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# UNIVERSITY CALENDAR

## ACADEMIC YEAR 2006-2007

### FALL SEMESTER--2006

The schedule is available at the following website, [www.lander.edu/registrar/](http://www.lander.edu/registrar/), since it is subject to change.

Tuesday	August 1	Students accepted to the University after this date (particularly transfer students) are not guaranteed to have a completed evaluation of transfer and/or advanced standing credit available by the day of their registration.
Sunday	August 13	Residence halls open (New Freshmen only)
Monday	August 14	Freshmen Academic Orientation Program begins
Tuesday	August 15	Residence halls open for all other resident students
Wednesday	August 16	Freshmen Academic Orientation Program ends.
Thursday	August 17	Classes begin
Wednesday	August 23	Registration and Drop/Add ends
Wednesday	August 23	Last day to file Directed Independent Study and Internship forms
Wednesday	August 23	Last day to validate and pay university fees with the University Business Office. Failure to validate and pay fees will result in cancellation of student's schedule. Please refer to <a href="http://www.lander.edu/business_office">www.lander.edu/business_office</a> for details.
Thursday	August 24	Withdraw from individual classes with a "W" grade begins. No academic penalty, no tuition refund.
Friday	September 15	Last day to apply for December graduation
Wednesday	September 20	Withdraw from individual classes with a "W" grade ends
Sunday	October 1	Last date for advisor/major changes for current semester (fall). Changes after this date will be applied to the upcoming spring semester.
Thursday	October 5	Semester Mid-Point
Monday	October 9	Schedule for Spring 2007 semester posted to Bearcat Web
Wednesday	October 18	Graduation Gala for December Graduation Candidates
Monday	October 23	Registration for 2007 Spring semester begins for continuing students
Thursday	October 26	Lander Foundation Scholarship Banquet
Monday	November 6	Fall Break
Tuesday	November 7	Election Day Holiday (Faculty & students)
Tuesday	November 21	Residence halls close at 5:00 p.m. (Students with a Tuesday evening class will be permitted to stay until 9:00 p.m.)
Wednesday- Friday	November 22-24	Thanksgiving holiday (University closed)
Monday	November 27	Classes resume at 8:00 a.m.
Friday	December 1	Last day of classes
Friday	December 1	Last day for a complete withdraw from all classes
Monday	December 4	Reading Day
Tuesday	December 5	Examinations begin
Monday	December 11	Examinations end
Saturday	December 16	Commencement at 11:00 a.m.
Friday	December 22	University closed for Holidays

## SPRING SEMESTER--2007

The schedule is available at the following website, [www.lander.edu/registrar/](http://www.lander.edu/registrar/), since it is subject to change.

Monday	November 13	Registration begins for new and readmitted students via Bearcat Web
Friday	December 1	Students accepted after this date (particularly transfer students) are not guaranteed to have a completed evaluation of transfer and/or advance standing credit available by the day of their registration.
Tuesday	January 2	University opens after holiday break
Saturday	January 6	Residence halls open for all residents
Monday	January 8	Classes begin
Friday	January 12	Registration and Drop/Add ends (5days). Last day to drop a course completely and receive a tuition refund.
Friday	January 12	Last day to file Directed Independent Study and Internship forms
Friday	January 12	Last day to validate and pay university fees with the University Business Office. Failure to validate and pay fees will result in cancellation of student's schedule. Please refer to <a href="http://www.lander.edu/business_office">www.lander.edu/business_office</a> for details.
Monday	January 15	Martin Luther King Holiday
Tuesday	January 16	Withdraw from individual classes with a grade of "W" begins. No academic penalty, no tuition refund.
Friday	February 2	Last day to apply for May graduation
Monday	February 12	Withdraw from individual classes with a grade of "W" ends
Tuesday	February 27	Semester Mid-Point
Friday	March 2	Residence halls that are not designated "holiday areas" close at 6:00 p.m.
Monday-Friday	March 5-9	Spring holidays
Thursday-Friday	March 8-9	University Closed
Sunday	March 11	Residence Halls open 1:00 p.m.
Wednesday	March 14	Graduation Gala for May Graduation Candidates
Monday	March 26	Registration begins for 2007 Fall Semester and 2007 Summer Sessions
TBA		Alumni Reunion Day
Wednesday	April 25	Last day of classes
Wednesday	April 25	Last day for a complete withdraw from all classes
Thursday	April 26	Academic and Student Life Banquet
Thursday	April 26	Reading Day
Friday	April 27	Examinations begin
Thursday	May 3	Examinations end
Saturday	May 12	Commencement - 11:00 a.m.

## TENTATIVE SUMMER 2007 FOR UNDERGRADUATE AND GRADUATE CLASSES.

The schedule is available at the following website, [www.lander.edu/registrar/](http://www.lander.edu/registrar/), since it is subject to change.

### SUMMER SESSION 1

Monday	March 26	Registration for continuing students begins via Bearcat Web (all sessions)
Wednesday	May 9	Tuition and Fee Charges- In Bearcat Web (Student Records, Account Summary by Term), students must validate/accept charges for ALL summer classes by 5:00 p.m. or their summer class schedule will be cancelled. If additional registration occurs after the validation/acceptance of charges was applied these charges must be paid.
Thursday	May 10	Registration and drop/add for Summer Session 1 continues through Monday, May 14 (first day of classes) in Bearcat Web.
Thursday	May 10	Summer I classes with low enrollments cancelled based on low enrollment at 5:00 p.m.
Friday	May 11	Students need to check their class schedule in Bearcat Web after 12 noon for the cancellation of low enrollment classes.
Sunday	May 13	Residence halls open
Monday	May 14	Registration for new and readmitted students begins via Bearcat Web (all sessions)
Monday	May 14	Classes begin
Monday	May 14	Last day to register and drop/add for Summer Session 1 classes.
Monday	May 14	Tuition and Fee Charges-In Bearcat Web (Student Records, Account Summary by Term), students must validate/accept charges for ALL summer classes by 5:00 p.m. or their summer class schedule will be cancelled. If additional registration occurs after the validation/acceptance of charges was applied these charges must be paid.
Tuesday	May 15	Withdraw from individual class for Summer 1 with a “W” grade begins (4 class days). No academic penalty, no tuition refund.
Tuesday	May 15	Withdraw from all for Summer 1 classes with a “W” grade begins . No academic penalty, no tuition refund.
Monday	May 21	Withdraw from individual class with a “W” grade ends
Friday	June 1	Last day to apply for Summer graduation.
Thursday	June 14	Withdraw from all Summer I classes with a “W” grade ends.
Thursday	June 14	Classes end
Monday	June 18	Exams – Summer Session 1

## SUMMER SESSION 2

Monday	March 26	Registration for Continuing Students begins via Bearcat Web-all sessions
Monday	May 14	Registration for New and Readmitted Students begins via Bearcat Web (all sessions)
Friday	June 15	Tuition and Fee Charges - In Bearcat Web (Student Records, Account Summary by Term), students must validated/accepted charges for summer classes by 5:00 p.m. If a student fails to validate/accept summer charges or has a balance due their Summer 2 class schedule will be canceled. If additional registration occurs after the validation/acceptance of charges was applied these charges must be paid. Saturday June 16 Registration and drop/add for Summer 2 classes continues through Wednesday, June 21 (first day of classes) in Bearcat Web.
Monday	June 18	Summer 2 classes with low enrollments cancelled at 5:00 p.m.
Tuesday	June 19	Students need to check their class schedule in Bearcat Web after 12:00 noon for the cancellation of low enrollment classes.
Wednesday	June 19	Residence Halls Open
Wednesday	June 20	Last day to register and drop/add for Summer Session 2 classes.
Wednesday	June 20	Tuition and Fee Charges - In Bearcat Web (Student Records, Account Summary by Term), students must validated/accepted charges for summer classes by 5:00 p.m. If a student fails to validate/accept summer charges or has a balance due their Summer 2 class schedule will be canceled. If additional registration occurs after the validation/acceptance of charges was applied these charges must be paid.
Wednesday	June 20	Classes begin.
Thursday	June 21	Withdraw from individual class with a "W" grade begins. No academic penalty, no tuition refund.
Thursday refund.	June 21	Withdraw from all Summer 2 classes with "W" grade begins. No academic penalty, no tuition refund.
Wednesday	June 27	Withdraw from individual class with a "W" grade ends.
Wednesday	July 4	Fourth of July Holiday (University closed)
Wednesday	July 11	Graduation Gala
Wednesday	July 25	Withdraw from all summer 2 classes with a "W" grade ends
Wednesday	July 25	Classes end

# Lander University Administration

## THE LANDER UNIVERSITY BOARD OF TRUSTEES

In accordance with the statutes of the State of South Carolina, the final authority and responsibility for the governance of Lander University is vested in the Lander University Board of Trustees. The Board of Trustees consists of seventeen members, two members from each of the congressional districts in South Carolina and three members at-large elected by the General Assembly; one member appointed by the Governor; and the Governor of South Carolina, ex officio.

<b>Congressional District</b>	<b>Member</b>	<b>Expiration of Present Term</b>
<b>First</b>		
Seat 1	Mr. Charles R. Thompson, Jr.	2010
Seat 2	Mr. Robert A. Brimmer	2008
<b>Second</b>		
Seat 3	Mr. Maurice Holloway	2010
Seat 4	Mr. George R. Starnes	2008
<b>Third</b>		
Seat 5	Mrs. Mamie W. Nicholson	2010
Seat 6	Mr. Finis E. Horne	2008
<b>Fourth</b>		
Seat 7	Mr. Fred M. Thrailkill	2010
Seat 8	Mr. Jack W. Lawrence	2008
<b>Fifth</b>		
Seat 9	Dr. Glenn J. Lawhon, Jr.	2010
Seat 10	Mrs. S. Anne Walker	2008
<b>Sixth</b>		
Seat 11	Mrs. Ricci Land Welch	2010
Seat 12	Mr. J. Thomas Kinard	2008
<b>At-Large Members (elected by the General Assembly)</b>		
Seat 13	Mr. Raymond D. Hunt	2010
Seat 14	Mrs. Ann B. Bowen	2008
Seat 15	Mr. Bobby M. Bowers	2010
<b>At-Large Member (appointed by the Governor)</b>		
Seat 16	L.B. Adams, Jr.	
<b>Ex Officio Member</b>		
	Governor Mark Sanford	
	Designee: Dr. Sally E. Self	

# EXECUTIVE OFFICERS OF THE ADMINISTRATION

Daniel W. Ball  
President

Leonard E. Lundquist  
Provost and Vice President for Academic Affairs

Diane D. Newton  
Vice President for Business and Administration

H. Randall Bouknight  
Vice President for Student Affairs

Eleanor S. Teal  
Vice President for University Advancement

Jefferson J. May

## ADMINISTRATIVE OFFICES

Office of the President

Affirmative Action/EEO

Academic Affairs

Academic Colleges and Departments

Colleges of Arts and Humanities

Department of Art

Department of English and Foreign Languages

Department of History and Philosophy

Department of Mass Communication and Theatre

Department of Music

College of Business and Public Affairs

Department of Business Administration

Department of Political and Social Sciences

College of Education

Department of Teacher Education

Department of Physical Education and Exercise Studies

Department of Psychology

College of Science and Mathematics

Department of Biology

Department of Physical Sciences

Department of Mathematics and Computing

Department of Nursing

Enrollment Services

Admissions

Financial Aid

Registrar's Office

Library

Academic Advising

Instructional Services



Business and Administration  
Bookstore/Post Office  
Budget Office/Grants  
Business Office/Accounting/Payroll  
Engineering Services  
Human Resources  
Information Technology Services  
Physical Plant  
Printing Services/Post Office  
Procurement Services

Intercollegiate Athletics  
Baseball (Men)  
Basketball (Men/Women)  
Cross Country (Women)  
Fastpitch (Women)  
Golf (Men)  
Soccer (Men/Women)  
Tennis (Men)  
Volleyball (Women)

Student Affairs  
Career Services  
Co-Curricular Activities  
Cooperative Education  
Counseling Services

Dean of Students  
Housing and Residence Life

Multicultural Student Affairs  
University Police Department  
Student Government Association  
Student Discipline  
Student Health Services  
Student Judicial Affairs  
Student Orientation  
Student Publications

University Advancement  
Alumni Affairs  
Development  
Greenwood-Lander Performing Arts  
The Lander Foundation  
University Relations and Publications

# The University

## HISTORY OF THE UNIVERSITY

Lander University was founded as a college for women by Methodist clergyman Samuel Lander in 1872 as Williamston Female College in Williamston, South Carolina. It remained a private institution for 26 years. In 1898, the College gained the support of the South Carolina Conference of the Methodist Episcopal Church, South. In 1904, the College was relocated to Greenwood, S.C., and was renamed Lander College in honor of its founder.

