursework prior to beginning of Junior year.
2. Submit a passing score on all 3 sections of Praxis Core by August 1 prior to beginning of Junior year or meet the Praxis Core Exemptions above.
3. ELEM/SPED Majors: Complete EDUC 206, EDUC 207, EDUC 223 and EDUC 321 with a "B" or better.
4. ECED Majors: Complete EDUC 206, EDUC 207, EDUC 223, and ECED 222 with a "B" or better.
5. Demonstrate at target professional behaviors and dispositions\* at all times.

Students not meeting one or more of the requirements will not progress to Formal Status.

Requirements for students to move from the **Formal (Junior) Status to Candidate (Senior) Status:**

1. Maintain a minimum 2.75 GPA on Lander coursework prior to beginning of Senior year.
2. Maintain a 3.0 GPA in all professional courses (ECED, EDUC, and SPED), with no grade below a “C” in any professional course
3. Submit a passing score on Praxis II by August 1 prior to beginning of Senior year
4. Prepare to pass PLT (Principles of Learning and Teaching) requirement by end of student teaching semester
5. Complete EDUC 329, SPED 329, or ECED 329 with a “B” or better.
6. Demonstrate professional behaviors and dispositions\* at all times
7. Complete General Education FALS requirement

Students not meeting one or more of the requirements will not progress to Candidate Status.

\*In order to ensure the quality of the Teacher Education program, Teacher Candidates who exhibit unacceptable dispositions may be removed from the program. Procedures for candidate removal are outlined within the Department of Teacher Education handbook

### **Students enrolled in Secondary (History, English, Chemistry, Mathematics) or PK-12 (PE, Art, Music):**

#### **Initial Level (First Year)**

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

#### **Provisional Level (Second Year)**

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

#### **Formal Level (Third Year)**

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

#### **Candidate Level (Fourth Year)**

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

Students not meeting one or more of the requirements will not progress to Candidate Status.

\*In order to ensure the quality of the Teacher Education program, Teacher Candidates who exhibit unacceptable dispositions may be removed from the program. Procedures for candidate removal are outlined within the Department of Teacher Education Student Handbook.

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

To be recommended for clinical practice, a student must:

1. Meet all requirements to progress to Candidate Level Status.
2. Submit an application for Student Teaching Approval and Initial Certification and required documentation to the State Department of Education six (6) months prior to scheduled student teaching semester.

**Fall clinical practice applications are due February 15th.**

**Spring clinical practice applications are due by June 15th.**

**Late applications cannot be accepted.**

3. Submit an additional Student Teacher Placement Request Form to the Field Experience Coordinator by the second Monday in September for spring clinical practice and the second Monday in February for fall clinical practice.
4. Complete all general education courses. If more than two general education courses have not been completed, approval by the Dean of the College of Education and the dean of the student's academic major is required.
5. Be approved by the Unit Faculty.

Students who fail to meet these criteria and are not granted admission to clinical practice have the right to request an appeal. Information on procedures for an appeal are available in the Department of Teacher Education Student Handbook.

### **Criteria Governing Submission of Recommendation for South Carolina Certification**

South Carolina requires all applicants for teacher licensure to successfully complete a criminal background check. South Carolina /Teacher Licensure requirements can be found at:

[http://ed.sc.gov/scdoe/assets/File/educators/certification/forms/Application\\_Instructions\\_2016.pdf](http://ed.sc.gov/scdoe/assets/File/educators/certification/forms/Application_Instructions_2016.pdf)

Additional criteria include:

1. Successful completion of all program requirements.
2. A grade of "B" or better must be earned in Clinical Practice.
3. Minimum GPA of 2.75.
4. Satisfactory performance on:
  - a. South Carolina performance assessment instrument for teacher candidates;
  - b. PRAXIS II specialty subject test or the State-Sponsored Testing Program for the proposed area(s) of certification; and
  - c. State-required Principles of Learning and Teaching (PLT) for area of certification.
5. Demonstrating "Target" or "Exceeds Target" level of competence in all learner outcomes on the Clinical Practice Final Assessment.

Although failure to meet the above GPA and testing requirement will not preclude a student from receiving a baccalaureate degree, a student cannot be recommended for South Carolina certification without meeting these requirements. Lander University offers teacher education programs that have been approved by the State Board of Education in the following areas:

### **Certification Areas**

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

Students are best prepared to teach when they complete a full program of study. Lander University will recommend candidates for certification in one teaching area. Students who have completed a program of study in one area and are interested in adding an additional certification should work closely with their advisor. Updated requirements for certification are published by the South Carolina Department of Education annually on July 1. For this reason, students are strongly advised to contact the South Carolina State Department of Education concerning the required coursework.