Men were admitted in 1943, and the institution is now completely coeducational

In 1948, when the Methodist Conference, pursuant to a policy of consolidation in its education efforts, decided to end support of Lander College, interested citizens of Greenwood formed The Lander Foundation as a nonprofit corporation and leased the College from the Church.

In 1951, the county of Greenwood obtained the College name and property from the Methodist Conference. The South Carolina General Assembly created the Greenwood County Education Commission, known as The Lander Foundation, to serve as the board of control for the College. Lander thus became the only four-year liberal arts college in the United States to be controlled and financed by a county government.

On July 1, 1973, Lander College came under the control of the Board of Trustees of the State Colleges of South Carolina, making Lander a state-assisted college. The State College Board of Trustees governed Lander, the College of Charleston, and Francis Marion College. Effective July 1, 1988, governance of Lander was vested in the Lander College Board of Trustees.

On July 1, 1992, by action of the Board of Trustees, the institution became Lander University.

The University has been served by twelve presidents in its one hundred and twenty-eight years: Samuel Lander (1872-1904); John O. Willson (1904-1923); Robert O. Lawton (1923); B. Rhett Turnipseed (1923-1927); R. H. Bennett (1927-1932); John W. Speake (1932-1941); John Marvin Rast (1941-1948); Boyce M. Grier (1948-1966); E. Don Herd, Jr. (1966-1973); Larry A. Jackson (1973-1992); William C. Moran (1992-2000); and Daniel W. Ball (2000-present).

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

## MISSION STATEMENT

Grounded in the belief that education is a liberating force which makes it possible for an individual to live a life of meaningful activity, of personal satisfaction, and of service to others as a neighbor and a citizen, Lander University has chosen teaching and learning as its principal concerns and providing a challenging education for qualified students as its mission. Through its liberal arts programs and its professional schools for business, education, and nursing, the University offers an undergraduate curriculum that combines a broad liberal education with specialized study leading either to immediate application in a career or to more advanced study. The undergraduate programs provide opportunities for students to achieve competence in a major discipline and to explore a broad core curriculum designed to assist them in developing the ability (1) to gather and critically analyze information from a variety of fields and to use that information as a basis for reasoned judgments and for effective problem solving, (2) to synthesize diverse ideas and information, and (3) to understand and convey ideas clearly. In addition to its undergraduate programs, Lander provides a limited number of master's programs and post-graduate courses that respond to critical needs of the immediate region and the State. Supporting the University's role as a teaching institution and recognizing that scholarship is essential to establishing and maintaining excellence of instruction, Lander faculty engage in scholarly and creative activities appropriate to their teaching fields. In addition, the faculty and staff recognize Lander's responsibility to the public and to the local economy; therefore, the University serves as an intellectual and cultural center and cooperates with various agencies, schools, and businesses.

The University, situated near the center of Greenwood, a small South Carolina city, combines urban with rural and traditional with modern features. Proud of its identity as a small, student-centered public four-year university with a nurturing educational environment, Lander is committed to gradual but limited growth to a size of approximately 3300-3500 students. Because student success depends in large part upon readiness, the University reserves admission to those students who can demonstrate adequate preparation for higher education either through a predicted GPA or through previous success at another post-secondary institution. While Lander serves primarily students from a seven county area (Greenwood, Laurens, Edgefield, Abbeville, McCormick, Newberry, and Saluda) and reflects the demographic diversity of this constituency, it strives to draw students from every region of South Carolina as well as from other states and foreign countries because a geographically diverse population better serves the

educational interests of all students enrolled. Lander predominately attracts qualified traditional full-time students but also welcomes non-traditional and part-time students. Lander University's commitment to extending educational opportunities to these varying constituencies reflects its belief that citizens of a free society have a right to the enriching benefits of higher education.

## ACCREDITATION

Lander University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, telephone number 404-679-4501) to award bachelor's and master's level degrees. Additionally, the Bachelor of Science degree in Athletic Training is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 1361 Park St., Clearwater, Florida 33756, <http://www.caahep.org>. The Department of Business Administration is accredited by AACSB International. Information regarding accreditation status is available from the Association to Advance Collegiate Schools of Business, 600 Emerson Road, Suite 300, St. Louis, Mo 63141-6762. The baccalaureate program in Nursing is approved by the State Board of Nursing for South Carolina and is accredited by the National League for Nursing Accrediting Commission (NLNAC). Information regarding accreditation status is available from NLNAC at 350 Hudson Street, New York, NY 10014, or 1-800-669-1656. The Teacher Education programs of Lander University are approved by the state of South Carolina and the academic unit is nationally accredited by the National Council for Accreditation of Teacher Education Certification (NCATE, 2010 Massachusetts Ave., NW, Suite 500, Washington, D.C. 20036-1023). The Bachelor of Science in Music is accredited by the National Association of Schools of Music (NASM). Information regarding accreditation status is available from NASM at 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190. The Bachelor of Science in Visual Arts is accredited by the National Association of Schools of Art and Design (NASAD). Information regarding accreditation is available from NASAD at 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190. Lander University is a member of the Southern Association of Colleges and Schools, the American Association of State Colleges and Universities, and the South Carolina Association of Colleges and Universities. Information concerning accreditation procedures applicable to the University is available in the Office of the President.

## THE EDUCATIONAL PROGRAM

Lander University confers the degrees of Bachelor of Arts, Bachelor of Science, and Master of Education on candidates who are recommended by the faculty. Undergraduate areas of study are provided in the following majors, minors, and certificates:

### The B.A. degree is offered in:

- English
  - Professional Writing
  - Secondary Teacher Certification
- History
- Interdisciplinary Studies
- Spanish
  - Secondary Teacher Certification

### The B.S. degree is offered in:

- Athletic Training
- Biology
  - Genetics
  - Medical Technology
- Business Administration
  - Accounting
  - Finance/Economics
  - Health Care Management
  - Management/Marketing
- Chemistry
  - Dual Engineering
- Computer Information Systems
  - Dual Engineering
  - Networking
  - Software Development
- Criminal Justice Management
- Early Childhood Education
  - Montessori
- Elementary Education
- Environmental Science
- Exercise Science

History  
    Secondary Social Studies Teacher Certification  
Interdisciplinary Studies  
Mass Communication and Theatre  
    Mass Communication  
    Theatre  
Mathematics  
    Dual Engineering  
    Secondary Teacher Certification  
Music  
    K-12 Teacher Certification  
Nursing  
    BSN Completion for Registered Nurses  
Physical Education  
    K-12 Teacher Certification  
Political Science  
    Public Administration  
Psychology  
    Counseling  
    Developmental Psychology  
Sociology  
    Criminal Justice  
Special Education  
Visual Arts  
    K-12 Teacher Certification

**Minors or certificates are offered in:**

African American Studies  
Anthropology  
Art History  
Biology  
Business Administration  
Chemistry  
Child and Family Studies  
Computer Information Systems  
Dance  
Electronic Art  
English-Literature Emphasis  
English-Professional Writing  
English-Writing Emphasis  
Environmental Science  
French  
Gerontology  
Health Care Management  
Health Care Management Certificate  
History  
International Studies  
Latin American Studies  
Mass Communication  
Mathematics  
Music  
Philosophy  
Political Science  
Pre-Law  
Public Administration  
Psychology  
Sociology  
Spanish

## GRADUATE PROGRAMS

A Master of Arts in Teaching (MAT) degree is offered in secondary education with a concentration in art (see page 286).

A Master of Education (M.Ed.) degree is offered in elementary education (see page 287)..

## THE UNIVERSITY CENTER OF GREENVILLE

Lander University offers the following degree programs at the University Center of Greenville: Bachelor of Science degrees in Psychology with a counseling emphasis, Sociology, Sociology with a criminal justice emphasis, Political science with a public administration emphasis.

These programs, primarily offered in the evening, are designed for students who have previously earned some college credits or have a two-year college degree. A two-year college graduate with appropriate transfer credits can complete the Bachelor degree requirements in approximately three calendar years.

For further details on Lander University's programs at the University Center of Greenville, please see page 54.

## ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS

Lander University, in order to ensure excellence in its academic offerings, has implemented a continuing program to assess institutional effectiveness. A vital part of that effort is assessing student learning outcomes. During the time students are enrolled at the University, and later as alumni, they may be asked to participate in various activities designed to determine how well the institution is achieving its mission of providing a challenging education for its students and preparing them for careers or advanced study. A number of methods are employed in a variety of settings. Students may be asked to cooperate in a writing activity; to provide information about the quality of courses they have taken through surveys, interviews, or major field knowledge inventories; or to express opinions about activities or programs. It is not the student that is being evaluated but the institution itself and its various programs and services. Students are encouraged to cooperate and to provide information that can be used to improve Lander University.

## THE CAMPUS

Lander University is situated on a wooded site of approximately 100 acres within the city limits of Greenwood, a city of about 28,000 in the Piedmont region of South Carolina. When the college entered the state system in 1973, the Board of Trustees placed high priority on creating a master plan for campus development. In addition to six major buildings erected since 1973, campus improvements include extensive renovations to a number of older facilities, completely new housing complexes, athletic fields, and parking lots. Major buildings (with completion dates) and related facilities are:

**Science, Mathematics and Computer Science Complex** (1904 and 1996) Lander's original building – Old Main – was constructed in two stages dating from 1904-1911. Both Greenwood Hall, the administration/classroom building, and the adjoining dormitory, Laura Lander Hall, were opened in 1904. To complete Old Main, Willson Hall was added to the western end of the structure in 1911. Lander's original building was one of four public buildings in Greenwood designed by Reuben Harrison Hunt, of Chattanooga, Tennessee. A prolific architect whose work can be found throughout the region, Hunt was particularly noted for his churches. The National Register for Historic Places contains many Hunt buildings; Lander's Old Main Building was added to the Register in 1984.

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

**Barratt Hall** (1967) Dedicated to the memory of John Perkins Barratt, 19<sup>th</sup> century physician, naturalist, and scientist, Barratt was the first separate academic building constructed in the modern era; it served the science division for thirty years. Renovation of the 24,000 square foot structure was completed in 2000, and the building is now occupied by the Department of Nursing and the Office of Human Resources.

**John Drummond Complex** (1993) Named in honor of State Senator John Drummond, this two-building complex is devoted to athletics and physical education. Providing space for the school's intercollegiate athletic program, the Finis Horne Arena honors the retired athletic director and men's basketball coach, while another building, named in memory of division chair Dr. Joe V. Chandler, contains academic and athletic space and facilities, including an indoor pool, auxiliary gymnasium with three basketball courts, an elevated jogging track, weight room, dance studio, and handball/racquetball courts, as well as offices and classrooms for the Department of Physical Education and Exercise Studies. The entire Drummond Complex comprises more than 126,000 square feet of space.

**Genesis Hall** (1974) Originally constructed as space for the physical plant and to house the nursing department, this 5,400 square foot facility was renovated in 2001 and is now occupied by the Office of Computing Services and the Physical Plant.

**Larry A. Jackson Library** (1977) Named in honor of Lander's tenth president, this three-story, 65,000 square foot building contains stack space, offices, workrooms, computing laboratory and the University's Technology Learning Center on the third floor and the Office of University Relations and Publications in the lower level.

**Boyce M. Grier Student Center** (1979) Replacing an earlier student center building also named in honor of Lander's eighth president, this building is located adjacent to the library. The 61,000 square foot student center contains the dining hall, bookstore, post office, and recreation room in addition to office space and meeting rooms for the use of the Division of Student Affairs and Student Government Association.

**Sproles Recreation Center** Originally built to serve the recreational needs of the city and county of Greenwood, this 8200 square foot facility provides space for meetings of student organizations and other University related events.

**Marion P. Carnell Learning Center** (1982) Honoring a longtime state representative and friend of Lander, this structure, containing more than 100,000 square feet, consists of four levels and a floor-to-roof level atrium. The first floor consists of executive offices, the Department of Mass Communication & Theatre, and other administrative offices, including Admissions, Advising Office, Business Office, Financial Aid, Procurement Services, and Registrar. The second floor houses the departments of Business Administration, Political & Social Sciences, and Teacher Education. The third floor houses Instructional Services and the departments of English & Foreign Languages, History & Philosophy, and Psychology.

**Lander Cultural Center** (1987) Constructed as an add-on to the Grier Student Center by means of the Johnston Commons, a covered mall area, this 68,000 square foot facility provides instructional space for the Departments of Art and Music as well as a 700-seat auditorium with stage facilities, the 100-seat Barksdale Recital Hall, and the Monsanto Art Gallery which opens onto the Commons. The commons area also connects with the dining hall and other elements of the student center, making it a dynamic area for student activity.

**Chipley Hall** (1925) The oldest free-standing building on campus, Chipley has always been a dormitory. This 21,000 square foot building, located between the learning center and the library, was named to honor Marvin S. Chipley, a Greenwood businessman. In Spring 2003, Chipley was partially renovated, including air-conditioning and new refurbishing. The three-story building accommodates approximately 100 students.

**Thomason Student Housing** (1992) Named in memory of Greenwood businessman C.Y. Thomason, this cluster of buildings is a modern residence hall complex consisting of seventeen units, each housing four students in 728 square feet of space. Students enjoy private rooms and share a central bath location, while a separate unit provides laundry facilities and a meeting room.

**Coleman Hall** (1975) Located on Hampton Avenue, a short two blocks from the main campus, Coleman was purchased to provide much-needed housing space as Lander's enrollment grew. This eight-story, 36,000 square foot building houses a total of 117 students in apartment units designed for occupancy by two or three students. Coleman Hall is named in honor of Dr. Maybelle Coleman, a Greenwood native and longtime dean and faculty member.

**Brookside Student Housing** (1977) Built concurrently with the library, the Brookside Complex consists of seven residence halls, each named for a South Carolina river system. Located in a rustic setting on the western extremity of the campus, each 9700 square foot unit - Chattooga, Jocassee, Keowee, Savannah, Seneca, Toxaway, and Tugaloo - features a central lobby area. Each unit consists of ten suites housing four students each.

**Williamston Student Housing** (1983) Named for the Anderson County town which was Lander's first home, this housing complex consists of eight separate two-story, 2000 square foot buildings located at the corner of Stanley Avenue and Crews Street adjoining the main campus. Each building contains four suites, and each suite accommodates four students.

**Lide Student Housing** (1989-1992) This apartment-style complex, named for professor Mary F. Lide, longtime faculty member and friend of Lander, houses 48 students in each of its five three-story, 8600 square foot buildings.

**Jean Tribble McFerrin Amphitheatre** Originally named "The Dingle" and dating from Lander's earliest days, the amphitheater is located just behind Laura Lander Hall and the Science Building. Used for dramatic and musical presentations as well as for student



gatherings and community functions, the amphitheater consists of fourteen tiers of curved steps providing seating for approximately 700 and a brick-and-concrete stage and backdrop with dressing room space. In 2000, the amphitheater was named to honor an alumna (Class of 1948) who served for many years as treasurer of the Alumni Association and as a member and officer of the board of Trustees.

**William C. Moran Assembly Plaza** The central gathering place and focal point of the campus was originally named in 1979 to honor members of the South Carolina General Assembly. It was renamed in 2000 to commemorate the retirement of Lander's eleventh president.

**Centennial Hall** (2005) The newest residence hall, Centennial Hall, is a 90,000 square foot facility featuring suites of 4 single rooms including a living space and bathroom. Located in the newest developed area on campus, the building is 4 stories with a lower level multipurpose room capable of holding meetings of up to 200 people. The multipurpose room is outfitted with the latest and up to date media technology and hosts a warming kitchen. The naming of the building is to commemorate the 100th anniversary of Lander University in Greenwood.

## **ALUMNI ASSOCIATION**

The Lander University Alumni Association, formed in 1885, is celebrating its 120th year of service to the University and its alumni. The Association is governed by a 24-member Board of Directors. The current president is JoAnn Miley Purkerson, Class of 1960. All graduates and former students who completed at least 30 semester hours at Lander are members of the Association. The purpose of the organization is to foster continued interest among alumni in their alma mater. Several activities are sponsored throughout the year by the Alumni Association, such as Homecoming Alumni Weekend, and various receptions and alumni-sponsored trips. Also, the Association awards ten academic scholarships, one athletic scholarship each year, and provides financial assistance for the Lander President's Leadership Program.

## **GREENWOOD-LANDER PERFORMING ARTS**

For the 2006-2007 season Greenwood-Lander Performing Arts will bring to the Lander stage a six-concert series and 2 additional performances. Our season begins on September 21, 2006 with our feet tapping to the music of Rhonda Vincent, the woman the Wall Street Journal dubbed as the "Queen of Bluegrass". Next we will be thrilled on October 25, 2006 with the moves of The Parson Dance Company, whose mission is to make modern dance accessible throughout the world. On November 27, 2006 we will start our holiday season with the powerful story "A Christmas Carol" a Musical, filled with beloved carols, this production will transport us back to the cobblestone streets of Victorian London. The King's Singers will demonstrate with their voices centuries of music and all the colors of the musical rainbow on February 13, 2007. Then on March 26, 2007 Charles Wadsworth and Friends will charm our audience with musical ability and classical charm. Our final performance of the year will be a celebration on Thursday, April 23, 2007 with The Four Freshmen, terrific harmony of jazz and pop standards. In January, 2007 we offer an additional performance with Kiyoshi Nagata, a Japanese Taiko Drumming ensemble that will take you on a musical journey beyond all borders. "A Christmas Carol" a Musical will be open to the public on November 28, 2006 giving more people in our community the opportunity to celebrate the season with Charles Dickens' powerful story of Christmases Past, Present and Future.

These performances are a collaborative effort between the Greenwood community and Lander University. One ticket per person is available free of charge to full-time Lander University students, staff, and faculty on a limited basis until the performance is sold out. These tickets are dispersed upon request, beginning two weeks before each performance. Faculty and Staff may request ticket via email at [glpa@lander.edu](mailto:glpa@lander.edu), or come by the GLPA office, Room 106B in the Learning Center or Room S382 in the Grier Student Center. Students may request a ticket by coming to the GLPA office with a valid Lander ID. All GLPA events are FALS approved.

GLPA Outreach Program – Over 4,000 children attended performances during the 2005-2006 school year through the GLPA Outreach Program. During the 2006-2007 school year GLPA will have 10 outreach performances for children 2nd grade through 12th grade giving over 6,500 children, many of whom would not be exposed to arts programming, an opportunity to experience a live stage production. The Outreach Performances for 2006-2007 are Rhonda Vincent, Thursday, September 21, 2006 - 12:30 p.m.; Parsons Dance Company, Thursday, October 26, 2006 - 9:30 a.m.; Lander University Jazz Band, Wednesday, November 15, 2006 - 9:30 a.m. & 12:30 p.m.; A Christmas Carol - The Musical, Tuesday, November 28, 2006 - 9:30 a.m.; Kiyoshi Nagata Ensemble, Wednesday, January 17, 2007 - 9:30 a.m. & 12:30 p.m.; King's Singers, Tuesday, February 13, 2007 - 12:30 p.m.; Charles Wadsworth & Friends, Tuesday, March 27, 2007 - 9:30 a.m.; Story Theatre L U Theatre Department, Friday, April 13, 2007 - 9:30 a.m. & 12:30 p.m.; The Four Freshmen, Tuesday, April 24, 2007 - 9:30 a.m.

This program is making a difference in the lives of many children in Greenwood and the surrounding area. Greenwood, its surrounding communities, and Lander University are a great combination that allows us the opportunity to enhance the quality of life through the arts and bring wonderful performances to our stage.

# Undergraduate Admission

*Graduate Admissions (see page 286).*

Lander University encourages all qualified students to apply for admission. It is the policy of Lander University to provide equal educational and employment opportunity to all present and future employees and students regardless of race, color, religion, sex, national origin, age, or disability. Lander University is an affirmative action/equal opportunity employer. This policy applies in all matters, including (1) admission and education of students, (2) availability of student loans, grants, scholarships, and job opportunities, (3) employment promotion of teaching and non-teaching personnel, (4) activities conducted on the premises owned or occupied by the University.

Requests for undergraduate application forms should be addressed to the Office of Admissions. A completed application and all supporting documents should be submitted to the Office of Admissions at least **two weeks** prior to the term or semester for which admission is requested. Applicants who have obtained, by means other than the normal procedure, the equivalent of the requirements for admission will be considered on an individual basis.

When all credentials have been received, they are reviewed by the Admissions Office and the applicant is notified of the decision. No single criterion is decisive, but each item is considered in relation to the applicant's total qualifications. Decisions for admission are made on a rolling basis.

## STEPS IN THE UNDERGRADUATE APPLICATION PROCESS

### 1. Application

Prospective students are encouraged to apply for admission online by going to <http://www.lander.edu/bearcatweb>. Prospective students may also choose to write, Lander University, Greenwood, South Carolina 29649, email [admissions@lander.edu](mailto:admissions@lander.edu), or telephone (864) 388-8307, the Office of Admissions for an application and return the completed application to the Office of Admissions. A *non-refundable* \$35 application fee will be required prior to processing the application.

*Applications should be submitted before these deadlines:*

*Fall 2006 semester – August 1, 2006*

*Spring 2007 semester – December 1, 2006*

### 2. Transcripts

All freshman applicants must submit transcripts of their high school records directly from high school(s) attended. Transfer applicants must submit a transcript directly from **each** college attended. Transfer students with less than 30 semester hours of college credit are required to submit a final high school transcript as well. *All transcripts become permanent records of Lander University and will not be forwarded or returned.*

### 3. Entrance Examinations

Freshman applicants under 21 years of age and transfer candidates under 21 years of age having completed less than 30 semester hours of college credit must submit the results of the Scholastic Assessment Test (SAT) or the American College Testing Program (ACT).

Registration materials for these tests are readily available at high schools or can be obtained by contacting the College Board (609) 771-7600 or the American College Testing Service (319) 337-1313. The College Board's institutional code for Lander is **5363**. The ACT code for Lander is **3860**.

### 4. Personal Interviews and Campus Visits

Personal interviews are not required, but recommended. Students are encouraged to visit the campus and talk with representatives of the University. Tours are scheduled for 10:00 am, and 2:00 p.m. Monday-Friday. To ensure an informative and enjoyable visit, arrangements should be made at least one week in advance by calling the Office of Admissions at (864) 388-8307 or toll free, 1-888-4LANDER (1-888-452-6337).