**Students Transferring to Lander and Enrolling in an Undergraduate Teacher Education Program:**

1. Have a minimum grade point average (GPA) of 2.75.
2. Submit a passing score on Math, Reading, and Writing sections of PRAXIS Core. Students can provide evidence of a composite score of 24 on the ACT or combined score of 1650 (or 1100 on combined math/reading scores) on the SAT in lieu of PRAXIS Core scores.

Coursework required to complete an undergraduate teacher education program will be determined by examining prior experience and coursework completed at other institutions. Specific program requirements will be addressed on an individual basis by the Dean of the College in consultation with the student's advisor.

**Montessori Emphasis**

Undergraduate students majoring in early childhood education may add the Montessori emphasis by completing 18 additional hours in Montessori methods. Students must be fully admitted to the teacher education program and be recommended by the Director of the Montessori program to enroll in Montessori classes.

Additional courses:

MONT 470: Montessori Methods: Practical Life	3
MONT 471: Montessori Methods: Sensorial	3
MONT 472: Montessori Philosophy, Educational Theory and Administration/Parent Education	3
MONT 473: Methods of Observation and Classroom Leadership	3
MONT 475: Montessori Methods: Mathematics	3
<u>MONT 493: Montessori Methods: Integrated Curriculum</u>	<u>3</u>
<b>TOTAL HOURS</b>	<b>18</b>

**Therapeutic Horsemanship Minor**

To obtain a minor in Therapeutic Horsemanship, students must complete between 19 to 20 hours of credit in courses from two disciplines in the following distribution:

SPED 223: Introduction to Exceptional Learners, K-12 or PEES 420: Exceptional Physical Education for Special Populations	3
PEES 199: Adult CPR and First Aid (or evidence of certification)	0-1
SPED 150: Basics of Therapeutic Horsemanship	3
SPED 250: Principles of Therapeutic Horsemanship	3
SPED 260: Therapeutic Horse Movement	3
PEES 210: Human Anatomy/Movement	4
<u>SPED 270: Therapeutic Horsemanship Program</u>	<u>3</u>
<b>TOTAL HOURS</b>	<b>19-20</b>

**Call Me Mister Program (Mentors Instructing Students toward Effective Role Models)**

The mission of the Call Me MISTER initiative is to increase the pool of available teachers from a broader more diverse background particularly among the state's lowest performing elementary schools. The MISTER initiative attempts to accomplish this by providing academic, social, and financial support to under-represented individuals interested in entering the teaching profession. Program applicants must be entering freshmen or transfer students from other Call Me MISTER programs.

MISTERS receive advanced enrichment programs, professional development opportunities during summer months, involvement with communities, networking with other MISTERS throughout the State, and up to \$5000 in scholarships for each of four years while they complete a degree leading to teacher certification in a PK-8<sup>th</sup> grade level area. This scholarship or loan forgiveness program can provide for tuition only and is administered by the Clemson University Call Me MISTER program. Funding levels may vary from year to year. MISTERS agree to teach in South Carolina one year for every year they receive the scholarship.

Application for the Call Me MISTER program is available on the lander website:

<https://www.lander.edu/academics/colleges-schools/college-education/teacher-education/call-me-mister>.

### **Teaching Fellows Program**

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In 1999, the SC General Assembly, recognizing the shortage of teachers in our State, funded the Teaching Fellows Program for South Carolina. The mission of the South Carolina Teaching Fellows Program is to recruit talented high school seniors into the teaching profession and to help them develop leadership qualities. The program provides up to 200 high school seniors who have exhibited high academic achievement, a history of service to the school and community, and a desire to teach South Carolina's children. Lander University is allowed a maximum of 26 Fellowships per freshman class.

Teaching Fellows receive advanced enrichment programs, professional development opportunities during summer months, involvement with communities and businesses throughout the State, and approximately \$6000 in scholarships for each of four years while they complete a degree leading to teacher certification. The scholarships provide for tuition and board and for summer enrichment programs administered by the South Carolina Center for Educator Recruitment, Retention and Advancement (CERRA). Funding levels may vary from year to year. Fellows agree to teach in South Carolina one year for every year they receive the fellowship.

Applications for the Teaching Fellows Program are available online ([www.cerra.org](http://www.cerra.org)) and must be submitted by the deadline posted on the site.

### **Teacher Education Majors**

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Students enrolled in the teacher education program take a sequence of courses from general education, specialized content, professional education, and a series of field experiences that culminate with clinical practice or student teaching.

The early childhood education program includes study and practice of specialized teaching methods appropriate for young children and a broad range of content preparation. A student majoring in elementary education will study and practice methods appropriate for the elementary classroom and take courses related to all of the academic areas normally taught in the elementary school. The special education degree program is built on a foundation of specialized content courses, which addresses the competencies for teaching students with mild to moderate disabilities. These courses provide the needed background for multi-categorical certification. Program requirements for secondary education programs are delineated in this catalog within each major offering teacher certification. Each program includes study and practice of teaching methods and content appropriate for the subject area.

A student planning to major in education should consult with his/her advisor in both the major area and teacher education early and regularly in his or her academic program in order to make needed decisions regarding program requirements and course sequencing. Secondary and PK-12 majors should request an advisor in education as well as the content area.

## 2021-2022 PROGRAM REQUIREMENTS

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

Credit Hours

### UNIVERSITY REQUIREMENT

FALS 101: Fine Arts and Lecture Series 0

### GENERAL EDUCATION REQUIREMENTS

(For approved courses, see the General Education: [www.lander.edu/gen-ed](http://www.lander.edu/gen-ed).)

- A. Core Skills (9 hours)**
  - ENGL 101: Writing and Inquiry I 3
  - ENGL 102: Writing and Inquiry II 3
  - Mathematics 3
- B. Humanities and Fine Arts** 6  
 (6 hours selected from 2 different disciplines)
- C. Behavioral and Social Perspectives**  
 (6 hours selected from 2 different disciplines)
  - HIST 101, HIST 102, HIST 111, HIST 112, HIST 121, or HIST 122 3
  - Behavioral and Social Perspectives elective 3
- D. Scientific and Mathematical Reasoning** 7  
 (7 hours selected from 2 different disciplines, 1 lab science required)
- E. Founding Documents of the United States** 3  
 HIST 111: United States History to 1877, or  
 POLS 101: American National Government
- F. World Cultures** 3
- G. LINK 101: Leadership, Involvement, Networking and Knowledge** 1  
 LINK 101 is required of all new transfer students who have earned less than  
 24 credit hours of college-level work and all first-time freshmen

TOTAL GENERAL EDUCATION REQUIREMENTS 35

If all of the General Education requirements are met and/or waived, and the credit hours do not add up to at least 30, the General Education requirements are not complete. If below 30, additional General Education courses from any category must be taken until the total hours add up to at least 30 hours.

### MAJOR PROGRAM CORE REQUIREMENTS

- Section 1.** Courses in Section 1 can be taken by students with **Initial Status\***
  - EDUC 106: Field Experience IA 0.5
  - EDUC 204: Instructional Technology for Teachers 3
  - EDUC 210: Communication in Diverse Classrooms 3
  - MATH 203: Math for Elementary Teachers 3
- Section 2.** Courses in Section 2 can be taken by students with **Provisional Status\***
  - EDUC 206: Field Experience IC 0.5
  - EDUC 207: Field Experience ID 1
  - EDUC 223: General Pedagogy 3
  - ECED 222: Child Growth and Development 3
  - ECED 227: Introduction to Early Childhood 3
  - SPED 223: Pre K-12 Student Diverse Learning Needs 3
  - MONT 474: Foundations of Reading Montessori Classroom 3

**Section 3:** Professional Education Content Preparation; courses in Section 3 must be taken together by students with **Formal Status\***

EDUC 300: Content Area Reading and Writing	3
EDUC 302: Educational Assessment	3
EDUC 306: STEAM Instructional Design	3
EDUC 345: Instructional Practices of Teaching Reading	3
ECED 307: Health and Movement for Children	3
ECED 322: Science Pedagogy for Early Childhood	3
ECED 323: Math Pedagogy for Early Childhood	3
ECED 329: Field Experience II	3

**Section 4:** Professional Education Yearlong Internship; courses in Section 4 must be taken by students with **Candidate Status\*** in a Fall/Spring sequence.

Successful completion of PRAXIS II is required for enrollment in EDUC 461 & 499.