*NOTE: Applicants who wish to major in Nursing should refer to the additional requirements on page 208. Applicants who wish to*



major in Music should refer to page 96 for audition information.

Applicants for admission to Lander fall into “Degree” and “Non-degree” categories with a number of specific categories under each. Requirements for the specific categories follow.

## **I. DEGREE-SEEKING ADMISSION**

### **A. Freshman Admission**

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

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

Freshman applicants are expected to rank in the upper half of their high school graduating class.

Applicants who attend a post-secondary institution while in high school or during the summer are classified as freshmen; however, they must submit transcripts of their college work.

Prospective students are required to have completed, as a minimum, the following high school units:

English	4 units
Mathematics	4 units
Laboratory Science	3 units
Foreign Language	2 units
U.S. History	1 unit
Social Studies	2 units
Physical Education or ROTC	1 unit
Electives	2 units
Computer Science	1 unit

Prospective students should include among the four English units at least two with strong grammar and composition components, at least one in English literature, and at least one in American literature. Mathematics requirements include Algebra I (Applied Mathematics I and II may substitute for Algebra I if the student has successfully completed Algebra II and Geometry), Algebra II, and Geometry; a fourth higher level mathematics course unit can be any math higher than Algebra II. The science requirement includes at least one unit each of two laboratory sciences chosen from biology, chemistry, or physics; the third unit of laboratory science may be from the same field as one of the first two units. The two units in foreign language must be of the same language. Two elective units must be selected from any English, fine arts, foreign language, humanities, advanced laboratory science courses for which biology and/or chemistry is a prerequisite, mathematics above the level of Algebra II, or social science. One unit must be in computer science which includes programming (i.e. not just keyboarding).

#### **2. Freshman, GED Certificates**

Applicants submitting the General Education Development (GED) certificate in lieu of a high school diploma must request their official GED score results be sent *directly* from the General Educational Development Testing Service along with an official copy of the high school transcript and SAT or ACT scores. Where appropriate, applicants presenting the GED will be reviewed by the Admissions and Petitions Committee. Successful GED scores are defined as an average of 45 on all tests, with no individual score lower than 40.

#### **3. Freshman, Non-Traditional**

Non-traditional students, those over 21 years of age who are applying for admission as freshman and who have not been enrolled in school for three or more years, are not required to submit SAT or ACT scores for admission; however, they must submit other credentials which give evidence of reasonable academic potential. In certain cases, such students may receive academic credit in professional programs based on proficiencies developed through work experience. Specific opportunities are outlined in the section of the catalog dealing with advanced standing (pp. 34-37), which also includes information about the College-Level Examination Program (CLEP) and locally administered procedures which allow for credit by examination. Students are permitted to earn a maximum of 30 hours through any combination of advanced standing mechanisms, except as stipulated under «Transfer

Credit for Registered Nurses» (see page 37).

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

Freshman applicants who satisfy the course requirements listed above will be evaluated on the basis of high school curriculum, grades, rank in class, and SAT or ACT scores. Principal and Guidance Counselor recommendations are optional. These factors will be used to determine the applicant's probability of success during the freshmen year. Applicants who have earned a cumulative average of C+ or better on the preparatory courses listed above, who rank in the top one-half of their graduating class, and who score 900 or better on the SAT or 19 or better on the ACT normally will be admitted to Lander University. Higher class rank and grades may offset lower SAT or ACT scores and higher examination scores may offset lower class rank and grades.

Exception to admissions requirements will be considered for applicants who can present extenuating circumstances such as special talents or high school profile. Where appropriate, the Admissions Office will refer such cases to the Admissions and Petitions Committee.

## **B. Transfer Admission**

An applicant is a transfer when the student has attended another post-secondary institution in any capacity after completion of high school regardless of whether or not the student earned credit at that institution. If fewer than 30 semester hours of college level work have been earned in a regionally accredited college or university and the applicant is under 21 years of age, high school transcripts and the results of the SAT I or the ACT must be forwarded to the Office of Admissions, Lander University, Greenwood, South Carolina 29649.

General transfer requirements are:

- 1) Evidence applicant is academically and otherwise eligible to return to all colleges attended as a regular student;
- 2) Official transcript sent directly from *EACH* institution attended;
- 3) Transfer students having earned less than 30 semester hours or under 21 years of age must also meet freshman admission requirements.
- 4) If applicant was suspended from a prior institution, steps must be taken to become eligible to return to that institution

Transfer applicants from regionally accredited two -and four-year institutions must have at least a cumulative 2.0 (C) grade point average (on a 4.0 scale) for all courses earned. Students with unsatisfactory academic or conduct records at other colleges or universities are considered only if there are extenuating circumstances or time intervals (such as military or work experience) that would give clear evidence admission should be granted.

*Note: Failure to submit prior records may constitute cause for dismissal from Lander University.*

See page 33 for policy on placement tests.

### **Transfer Credit Policy**

Transfer applicants submitting transcripts of course work successfully completed at an institution accredited by the appropriate regional accrediting agency are considered for advanced standing.

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

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

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

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

## Senior College Transfer Applicants

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

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

### Transfer Credits

Courses similar to those offered at Lander University are transferable, provided a grade of “C” or higher was earned in each course. *Credits transferred to Lander are not used in computing the student’s Lander grade point average.*

Lander University reserves the right to determine whether any particular course meets the requirements and standards of the University for transfer. Although a course may be transferable, it may not necessarily apply to a particular major, program, or degree.

Generally, credits earned in courses that fall into one or more of the following categories are **not** transferable to Lander:

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

*Students pursuing a degree at the University Center of Greenville through Lander University are advised to contact the Lander University advisor at the Center in order to review Center guidelines regarding transfer credits, semester hours required in residence, etc.*

### Evaluation of Transfer Credits

Transfer applicants with advanced standing, having completed **ALL** admission procedures and requirements at least **30 DAYS PRIOR** to registration, may view an evaluation of credits accepted by transfer to the University online at [www.lander.edu/bearcatweb](http://www.lander.edu/bearcatweb). Applicability of those credits toward a degree program is determined by the major department or College in which the student is enrolled. The number of credits acceptable to the University and the number creditable toward a particular major degree or program may differ.

The American Council on Education (ACE) Guide is used to evaluate military experience--schools, special courses, seminars, etc.--for college credit.

International students wishing to transfer college level credit will need to have a “course by course” evaluation done by a Credential Evaluation Service that is certified by the National Council on the Evaluation of Foreign Education Credentials (CEC). Contact the International Admissions Officer for a listing of potential translation services. Costs associated with using these services are the responsibility of the student.

*NOTE: Students who withhold any part of their record at another institution may be permanently dismissed without credit for work completed at Lander University.*

*See page 36 for information relating to credit by examination which allows students to begin academic study at a level appropriate to their experience and enables adults to obtain credit for learning accomplished outside the classroom.*

### State Policies and Procedures

Section 10-C of the South Carolina School-to-work Transition Act (1994) stipulates that the Council of College and University Presidents and the State Board of Technical and Comprehensive Education operating through the Commission on Higher Education, shall develop better articulation of associate and baccalaureate degree programs. To comply with this requirement, the Commission upon the advice of the Council of Presidents established a Transfer Articulation Policy Committee composed of four-year institutions’ vice presidents for academic affairs and the Associate Director for Instruction of the State Board for Technical and Comprehensive Education. The principal outcomes derived from the work of that committee and accepted by the Commission on Higher Education on July 6, 1995 are found in its entirety on the South Carolina Commission on Higher

Education's Web Site at <http://che400.state.sc.us>. In order to comply with these state guidelines, the following information is noted relative to Lander University:

### Transfer Admissions Officers

Jonathan T. Reece, Director of Admissions

Gavin A. Bethea, Transfer Coordinator

Office of Admissions

Lander University

Greenwood, SC 29649

Phone: 1-864-388-8307 (direct)

1-888-4LANDER (toll free)

Fax: 1-864-388-8125

Email: [admissions@lander.edu](mailto:admissions@lander.edu)

Prospective transfer students are also encouraged to refer to the University's home page on the internet at <http://www.lander.edu> or the South Carolina Commission on Higher Education's website at <http://che400.state.sc.us>.

### C. Readmission (of former students)

An Update Application for readmission must be submitted by any former student whose attendance at Lander has been interrupted for any reason for one or more fall and/or spring semesters. **Readmission to the University and to the program of study in which the student was previously enrolled is *NOT* automatic.**

A student wishing to return to the University after having *served* their term of suspension must:

- 1) Complete an Update Application by August 1 for fall consideration and December 1 for spring consideration;
- 2) Complete an Appeal for Readmission;
- 3) Request a meeting with the department chair or academic advisor, if applicable, to discuss academic goals and objectives, who should respond in writing to the Director of Admissions;
- 4) Write a letter explaining the circumstances of the suspension and what measures have been taken to correct this in the future.

An interview with the Director of Admissions is also required.

The University Admissions and Petitions Committee will review the application and make the decision on readmission.

Applications for readmission for students having served their term of suspension must be submitted two weeks prior to the following deadlines:

Fall 2006 semester - August 1, 2006

Spring 2007 semester - December 1, 2006

See page 33 for University policy on placement tests.

Former students who have attended other institutions prior to their application to return to Lander are considered transfer students and should follow the procedures for transfer applicants above.

*In order for a former student to be reviewed for readmission, any indebtedness to the University must be settled.*

There is no application fee for readmission.

### D. Second Undergraduate Degree Admission

Requirements for a second undergraduate degree are as follows:

- 1) Completed application for admission;
- 2) Official transcript sent directly from ***EACH*** institution attended.

For degree completion, at least 31 semester hours not counted toward the first degree including a minimum of 12 semester hours of 300/400 level credit in the major must be earned through instruction by Lander University.

Students who have earned a bachelor's degree from a regionally accredited institution are not required to meet the general education requirements for the second undergraduate degree except for those courses which the student has not taken and which are prerequisites to the second degree program requirements as outlined at page 45.

## **II. NON-DEGREE-SEEKING ADMISSION**

Applicants who wish to attend Lander for one semester or for some limited time and who do **NOT** intend to pursue a degree at Lander may be approved to do so by submitting an Application for Admission. No application fee is required for students applying for special/non-degree admission. The Office of Admissions reserves the right to identify the proper category of admission and to determine what credentials may be required. Courses completed as a non-degree student carry full Lander University credit; however, none of the hours earned are applicable to a degree until the student applies and qualifies for degree-seeking admission.

See page 33 for policy on placement tests.

### **A. Special Students**

A maximum of 30 semester hours of credit (approximately 10 courses) may be attempted in this category. Special student status is not a "trial admission" status or one for candidates who apply too late to submit credentials for consideration for regular admission.

Applicants who have been officially denied admission as degree-seeking students are not eligible to apply as special students.

### **B. Concurrent**

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

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

### **C. Dual Enrollment**

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

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

### **D. Audit**

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.

### **E. Transient**

Students who are eligible to return to the last college attended and who have a course of study approved by that institution will be considered for admission in this category. Students should seek written approval from a dean or department chair at the home institution. *Transient students normally attend for one semester only or for a summer session.*

### **F. Military Special**

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

### **G. Recertification (Elementary and Secondary School Teachers)**

Students wanting to upgrade their certification may apply as special students (see above). In addition to the Application for Admission, students in this category should submit a copy of their state certification. No other documents or records are required unless the student intends to earn a second undergraduate degree.

Credit earned while attending as a non-degree candidate may be used toward a degree only after the student has applied for and been accepted into a degree program. An applicant denied admission to any degree category is not eligible for admission as a special non-degree student. The period of enrollment in these categories is limited either by time or by number of allowable credits.