Fall Semester Courses:

ECED 429: Clinical Practice A	4
ECED 405: Children and Families	3
ECED 427: Social Studies for Early Childhood	3
SPED 321: Assessing and Teaching Reading to Needs	3

Spring Semester Courses:

EDUC 461: Clinical Practice B	11
EDUC 499: Teacher Education Seminar	1

TOTAL MAJOR PROGRAM REQUIREMENTS 75

**ADDITIONAL ELECTIVES** 10

TOTAL FOR BS DEGREE 120

\*Status is determined by factors which include, but are not limited to the following: PRAXIS Core scores, GPA, course completion, program assessments, and maintenance of professional dispositions.

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

See 4-year major guides for recommended order in which to take courses  
<https://www.lander.edu/academics/registrars-office/resources/major-guides>



## 2021-2022 PROGRAM REQUIREMENTS

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

	Credit Hours
<b>UNIVERSITY REQUIREMENT</b>	
FALS 101: Fine Arts and Lecture Series	0
<b>GENERAL EDUCATION REQUIREMENTS</b>	
(For approved courses, see the General Education: <a href="http://www.lander.edu/gen-ed">www.lander.edu/gen-ed</a> .)	
<b>A. Core Skills (9 hours)</b>	
ENGL 101: Writing and Inquiry I	3
ENGL 102: Writing and Inquiry II	3
Mathematics	3
<b>B. Humanities and Fine Arts</b>	
(6 hours selected from 2 different disciplines)	6
<b>C. Behavioral and Social Perspectives</b>	
(6 hours selected from 2 different disciplines)	
HIST 101, HIST 102, HIST 111, HIST 112, HIST 121, or HIST 122	3
Behavioral and Social Perspectives elective	3
<b>D. Scientific and Mathematical Reasoning</b>	
(7 hours selected from 2 different disciplines, 1 lab science required)	7
<b>E. Founding Documents of the United States</b>	
HIST 111: United States History to 1877, or	3
POLS 101: American National Government	
<b>F. World Cultures</b>	
3	3
<b>G. LINK 101: Leadership, Involvement, Networking and Knowledge</b>	
1	1
LINK 101 is required of all new transfer students who have earned less than 24 credit hours of college-level work and all first-time freshmen	
<b>TOTAL GENERAL EDUCATION REQUIREMENTS</b>	<b>35</b>
If all of the General Education requirements are met and/or waived, and the credit hours do not add up to at least 30, the General Education requirements are not complete. If below 30, additional General Education courses from any category must be taken until the total hours add up to at least 30 hours.	
<b>MAJOR PROGRAM CORE REQUIREMENTS</b>	
<b>Section 1. Courses in Section 1 can be taken by students with Initial Status*</b>	
EDUC 106: Field Experience IA	0.5
EDUC 204: Instructional Technology for Teachers	3
EDUC 210: Communication in Diverse Classrooms	3
MATH 203: Math for Elementary Teachers	3
<b>Section 2. Courses in Section 2 can be taken by students with Provisional Status*</b>	
EDUC 206: Field Experience IC	0.5
EDUC 207: Field Experience ID	1
EDUC 223: General Pedagogy	3
ECED 222: Child Growth and Development	3
ECED 227: Introduction to Early Childhood	3
SPED 223: Pre K-12 Student Diverse Learning Needs	3
MONT 474: Foundations of Reading Montessori Classroom	3

**Section 3:** Professional Education Content Preparation; courses in Section 3 must be taken together by students with **Formal Status\***

EDUC 300: Content Area Reading and Writing	3
EDUC 302: Educational Assessment	3
EDUC 306: STEAM Instructional Design	3
EDUC 345: Instructional Practices of Teaching Reading	3
ECED 307: Health and Movement for Children	3
ECED 322: Science Pedagogy for Early Childhood	3
ECED 323: Math Pedagogy for Early Childhood	3
ECED 329: Field Experience II	3

**Section 3B:** Major Program Emphasis Requirements

MONT 470: Montessori Methods: Practical Life	3
MONT 471: Montessori Methods: Sensorial	3
MONT 472: Montessori Philosophy, Educational Theory & Administration/Parent Education	3
MONT 473: Methods of Observation & Classroom Leadership	3
MONT 475: Montessori Methods: Mathematics	3
MONT 493: Montessori Methods: Integrated Curriculum	3

**Section 4:** Professional Education Yearlong Internship; courses in Section 4 must be taken by students with **Candidate Status\*** in a Fall/Spring sequence. Successful completion of PRAXIS II is required for enrollment in EDUC 461 and EDUC 499.