## **III. ADMISSION TO OTHER PROGRAMS**

**ASCAP (Academic Support Center Advisement Program):** Refer to page 39.

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

**Off-Campus Courses:** Application must be made through the Office of Admissions and all usual requirements for admission must be met. This includes applications for the programs at the **University Center of Greenville**. (See page 54 for details on Lander's University Center programs.)

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

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

## **IV. INTERNATIONAL STUDENTS**

Lander University welcomes the applications of qualified students who are not citizens of the United States. Such students may be admitted to Lander under the following regulations in addition to the general admission requirements which must be fulfilled by all applicants:

- 1) An Application for Undergraduate or Graduate Admission;
- 2) Official school records (transcripts, diplomas or certificates of study), in original language and also officially certified English translations. Students wishing to transfer college level credit will need to have a "course by course" evaluation done by a Credential Evaluation Service that is certified by the National Council on the Evaluation of Foreign Education Credentials (CEC). Contact the International Admissions Officer for a listing of potential translation services. Costs associated with using these services are the responsibility of the student;
- 3) TOEFL (Test of English as a Foreign Language) score. The score on the TOEFL should be a minimum 550 paper-based or a minimum 213 computer-based. This test is not required of students whose native language is English or those who have a degree from an American university. In the case of the latter, the SAT or ACT may be required. TOEFL's institutional code for Lander is 5363; and
- 4) An affidavit of support indicating the source of funds being made available to the student to cover all educational and living expenses while enrolled at Lander. This affidavit must indicate the amount of money being provided and the length of time



the funds will be made available. If sponsorship is through an organization or government agency, the Office of Admissions should be notified directly by the sponsor of the terms of scholarship support. In all cases, the students will be responsible for paying their fees at registration.

The Director of Admissions reserves the right to request other information which may be necessary to evaluate the application.

All credentials for international students must be submitted at least *six months* prior to the expected term of enrollment. Applications arriving after the deadline will be considered for the next term.

A Certificate of Eligibility (Form I-20A-B) is issued to those applicants who meet all requirements for admission to a full-time degree program. Holders of non-immigrant student (F-1) visas must enroll as full-time students with a minimum course load of 12 semester hours of credit. Further information is available from the International Admissions Officer in the Office of Admissions.

Health and Accident Insurance: **All** international students and their dependents residing in the United States must participate in the student insurance program (approximately \$912 per year). Information concerning the limits and benefits of this insurance can be obtained from the Office of Student Affairs. A \$150 health service fee is also required for the student for each term of enrollment.

## V. SENIOR CITIZENS

Section 59-111-320 of the *Code of Laws of South Carolina, 1976*, as amended, authorizes state-supported colleges, universities and technical schools to permit South Carolina residents at least 60 years of age to attend classes on a space-available basis without payment of tuition, provided the applicant meets admission requirements and other standards of the institution.

## VI. ACADEMIC RENEWAL

Academic renewal provides an opportunity to former students with poor academic records to resume their studies without the burden of the previous grade point average (GPA). Former students who have not attended Lander for at least three years and who have a cumulative grade point average (GPA) below a 2.0 may wish to consider applying for Academic Renewal.

Students seeking academic renewal must complete an Application for Admission the semester prior to enrollment, be admitted to the University, enroll and then complete the Academic Renewal form after the first day of classes and before the last day of classes for the first term of study following the absence of three or more years. Students approved for Academic Renewal will be placed on academic probation but have the benefit of resuming their studies at Lander with a GPA of zero. Academic Renewal may be granted only once, is irreversible and disqualifies the student for graduation with honors. Refer to page 42 for details on how Academic Renewal is applied to the student's record.

## VII. ADVANCED PLACEMENT

Students who wish to begin their academic study at a level appropriate to their experience may wish to seek advanced placement and/or credit by one or a combination of means. For details, see page 34.

## IX. IMMUNIZATION POLICY

Before registering for courses on the Lander University campus in Greenwood, each newly-entering student must provide documentation to Student Health Services of having taken a tuberculin skin test (PPD) within the 12-month period immediately prior to registering for classes at Lander University. Such proof must be shown on the Lander form provided or by written documentation from a medical doctor or health clinic.

All students taking any classes and born after December 31, 1956, must provide proof of two doses of immunization against measles, mumps, and rubella. *Students will not be allowed to preregister or register without filing, with the Health Services Office, a completed immunization form or a copy of an official immunization record signed by a physician.* Questions regarding this policy may be directed to the Health Services Office located at 223 Crews Street, (864) 388-8885 or fax to (864) 388-8085.

As of January 1, 2006, before registering for classes offered by Lander University, each student must provide documentation to Student Health Services of having taken

- two doses of immunization against measles, mumps and rubella (MMR) -- for students born after December 31, 1956,
- *International Students only:* a tuberculin skin test (PPD) within the 12-month period immediately prior to registering for classes.

## **X. STUDENTS WITH DISABILITIES POLICY**

Lander University recognizes its responsibility to assist academically qualified students with disabilities to achieve their academic goals. To this end, Lander University has made, and will continue to make, every effort to ensure that its physical facilities are accessible to students with disabilities. Elevators and lift devices, reserved parking spaces, properly equipped restrooms, and ramps are available.

In addition to removing physical barriers, Lander University is committed to ensuring equal access to academic and nonacademic programs. While Lander University will neither lower its academic standards nor alter degree requirements, it will make appropriate academic adjustments and reasonable modifications to policies and practices to allow the full participation of students with disabilities in the same programs and activities available to nondisabled students. The modifications do not give disabled students a competitive edge but rather eliminate competitive disadvantages, as required by the Rehabilitation Act of 1973 and the American Disabilities Act of 1990.

### **Services for Disabled Students**

Lander University is committed to making programs and activities available to qualified students with disabilities. The advisor to disabled students coordinates services for students with disabilities, assists disabled students in determining reasonable accommodations on the basis of disability, and acts as a liaison between students and faculty/administration on concerns relating to appropriate accommodations for disabled students. The advisor is also available to meet with prospective students to discuss services available at Lander University.

### **Services Available**

Reasonable accommodations are available for physically and learning disabled students. Documentation of disability is required. The following services are provided to the groups of disabled students listed below.

### **Learning Disabled**

The University attempts to make reasonable accommodations for students with learning disabilities to help equalize their chance for success. The following are examples of accommodations typically granted to students with learning disabilities:

- Extended time for examinations
- Use of tape recorder in classroom
- Extended time for in-class or short-term writing assignments

The types of accommodations a student is eligible to receive on the basis of a learning disability are determined on a case-by-case basis by the student and the advisor, based on the information contained in appropriate documentation (preferably, up-to-date psychoeducational evaluation not more than three-years old) which the student is responsible for providing. A "Faculty Contact Sheet" is developed for student to present or have sent to each professor at the outset of a semester to inform professors of the accommodation(s) the students may require. It is also necessary that the student and/or the advisor discuss with each professor how the student will receive the accommodation(s).

Although the University is committed to providing academic accommodations to learning disabled students, there is no specific program for learning disabled students at the University. Learning disabled students may find, however, that the support services available to the general student population are also useful to them. Tutorial Services, the Writing Center, the Mathematics and Peer Tutoring Laboratories, Career Services, and the Counseling Center are some of the support services learning disabled students may find to be particularly helpful.

### **Visually Impaired**

Services available for visually impaired students include:

- Arrangements for taped books
- Arrangements for oral examinations
- Provision of readers for examinations
- Priority registration

It is the student's responsibility to inform the advisor of any need for services in adequate time to allow for their arrangement.

Visually impaired students may wish to contact the advisor to arrange for a tour of the campus, including building locations, classroom locations, and pathways.



## Physically Disabled

Services available to students with physical disabilities include:

- Assistance in locating attendants  
(It is the student's responsibility to pay for attendant care.)
- Campus tours to determine the most accessible routes
- Priority registration
- Assistance in obtaining a handicapped parking permit

The majority of the campus is accessible to the physically disabled. The advisor should be consulted about accessible locations and help to arrange for changes if a class is scheduled in an inaccessible location.

When a disabled student strongly feels that reasonable accommodations have not been made, that student should seek resolution within the administrative channels for the area in which accommodation is in question. If a satisfactory outcome is not attained, the disabled student may request a hearing of the matter by a duly-appointed *ad hoc* committee chaired by the University Equal Opportunity Officer. At least half of the membership of this *ad hoc* committee will be drawn from the Advisory Committee on the Disabled. The committee's recommendations shall be made to the President of the University, who will make the final decision.

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

### For Further Information

Students needing more information should contact Mr. Harrison in the Academic Support Center at the address below. If there is a need for special assistance, it is the student's responsibility to inform the advisor in sufficient time to allow for the arrangement of services. Prospective students should feel free to contact the advisor to discuss services available at the University. Inquiries should be directed to:

Mr. Lafayette Harrison, Advisor  
Academic Support Center, Lander University Box 6041  
Greenwood, SC 29649  
(864) 388-8814  
E-mail: [lharrison@lander.edu](mailto:lharrison@lander.edu)

## HOUSING ACCOMMODATION REQUESTS BY STUDENTS WITH A DISABILITY

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

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

Department of Housing and Residence Life  
CPO Box 6019  
320 Stanley Avenue  
Greenwood, SC 29649  
864.388.8266

Office of Student Disability Services  
Lander University, Carnell Learning Center, Room 345  
Greenwood, SC 29649

# Fees and Expenses

## BASIC EXPENSES (Full-Time Students)

*Current tuition and fees may be accessed on-line at [http://www.lander.edu/business\\_office](http://www.lander.edu/business_office)*

Basic expenses include an activities fee to cover the Student Government Association programs, student publications, intramural programs, and admission to athletic events.

Basic expenses for a residential student cover University fees, room and board, and health service. Students living in the residence halls are required to participate in either the 15-meal or 21-meal plan. Special diets must be approved in advance by the Vice President for Student Affairs.

## PART-TIME STUDENTS

Any student enrolled for less than 12 semester hours is classified as a part-time student.

## LEGAL RESIDENT DEFINED

For fee purposes, State law defines South Carolina residents as “persons who have been domiciled in South Carolina for a period of no less than 12 months with an intention of making a permanent home therein.”

Further, “independent persons who reside in, and have been domiciled in South Carolina for fewer than 12 months but who have full-time employment in the State, and their dependents, may be considered eligible for in-state rates for as long as such independent person is employed on a full-time basis in the State.”

Students who have any questions about residence for the purpose of determining fees should consult with the Director of Admissions.

## OTHER FEES AND EXPENSES\*

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

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

**Applied Music Fees**--Students majoring or minoring in music will pay \$40.00 per course per semester (10–12 hours of *private* instruction) plus normal fees. Music students taking Applied Music who are taking Applied Music as an elective will pay a fee of \$130/semester plus normal fees. Applied Music instruction in guitar is assessed at \$180/semester plus normal fees.

**Audit**--Current audit fees may be accessed on-line at [http://www.lander.edu/business\\_office](http://www.lander.edu/business_office).

**EXPO Orientation Fee**--A \$75.00 orientation fee must be paid by first-time freshmen students. This fee does not apply to the basic expenses.

**Foreign Students**--Foreign students are required to pay the \$180 per year Health Service Fee whether or not they live in on-campus housing. They are also required to purchase the student medical insurance coverage offered through an outside company.

**Graduation**--Candidates for bachelors degrees are charged a non-refundable fee of \$40.00 to cover cost of diploma, cap and gown. Master's degree candidates are charged a non-refundable fee of \$50.00 to cover the cost of diploma, cap and gown, and hood. A student who orders a diploma and does not graduate on the anticipated date will be charged a fee of \$25.00 for a second diploma.

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

**Nursing Special Expenses**--Special expenses for nursing students are approximately \$500. For more detail, see page 181.

**Returned Checks**--A charge of \$25.00 will be made for any check returned by the bank.

**Room Confirmation Fee**--A boarding student is required to remit a room confirmation fee of \$100 by April 15 of each year for fall semester. This amount will be deducted from the student's room and board fee. It is non-refundable after July 31.

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

**Safety and Security Fee** – A \$35 will be assessed to all students during the Fall and Spring semesters. This fee will be used specifically for creating a safe and secure campus.

**Senior Citizens**--Senior citizens may register for classes only *after* regular registration times on a space available basis with free tuition. See page 21.

**Single Room**--A student who requests single occupancy in a double room will be charged an additional fee equal to one-half the semester rate for the residence hall in which he/she lives. Single occupancy will be allowed when space is available.

**Textbooks**--A student must pay for books when purchased. The cost of books varies depending on the courses taken. The student should allow at least \$600.00 per year for textbooks.

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

**Vehicle Registration Fee**--Parking on the Lander campus is limited to those vehicles displaying a valid Lander University parking decal. To obtain a parking decal, students must register vehicles with the campus University Police Department. The fee for vehicle registration is \$30.00 per semester or \$50.00 per academic year. Vehicle registrations must be updated in August of each year.

*\*All fees are subject to change. Please visit the website for the most current information [http://www.lander.edu/business\\_office](http://www.lander.edu/business_office).*

## REFUND POLICY

When a student leaves the University before the end of a fall or spring semester, voluntarily or through dismissal, University fees will be refunded as follows. (Lander students receiving Federal Stafford Loans, Federal Stafford Plus Loans, Federal Perkins Loans, Pell Grants or Federal SEOG Grants are governed by a federally mandated pro-rata Return of Title IV Fund regulation if they withdraw prior to completing 60% of the term. See current bulletin.)

<b>When the Student Withdraws:</b>	<b>Portion of Basic Expenses Refunded</b>
one week after classes begin	100%
before expiration of 12% of the semester	90%
before expiration of 25% of the semester	50%
before expiration of 50% of the semester	25%

The date on which a student files written notice of withdrawal with the Office of the Registrar is the date used in determining refunds.

*\*Conditions for refunds of room and board and breakage deposits are listed on Residence Hall Contract.*

*\*Conditions for refunds to students whose tuition and fees are paid by certain types of financial aid are set forth on page 28 of this catalog.*

No refunds or reductions of basic charges will be made due to a change in status (e.g., from full-time student to part-time student) later than one week after the beginning of classes each fall or spring semester. No refunds will be made to part-time students for reduction of hours carried later than one week after the beginning of the fall or spring semester. (For amount of refund during the one week period, refer to Withdrawal/Refund schedule above.) Refunds for the summer sessions may be accessed at [http://www.lander.edu/business\\_office](http://www.lander.edu/business_office).

No reductions from any charge are made for holidays or for absence from the University. A boarding student will pay full charges for meals, regardless of the number of meals taken in the dining hall.

*In order to receive academic credits, grade reports, transcript of record or degree, a student's indebtedness to the University must be settled, and the student must account satisfactorily for all property entrusted to the student's care.*

*It is further the policy of the University that any outstanding balance due to the University after the student ceases to be enrolled is subject to referral for collection. The student will be responsible for all attorney's fees and other reasonable collection costs and charges necessary for the collection of this debt.*

# FINANCIAL AID

## TYPES OF AID

Lander University uses the Free Application for Federal Student Aid (FAFSA) to award all federal and state sponsored financial aid programs, which include grants, work-study, student loans and parental loans. No additional institutional application is necessary; however, the Office of Financial Aid may require supplementary information during the awarding process. Students are encouraged to respond to all requests for information in a timely manner. The FAFSA form must be completed for each academic year that aid is requested. The Office of Financial Assistance awards aid upon receipt of the results of the FAFSA throughout the academic year. However, FAFSA results received by the priority deadline of April 15<sup>th</sup> preceding the fall term are guaranteed consideration for all aid programs. Students are encouraged to file the FAFSA by March 1 in order to meet the priority deadline.

Scholarships and grants are gift aid and do not require repayment. Work programs allow the student to work part-time to earn income to supplement expenses. Loans must be repaid, but students are not required to do so until six months after they drop below half-time or cease to be enrolled. In order to qualify for federal funds, a student must meet the eligibility criteria listed on the Free Application for Federal Student Aid (FAFSA). In addition, students must be enrolled at least half-time for most programs. The FAFSA can be obtained from any high school guidance counselor or on the Internet at <http://www.fafsa.ed.gov>. A brief description of the federal programs can be found in the FAFSA. A more detailed description is available in *Funding Education Beyond High School: The Guide to Federal Student Aid* published by the U.S. Department of Education, which can be accessed through the Internet at <http://www.ed.gov/students> or requested by contacting the Federal Student Aid Information Center at 1-800-433-3243.

## SATISFACTORY ACADEMIC PROGRESS

In addition to maintaining all general federal aid requirements, students receiving all federal funds and most state funds must maintain satisfactory academic progress in order to receive these funds. The programs at Lander University include, but are not limited to:

1. Federal Pell Grant
2. Federal Carl Perkins Loan
3. Federal Supplemental Educational Opportunity Grant (SEOG)
4. Federal Scholarship for Disadvantaged Students
5. Federal Work-Study
6. Federal Stafford Loan
7. Federal Parental Loan to Undergraduate Students (PLUS)
8. S.C. Need-Based Grant
9. S.C. Teachers Loan Program

In order to maintain satisfactory progress and continue to receive assistance, a student must meet the criteria in three distinct areas:

### 1. Quantitative Evaluation

The quantitative evaluation requires that all students earn a minimum percentage of attempted hours\*. The percentage of earned hours is calculated by dividing the number of earned hours by the number of attempted hours. (Earned ÷ Attempted = Ratio). The standard is set so that students may reasonably complete the degree within the required time frame. The minimum standards are outlined below:

Student Level	Required Ratio
Undergraduate Level	67%
Graduate Level	67%

**\*Attempted hours include Pass/Fail courses, withdrawals, repeated courses, and failed courses. Summer hours are included. Transfer hours and hours for which a student did not receive financial aid are counted. Courses which are dropped during the regular Drop/Add periods and which are not reflected on the academic transcript are not counted.**

## 2. Qualitative Evaluation

The qualitative evaluation requires that students maintain the minimum acceptable level of academic achievement outlined in the Lander University catalogue. The current minimum acceptable level of academic achievement is provided below.

Cumulative Hours Earned	Minimum Cumulative Grade Point Average Required
0-29	1.700
30-59	1.900
60-	2.000
Graduate	2.000

## 3. Time Frame Evaluation

The time frame evaluation limits the length of time that undergraduate students can receive federal and state funding to complete degree requirements. An undergraduate student cannot be eligible for federal or state aid after **attempting** more than 187 hours. This standard applies to all undergraduate degree candidates, including second-degree students. See #1 above for a definition of hours counted as attempted hours. Graduate students must complete all degree/graduation requirements within six (6) years of the first date of graduate enrollment. Undergraduate students who are enrolled in a program of study requiring more than 125 hours for completion of the degree may appeal for an extension of the time frame.

### Appeals to Satisfactory Academic Progress Decisions

All students who are denied aid due to failure to maintain Satisfactory Academic Progress may appeal in writing to the Office of Financial Aid. Completed appeal forms must be received by the date specified in the notification to the student. If the Office of Financial Aid determines that mitigating circumstances prevented a student from maintaining Satisfactory Academic Progress, the student may be allowed to continue eligibility for a specified length of time, usually one year, before re-evaluation.

### Student Academic Success Program Participation Extension

Students who met ALL of the following requirements during the warning year may appeal to receive one additional probationary year of aid:

- Successfully completed all the requirements of the Student Academic Success Program; AND
- Earned at least a 2.0 GPA in each term of enrollment; AND
- Earned at least 12 hours per term if enrolled full-time (or all attempted hours if enrolled less than full-time but at least half-time)AND
- Submit a written appeal to the Office of Financial Aid by the specified date.
- Students who are enrolled in a program that requires more than 125 hours to complete the degree may appeal to receive an extended time frame. The extended time frame may vary depending upon the program, but will not exceed 150% of the program length as published in the catalogue or documented by the department chair.

### Satisfactory Academic Progress Evaluation Procedure

Evaluation is conducted early in the summer of each academic year. Satisfactory Academic Progress evaluations must take into consideration ALL periods of enrollment, including periods in which the student did not receive financial aid. Students who do not meet the criteria at the end of an academic year will be allowed to continue receiving aid on a probationary status (warning) during the next consecutive academic year to make up deficits. During the warning year, students are strongly encouraged to participate in the Student Academic Success Program (SASP.) Students who fail to meet the Satisfactory Academic Progress standards after the warning year are not eligible for federal aid until such time as they meet the standards (with the above noted exception for SASP participation). Students who fail to meet the Satisfactory Academic Progress standards will be notified by the Office of Financial Aid. Information on the appeals process will be included with the notification.

Evaluation for the Time Frame criteria will be conducted during each summer and at the end of the Drop/Add period during each major semester. During the evaluation at the end of the Drop/Add period, the attempted hours for the current semester will be included in the cumulative attempted hours. Students will be notified if they are not eligible to receive funds in future terms or warned if they are approaching the time frame limits.

## **ADJUSTMENTS TO AID**

Lander University reserves the right to adjust any aid awarded based on verification of eligibility or enrollment status. Further, at any time that new, corrected, or additional information becomes available, Lander University reserves the right to review any aid for accuracy and eligibility and to make adjustments as necessary.

## **INSTALLMENT PAYMENT PLAN**

The University offers a semester installment payment plan that divides the charges for tuition, fees, room, and board into three equal installments each semester. The installment plan is not available for summer terms. Information on this plan is available from the Business Office.

## **MAIL AND E-MAIL**

The Office of Financial Aid uses the official Lander e-mail address for communications with students about awards, requirements, and most other aid-related issues. On occasion, letters may be sent to the address of record. Students are responsible for checking their Lander e-mail regularly (at least once per week) and maintaining their e-mail accounts and mailing addresses consistent with University policy. Failure to receive an e-mail or a mailing sent by the Office of Financial Aid is the responsibility of the student and will not be construed as the responsibility of the Office of Financial Aid.

## **RETURN OF TITLE IV FUNDS**

Federal regulations require each educational institution to have a written policy for the refund and repayment of federal aid received by students who withdraw during a term for which payment has been received. This policy is effective only if the student completely terminates enrollment (i.e. cancels his/her registration, withdraws, or is dismissed) or stops attending classes before completing more than 60 percent of the enrollment period. All returned funds will be distributed back to the aid programs in the order prescribed by law. The amount of refunded fees for students who withdraw will be calculated based on the percentage of the aid earned before separation as outlined in federal law. Students who may be eligible for post-withdrawal disbursements will be notified in writing. Students may contact the Business Office for details.

## **STUDENT WORK PROGRAMS**

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

## **SUMMER SCHOOL AID**

Aid for summer school is based on unused eligibility from the academic year immediately preceding summer enrollment. Students who wish to be considered for summer aid must have a current FAFSA on file and must complete a separate, one-page application in the Office of Financial Aid between March 1 and April 1, annually. Students should plan in advance to reserve aid eligibility if they know they must attend summer school. Most summer aid eligibility requires enrollment in at least six (6) hours over the course of the summer. Students are not eligible to receive aid for enrollment at another institution (limited exceptions for study-abroad apply).

## **SCHOLARSHIPS**

All institutional awards are subject to available funding.

## **SCHOLARSHIP ELIGIBILITY POLICY**

All scholarship awards require full-time enrollment at Lander University unless otherwise specifically stated in the terms of the awards contract. Students may not receive scholarships for semesters in which they are enrolled less than full-time, nor will semesters of ineligibility be extended to the end of the academic career. Scholarships apply to the academic year only, exclusive of summer school, except where otherwise stated. Students may never receive any combination of scholarships, financial aid, and other awards that exceeds the total cost of attendance for the academic year. Students must remain in good standing with the Lander Honor Code, as outlined in the *Student Handbook*.