Fall Semester Courses:

ECED 429: Clinical Practice A	4
ECED 405: Children and Families	3
ECED 427: Social Studies for Early Childhood	3
SPED 321: Assessing and Teaching Reading to Needs	3
MONT 429: Practicum I	3

Spring Semester Courses:

EDUC 461: Clinical Practice B	11
EDUC 499: Teacher Education Seminar	1
MONT 461: Practicum II	3

TOTAL MAJOR PROGRAM REQUIREMENTS 99

**ADDITIONAL ELECTIVES** 10

TOTAL FOR BS DEGREE 144

MONTESSORI CERTIFICATION COURSES (24 hours)

\*Status is determined by factors that include, but are not limited to the following: PRAXIS Core scores, GPA, course completion, program assessments, and maintenance of professional dispositions.

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

See 4-year major guides for recommended order in which to take courses  
<https://www.lander.edu/academics/registrar-office/resources/major-guides>

## 2021-2022 PROGRAM REQUIREMENTS

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

Credit Hours

### UNIVERSITY REQUIREMENT

FALS 101: Fine Arts and Lecture Series 0

### GENERAL EDUCATION REQUIREMENTS

(For approved courses, see the General Education: [www.lander.edu/gen-ed](http://www.lander.edu/gen-ed).)

**A. Core Skills (9 hours)**

ENGL 101: Writing and Inquiry I 3  
 ENGL 102: Writing and Inquiry II 3  
 Mathematics 3

**B. Humanities and Fine Arts** 6

(6 hours selected from 2 different disciplines)

**C. Behavioral and Social Perspectives**

(6 hours selected from 2 different disciplines)  
 HIST 101, HIST 102, HIST 111, HIST 112, HIST 121, HIST 122 3  
 Behavioral and Social Perspectives elective 3

**D. Scientific and Mathematical Reasoning** 7

(7 hours selected from 2 different disciplines, 1 lab science required)

**E. Founding Documents of the United States** 3

HIST 111: United States History to 1877 or  
 POLS 101: American National Government

**F. World Cultures** 3

**G. LINK 101: Leadership, Involvement, Networking and Knowledge** 1

LINK 101 is required of all new transfer students who have earned less than 24 credit hours of college-level work and all first-time freshmen.

**TOTAL GENERAL EDUCATION REQUIREMENTS** 35

If all of the General Education requirements are met and/or waived, and the credit hours do not add up to at least 30, the General Education requirements are not complete. If below 30, additional General Education courses from any category must be taken until the total hours add up to at least 30 hours.

### MAJOR PROGRAM CORE REQUIREMENTS

**Section 1.** Courses in Section 1 can be taken by students with **Initial Status\***

EDUC 106: Field Experience IA 0.5  
 EDUC 210: Communication in Diverse Classrooms 3  
 MATH 203: Math for Elementary Teachers 3  
 EDUC 204: Instructional Technology for Teachers 3

**Section 2.** Courses in Section 2 can be taken by students with **Provisional Status\***

EDUC 206: Field Experience IC 0.5  
 EDUC 207: Field Experience ID 1  
 EDUC 223: General Pedagogy 3  
 EDUC 240: Child Growth & Educational Processes 3  
 EDUC 300: Content Area Reading and Writing 3  
 EDUC 321: Foundations of Reading 3  
 PEES 201: School Health Program, K-12 3

**Section 3:** Professional Education Content Preparation; courses in Section 3 must be taken together by students with **Formal Status\***

EDUC 302: Educational Assessment	3
EDUC 306: STEAM Instructional Design	3
EDUC 307: STEAM Implementation	3
EDUC 322: Science Pedagogy	3
EDUC 329: Field Experience II	3
EDUC 345: Instructional Practices of Teaching Reading	3
EDUC 424: Social Studies Pedagogy	3
SPED 223: Pre K-12 Student Diverse Learning Needs	3

**Section 4:** Professional Education Yearlong Internship; courses in Section 4 must be taken by students with **Candidate Status\*** in a Fall/Spring sequence. Successful completion of PRAXIS II is required for enrollment in EDUC 461 and EDUC 499.

Fall Semester Courses:

EDUC 429: Clinical Practice A	4
EDUC 327: Mathematics Pedagogy	3
EDUC 421: Assessment of Reading (R2S)	3
EDUC 430: The Learning Environment	3

Spring Semester Courses:

EDUC 461: Clinical Practice B	11
EDUC 499: Teacher Education Seminar	1

TOTAL MAJOR PROGRAM REQUIREMENTS 75

**ADDITIONAL ELECTIVES** 10

TOTAL FOR BS DEGREE 120

\*Status is determined by factors that include, but are not limited to the following: PRAXIS Core scores, GPA, course completion, program assessments, and maintenance of professional dispositions.