## **SCHOLARSHIP RENEWAL POLICY**

There are certain standards for renewal of Lander scholarships. Recipients must complete 24 semester hours each academic year, excluding Summer School, unless otherwise specifically stated in the terms of the awards contract. Recipients of all scholarships must maintain a cumulative GPA of 3.0, unless otherwise specifically stated in the terms of the awards contract. If a scholarship is renewable and the student maintains the required academic standards, the scholarship will be renewed automatically. Renewals are made in the summer of each year for the upcoming year. Students who fail to meet the renewal requirements will be granted the



opportunity to appeal in writing. Scholarships are awarded for up to, but never exceeding, four years from the initial term of college enrollment. Academic Divisions may disclose separate renewal criteria for Divisional scholarships in the written scholarship contract.

## **STATE SCHOLARSHIPS AND GRANTS**

### **SOUTH CAROLINA NEED-BASED GRANT**

In addition to the federal Title IV funds listed above, Lander University administers the South Carolina Need-Based Grant to worthy and needy South Carolina students. Need is determined by the results of the FAFSA application and funding is limited. Students whose FAFSA results are received by the priority deadline of April 15<sup>th</sup>, annually, and who demonstrate significant financial need are automatically considered for awards in this program. Renewal of the Need-Based Grant is dependent upon early application, earning 24 hours each academic year (excluding summer classes), maintaining a 2.0 cumulative GPA. Recipients will be required to complete an affidavit of eligibility each year.

### **SOUTH CAROLINA LIFE SCHOLARSHIP**

The South Carolina LIFE Scholarship may provide up to \$5,000 per year at four-year schools, subject to state funding. Lander University Office of Financial Aid annually identifies eligible students. Each year, students are sent written notification and are required to complete an affidavit of eligibility. For S.C. LIFE Scholarship eligibility requirements, go to the South Carolina Commission on Higher Education website at [http://www.che.sc.gov/New\\_Web/GoingToCollege/LIFE\\_Hm.htm](http://www.che.sc.gov/New_Web/GoingToCollege/LIFE_Hm.htm)

### **SOUTH CAROLINA HOPE SCHOLARSHIP**

The South Carolina HOPE Scholarship may provide up to \$2,650 for freshmen students who are not eligible for the LIFE Scholarship, subject to state funding. Lander University Office of Financial Aid annually identifies eligible students. Each year, students are sent written notification and are required to complete an affidavit of eligibility. For S.C. HOPE Scholarship eligibility requirements, go to the South Carolina Commission on Higher Education website at [http://www.che.sc.gov/New\\_Web/GoingToCollege/HOPE\\_Hm.htm](http://www.che.sc.gov/New_Web/GoingToCollege/HOPE_Hm.htm)

### **SOUTH CAROLINA PALMETTO FELLOWS SCHOLARSHIPS**

The S.C. Palmetto Fellows Scholarships provides up to \$6,700 per year at four-year schools. The Palmetto Fellows Scholarship is a merit-based program awarded by the South Carolina Commission on Higher Education through an application process coordinated by high school guidance counselors. Additional information is available through any S.C. high school guidance counselor and on the South Carolina Commission on Higher Education website at [http://www.che.sc.gov/New\\_Web/GoingToCollege/PF\\_Hm.htm](http://www.che.sc.gov/New_Web/GoingToCollege/PF_Hm.htm)

### **SOUTH CAROLINA TEACHING FELLOWS PROGRAM**

The Teaching Fellows program is available to high school seniors who are legal residents of South Carolina, have a minimum SAT equaling at least the statewide average for the year, and rank in the top quarter of their class. The program provides up to \$5700 for tuition and board and \$300 for summer enrichment programs. Teaching Fellows agree to teach in South Carolina one year for every year that they received the fellowship. Applications must be made to the South Carolina Center for Educator Recruitment, Retention, and Advancement (CERRA). Contact the high school guidance counselor for application information.

### **SOUTH CAROLINA TEACHERS LOAN PROGRAM**

The Teachers Loan and Career Changers Loan programs are available to legal residents of South Carolina who are pursuing degrees in education and meet certain criteria. Applications are available in the Office of Financial Aid in mid-February each year. Teachers Loans can be deferred and forgiven for certain kinds of critical needs teaching service after graduation. Additional details are available at <http://www.scstudentloan.org/wp154.aspx>

# Student Life

The Division of Student Affairs provides a well-balanced program of cocurricular activities and encourages student participation in these and other aspects of University life. As members of the University community, students through the Student Government Association, registered student organizations, intramurals, and athletics have opportunities to gain valuable practical experience in leadership and human relations skills which can enrich their lives far beyond their college years. Activities include student publications, dances, various forms of entertainment, and lectures. In addition, there are seven honorary societies on the Lander campus: Alpha Chi, Phi Alpha Theta, Alpha Psi Omega, Blue Key Honor Society, Kappa Delta Pi, Pi Sigma Alpha, and Sigma Tau Delta.

The *EXPO* summer orientation program helps new students become acquainted with the Lander campus. Emphasis is placed on student services information, cocurricular opportunities, and meeting other students, and staff.

In an effort to offer opportunities for personal enrichment to the Lander community, Lander sponsors a variety of programs, formal and informal, through which students may broaden their educational experience. In addition, academic departments sponsor visits by poets, lecturers, and musicians who mingle informally with students as well as share their talents freely from the lectern or concert stage.

Student-faculty interaction is encouraged through field trips, cultural offerings, annual Lander outdoor events, and other cocurricular activities. In addition, students are also encouraged to participate in a comprehensive, high quality intramural athletic program.

**The Lander President's Leadership Program (LPLP)** is a unique, two-semester intensive leadership development program for incoming freshmen who apply and are selected for participation. Thirty places are available in LPLP and each participant earns a \$300 scholarship and academic credit during the freshman year. The LPLP class meets twice per week in the fall and spring semesters.

The program emphasizes developmental participatory learning, and focuses on the tools of leadership (for example, communication skills, decision-making, problem-solving, goal-setting, time management); the structure and leadership personalities of Lander; applied leadership problems in real-life student leadership roles; and how to become effectively involved at Lander. The LPLP Program is under the direction of the Office of Student Affairs.

**The Student Government Association (SGA)** consists of five executive officers and 15 senators elected annually by the student body and serves as a voice for Lander students.

**The University Program Council** sponsors dances, concerts, movies, comedy groups, and other programs on the lighter side for Lander University students and their guests.

**The Student Publications Board** oversees student publication of *The Forum*, the student newspaper; and *Review*, a literary magazine which publishes entries judged the best in art work, poetry, short stories, essays and photography. University publications include the *Lander Magazine* and the *Weekly Bulletin*, a campus newsletter (both from the University Relations Office).

**The Intercollegiate Athletics** program allows students/athletes an opportunity to support teams in ten varsity sports: women's basketball, cross country, soccer, softball, volleyball and men's tennis, basketball, soccer, golf, and baseball. The philosophy of athletics at the University affirms that participants in the program are first of all students and secondarily, athletes.

**Lander University Student Health Services**, is located in Genesis Hall. These services are funded by and serve resident hall students and commuter students who elect to pay the student health services fee. The office hours are from 8:00 a.m. until 4:00 p.m. Monday through Thursday (until 1:30 p.m. on Friday) during the fall and spring and from 8:00 a.m. until 12:00 p.m. during the summer (May 15-August 15). Student Health Services are staffed by registered nurses, and a group of local physicians who treat students upon referral. In an emergency during the day or after office hours, students may choose to be treated at the Express Care Clinic or the Emergency Room at Self Regional Health Care. Such treatment is at the student's expense.

**Lander Counseling Services** offices are located on the third floor of Grier Student Center. Professional counseling assistance is available at no cost to students in matters such as personal and family problems, substance abuse, low morale, sub-par academic performance, test anxiety, and relationship difficulties. Offices are open 8:30 a.m.-5:00 p.m. Monday through Friday, and students are seen with or without appointments.

**Veterans' Affairs** information is available from the Office of the Registrar or from [www.lander.edu/registrar](http://www.lander.edu/registrar).



**The Office of Multicultural Affairs** focuses on programs and activities that focus on diversity and that enhance the development of all Lander University students, assists Lander University in generating cultural activities and programs, assures that the University remains sensitive to multicultural issues, and serves as an integral member of the Student Affairs staff in providing general assistance to any Lander student.

**The Office of Career Services** works with students in developing and implementing career plans. Individual career counseling and testing is conducted by this office. Career Development, a one semester hour credit course, is designed to prepare students with the skills and perspectives necessary to enter the job market. Students interested in part-time off-campus jobs are encouraged to review Lander's online job board at [www.lander.edu/student\\_affairs/career](http://www.lander.edu/student_affairs/career). Many online resources are available to students including information on career exploration, internships, graduate school, resumes, and interviewing.

A Cooperative Education Program allows students to combine academic instruction with paid work experience both on and off campus. Those students wishing to receive academic credit may register for one or two credit hours per semester (a total of six semester hours is available). Students participating in the Cooperative Education must have completed a minimum of 30 semester hours with a minimum 2.25 GPA. Participation depends on job availability.

Graduating seniors are strongly encouraged to make an appointment with Career Services and participate in elective, brief seminars focused on resume preparation and job interview skills.

# Academic Regulations and Procedures

All the students are responsible for knowing and observing the academic requirements and regulations of the University which are set forth in this section of the catalog. They are also advised to be familiar with related portions of the catalog, especially the *Courses of Study* section, and for knowing that academic policies in effect are always those stated in the current catalog.

Some academic procedures, as well as general regulations and information, appear in the *Student Handbook* which is published annually and issued each fall. The Registrar's Office website also contains academic information and certain reminders often appear in the student newspaper and the *Weekly Bulletin*. Students are expected to be familiar with all of this information.

## E-MAIL COMMUNICATIONS

All students are issued an official Lander University email account when they enroll. **The student email account is the official email address to which the University will send electronic communications.** This official address will be recorded in the University's electronic directories and records for the student. For these reasons, **all students** are required to use, and maintain their university-provided email accounts. Information Technology Services will perform the account creation without any action necessary by the student.

## ACADEMIC HONOR CODE

In order to maintain a high standard of academic excellence, Lander University supports an academic honor code for which both faculty and students are responsible. By subscribing to this code, the University is affirming its trust in the ability of the student to be self-disciplined, responsible, and honorable in the pursuit of academic goals. The complete text of the code is presented in the *Student Handbook* provided each student and the *Faculty Handbook*. It is also available in the Offices of Academic Affairs and Student Affairs.

## ENGLISH FLUENCY IN HIGHER EDUCATION

South Carolina's English Fluency in Higher Education Act requires that each public institution provides assurance that there exists an adequate procedure for students to report grievances concerning the inability of instructors to be understood in their spoken or written English.

Through the offices of deans, department chairs, and the Vice President for Academic Affairs and through the university's **Grade Appeal Process** (as described in the *Student Handbook*), students are provided both formal and informal procedures for any student to report grievances related to an instructor's ability to be understood in spoken or written English. Further, the vice presidents for academic and student affairs are required to monitor and report to the South Carolina Commission on Higher Education all grievances filed by students because of alleged instructor inadequacies in spoken or written English.

A copy of the Act is maintained in the Office of Academic Affairs and is available for review during regular office hours.

## FACULTY ACADEMIC ADVISORS

To assist students, Lander University has established a program of departmental academic counseling wherein the student is assigned to a faculty member who serves as the academic advisor. The academic advisor will help plan the student's academic program, keep a record of the progress, and be available to answer questions.

In addition to the faculty academic advisor, the student may obtain help from the dean or chair of the department of the major or from the Academic Advising Center. Other counseling needs are met through the Counseling Office. ASCAP (Academic Support Center Advising Program) students will be advised by Academic Support Center personnel.