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

See 4-year major guides for recommended order in which to take courses  
<https://www.lander.edu/academics/registrars-office/resources/major-guides>

## 2021-2022 PROGRAM REQUIREMENTS

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

Credit Hours

### UNIVERSITY REQUIREMENT

FALS 101: Fine Arts and Lecture Series 0

### GENERAL EDUCATION REQUIREMENTS

(For approved courses, see the General Education: [www.lander.edu/gen-ed](http://www.lander.edu/gen-ed).)

**A. Core Skills (9 hours)**

ENGL 101: Writing and Inquiry I 3  
 ENGL 102: Writing and Inquiry II 3  
 Mathematics 3

**B. Humanities and Fine Arts** 6

(6 hours selected from 2 different disciplines)

**C. Behavioral and Social Perspectives**

(6 hours selected from 2 different disciplines)  
 HIST 101, HIST 102, HIST 111, HIST 112, HIST 121, HIST 122 3  
 Behavioral and Social Perspectives elective 3

**D. Scientific and Mathematical Reasoning** 7

(7 hours selected from 2 different disciplines, 1 lab science required)

**E. Founding Documents of the United States** 3

HIST 111: United States History to 1877, or  
 POLS 101: American National Government

**F. World Cultures** 3

**G. LINK 101: Leadership, Involvement, Networking and Knowledge** 1

LINK 101 is required of all new transfer students who have earned less than 24 credit hours of college-level work and all first-time freshmen.

**TOTAL GENERAL EDUCATION REQUIREMENTS** 35

If all of the General Education requirements are met and/or waived, and the credit hours do not add up to at least 30, the General Education requirements are not complete. If below 30, additional General Education courses from any category must be taken until the total hours add up to at least 30 hours.

### MAJOR PROGRAM CORE REQUIREMENTS

**Section 1.** Courses in Section 1 can be taken by students with **Initial Status\***

EDUC 106: Field Experience IA 0.5  
 EDUC 204: Instructional Technology for Teachers 3  
 EDUC 210: Communication in Diverse Classrooms 3  
 MATH 203: Mathematics for Elementary Teachers 3

**Section 2.** Courses in Section 2 can be taken by students with **Provisional Status\***

EDUC 206: Field Experience IC 0.5  
 EDUC 207: Field Experience ID 1  
 EDUC 223: General Pedagogy 3  
 EDUC 240: Child Growth and the Educational Process 3  
 EDUC 321: Foundations of Reading (R2S) 3  
 SPED 223: PreK-12, Students with Diverse Learning Needs 3  
 SPED 240: Characteristics Of Diverse Learners, K12 3

**Section 3:** Professional Education Content Preparation; courses in Section 3 must be taken together by students with **Formal Status\***

EDUC 300: Content Area Reading and Writing	3
EDUC 322: Teaching Science in the Elementary Grades or EDUC 424: Social Studies Pedagogy	3
EDUC 327: Mathematics Pedagogy	3
EDUC 345: Instructional Practices for Teaching Reading	3
SPED 321: Assessing and Teaching Reading to Needs	3
SPED 329: Special Education Clinical Experience	3
SPED 341: Integrated Early Childhood and Elementary Curriculum and Instruction for Diverse Learners	3
SPED 356: Behavior and Classroom Management	3

**Section 4:** Professional Education Yearlong Internship; courses in Section 4 must be taken by students with **Candidate Status\*** in a Fall/Spring sequence. Successful completion of PRAXIS II is required for enrollment in EDUC 461 and EDUC 499.

Fall Semester Courses:

SPED 423: Assessment of Diverse Learners, P-12	3
SPED 429: Special Education Clinical Experience	4
SPED 434: Communication and Collaborative Practices	3
SPED 451: Integrated Secondary Curriculum and Instruction for Diverse Learners	3

Spring Semester Courses:

EDUC 461: Clinical Practice B	11
EDUC 499: Teacher Education Seminar	1

TOTAL MAJOR PROGRAM REQUIREMENTS 75

**ADDITIONAL ELECTIVES** 10

TOTAL FOR BS DEGREE 120

\*Status is determined by factors that include, but are not limited to the following: PRAXIS Core scores, GPA, course completion, program assessments, and maintenance of professional dispositions.

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