## ACADEMIC ADVISING CENTER

In recognition of the diversity of its students and their needs, the University provides services to those who wish to delay declaring an academic major, and those who wish to take courses but not necessarily to pursue degrees. Students talk with specially-trained faculty and staff to learn more about the University's and other institutions' degree programs, including how to go about declaring a major.

Students who wish to take a course at Lander while pursuing a degree at another institution must be advised at the Center.

**Freshmen Academic Orientation Week** provides academic advising, instruction and experiences that will assist first-time freshmen students in making an academically and socially successful transition into the Lander University community. Held the week before classes begin, the program is designed to equip students with the skills and sensitivities needed not only to matriculate with confidence and success but also to graduate within a reasonable span of time. To enhance their chances for success, students will be given the opportunity to confidence and success but also to graduate within a reasonable span of time.

To enhance their chances for success, students will be given the opportunity to

1. Develop the intellectual habits and personal management skills to compete and to succeed in university-level coursework;
2. Acquire a comprehensive orientation to university personnel, facilities and other resources.; and
3. Interact with faculty members and student peers from their major or prospective major.

First-time freshmen who begin their studies at Lander in the fall semester are required to participate in the week-long program prior to their first fall semester.

The Academic Advising Center, located on the first floor of the Learning Center, is open Monday through Friday. The telephone number of the Center is (864) 388-8426.

## PLACEMENT TESTS CRITERIA

All degree-seeking freshmen and transfer students must either take placement tests in mathematics or exempt based on SAT/ACT scores or transfer credit. Retests in math may be taken only once. All entering students who do not have 101 and 102 college-level foreign language credit must either earn 101 and 102 foreign language credit or successfully challenge this placement via the Foreign Language Challenge Exam. (see Foreign Language below),

### ENGLISH

All students will be placed into English 101 unless any of the following apply:

- Students have at least 680 Verbal SAT or at least 30 ACT English. These students may take the validation essay to attempt to earn credit for ENGL 101 and placement into ENGL 102.
- Transfer students who have credit for ENGL 101 will be placed into the next required English course. Students must seek advice from their advisor.

Please note that students with less than 400 Verbal SAT or less than 15 ACT English should consider enrolling in a developmental English course at a local community or technical college prior to enrolling at Lander.

### MATHEMATICS

All students must take the Math Placement Exam unless any of the following apply:

- Students who have at least a 520 Math SAT or at least 22 ACT Math. These students enroll in the first level math required for their major. Please note, if their majors are math, computer science, chemistry, or dual engineering, students must take the pre-calculus exam.
- Transfer students who transfer in credit for a course listed as equivalent to a Lander University mathematics course are exempt from taking the Math Placement Exam. Please note, students whose program requires one or more additional courses in mathematics are strongly advised to take the Math Placement Exam prior to enrolling in a mathematics course at Lander University.

### FOREIGN LANGUAGE

To complete the six-hour General Education foreign language requirement at Lander, all students will take 101 and 102 in the language of their choice. However, students may take the Foreign Language Challenge Examination to exempt one or both semesters (3 or 6 hours) of the General Education foreign language requirement. Students will not receive foreign language credit hours through this examination but may exempt one or both semesters (3 or 6 hours) of the General Education foreign language requirement. A student who exempts three hours of the language requirement will place into foreign language 111\* (Spanish or French only) which is equivalent to 102. If a student earns a grade of “C” or better in the 111 course, he or she will receive 3 hours credit for 101 as well. Students can opt for 101, however, if they pass 111 with a “C” or better, they will receive credit for 101 as well.

A student who exempts six hours by demonstrating “proficiency” on the placement exam will satisfy the two-semester language requirement, but no credit hours will be given. A student scoring at a level of “proficiency” on the Foreign Language Challenge Exam **may choose to** enroll in 200-level foreign language coursework. A student who scores at a level of proficiency will take an additional six hours of electives to complete the total number of hours required for graduation. Foreign Language Challenge Exams are available in Spanish, French, Latin, and German.

As regards international students, students who graduated from a secondary school whose language of instruction was not English must confer with the chairperson of the English and Foreign Languages Department if they wish to take courses in foreign languages offered by Lander University. International students for whom English is not their native language are exempt from the General Education Foreign Language requirement.

Dates and times for the Foreign Language Challenge Exam can be found on the Instructional Services website: [http://www.lander.edu/library/instructional\\_services](http://www.lander.edu/library/instructional_services)

## **OTHER LANGUAGES**

Students who come to Lander with a background in foreign language other than Spanish, French, German, or Latin (such as Japanese) should contact the Director of Instructional Services (LC 340) for placement test availability. Otherwise, they may opt to enroll in SPAN 101 or FR 101.

## **TRANSFER STUDENTS**

- Students who transfer will be required to take six hours of foreign language (see general education requirements) or take the Foreign Language Challenge Exam in the foreign language that they had in high school.
- Students who transfer in SPAN 101 or FR 101 must enroll in the 102 class. No challenge exam is allowed.

## **Non-Traditional Students**

- Students who are 22 years old or older will be required to take six hours of foreign language (see general education requirements).

## **ESL STUDENTS:**

- Students for whom English is a second language are exempt from the foreign language general education requirement. The six hours must be made up as elective credit.

The Foreign Language Challenge Exam is available to everyone without current Foreign Language credit—see Director of Instructional Services, LC 340.

## **READMITTED STUDENTS**

No placement tests are required of readmitted students who have been away from the University as long as they have previously satisfied placement test requirements.

## **Second Degree and Special/Non-Degree Students**

Students seeking a second bachelor's degree are not required to take placement tests. Special/non-degree students are not required to take the placement tests but are encouraged to do so if they would be required to take them as degree-seeking students.

Special/non-degree seeking students cannot declare a major. They must reapply as a transfer, readmit, or freshman. Those categories are subject to the rules governing placement tests.

Placement testing criteria is described in more detail on the Web Site: [www.lander.edu/library/instructional\\_services/](http://www.lander.edu/library/instructional_services/) under Placement information.

## **ADVANCED STANDING**

Through the following advanced standing mechanisms, baccalaureate degree students may earn Lander University credit at a level appropriate to their experience. Students may not earn Lander credit for a similar course in which they are enrolled, or have audited, failed or passed nor for sequential courses or two semester courses if they have already taken one of the courses. International students may not earn foreign language credit in their native tongue. Students who do not pass a particular test are not permitted to repeat that test.

When credit is awarded, the student's record will reflect a grade of "P".

*No student will be permitted to acquire more than 30 semester hours of credit through advanced standing mechanisms except as stipulated under "Transfer Credit for Registered Nurses"*

## **1. ADVANCED PLACEMENT**

Academically talented high school seniors who plan to enter Lander University should confer with their principal or guidance counselor regarding the Advanced Placement Program administered by the College Board. Applicants who have taken college-level courses in secondary school and have scored three or higher on Advanced Placement examinations may be granted advance standing and college credit.

Examination	Lander Equivalent Course	Passing Score
Note: See course description(s) for credit		
American Government: Political Science	POLS 101	3
American History	HIST 111-112	3
Comparative Government: Political Science	POLS 203	3
Computer Science: Computer Science A	CIS 130	3
Computer Science AB	CIS 130	3
	CS 200 elective	3
English Language	ENGL 101-102	3
English Literature	ENGL 101-102	3
Environmental Science	BIOL 107	3
European History	HIST 102-103	3
French Language	FR 101-102	3
French Literature	FR 101-102	3
	FR 101-102-201	4
	FR 101-102-201, 205	5
General Biology	BIOL 111-112	3
General Chemistry	CHEM 111-112	3
German Language	GER 101-102	3
History of Art	ART 101	3
Human Geography	GEOG 103	3
Latin: Catullus-Horace	Elective Cr.	3*
	Elective Cr.	4 or 5**
Latin: Virgil	Elective Cr.	3*
	Elective Cr.	4 or 5**
Mathematics: Calculus AB	MATH 131	3
Mathematics: Calculus BC	MATH 131-132	3
Macroeconomics	ECON 201	3
Microeconomics	ECON 202	3
Music Listening and Literature	MUSI 101 or 201	3
Music Theory	MUSI 111-112- 113-114	3
Physics B	PHYS 201-202	3
Physics C: Mechanics	PHYS 211	3
Physics C: Electricity and Magnetism	PHYS 212	3
Psychology	PSYC 101	3
Spanish Language	SPAN 101-102	3
Spanish Literature	SPAN 101-102-211	4
	SPAN 101-102 211-212	5
Statistics	MATH 211	3
Studio Art: General	ART 103 or 104 or 105 or 106	3
Studio Art: Drawing	ART 103 or 104	3

\* Credit: 9 semester hours

\*\* Credit: 12 semester hours

Scores on tests taken during spring are generally received during the summer; nevertheless, students are encouraged to take placement tests during orientation.

Passing scores of Advanced Placement tests will be recorded and credit awarded upon their receipt, a procedure which will supersede placement based on institutional tests.

## 2. COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

CLEP is a national system of credit-by-examination. The program includes a variety of subject examinations which may substitute for specific Lander courses. Students must apply and pay a fee in Instructional Services, Carnell Learning Center 341, by check or money order, for each examination. Current fee information is available in Instructional Services. Students earning passing scores, as indicated below, will receive credit for the following courses:

Examination	Lander Equivalent Course	Passing Score
Note: See course description(s) for credit		
American Government	POLS 101	50
American History I	HIST 111	50
American History II	HIST 112	50
American Literature	ENGL 202	50
Business Law	BA 251	50
Calculus with Elementary Functions	MATH 131	50
College Algebra	MATH 111	50
College Composition*	ENGL 101	50
Educational Psychology	EDUC 240	50
English Literature	ENGL 201	50
French (Level 1)	FR 101-102	50
French (Level 2)	FR 101,102, 210,211	62
General Chemistry	CHEM 111-112	50
German (Level 1)	GER 101-102	50
German (Level 2)	GER 101,102, 201,202	63
Human Growth & Dev.	EDUC 221 or PSYC 203**	50
Information Systems and Computer Applications	CIS 101	50
Introductory Accounting	ACCT 201-202***	50
Principles of Macroeconomics	ECON 201	50
Principles of Microeconomics	ECON 202	50
Introductory Psychology	PSYC 101	50
Introductory Sociology	SOCI 101	50
Spanish (Level 1)	SPAN 101-102	50
Spanish (Level 2)	SPAN 101,102, 211,212	66
Trigonometry	MATH 112	50
Western Civilization I	HIST 101	50
Western Civilization II	HIST 102	50

\*Test must be validated by Department Writing Sample.

\*\*Credit may NOT be earned by psychology majors.

\*\*\*Credit may NOT be earned by accounting majors.

Information on registration deadlines and test dates is available in Carnell Learning Center 341.

Students wishing to participate in CLEP should take the following steps:

1. Secure registration materials from Testing Director (Carnell Learning Center 341)
2. Complete a Course Work Approval Form (Lander students)
3. Register for exam and pay fee.

## 3. ACT-PROFICIENCY EXAMINATION PROGRAM (PEP)

and a unifying voice on key higher education issues and to influence public policy through advocacy, research, and program initiatives) recommends that credit be granted for the following courses:

### 3. ACT-PROFICIENCY EXAMINATION PROGRAM (PEP)

ACT-PEP is designed for students who wish to validate knowledge-based learning experiences.

Credit for the following courses may be earned, with examinations and passing scores indicated:

Examination	Lander Equivalent Course	Passing Score
Note: See course description(s) for credit		
Anatomy and Physiology (#506)	BIOL 202-203	45
Business Law (#428) Corporation	BA 252	P/F†
Finance (#581)	FINA 301	45
Microbiology (#558)	BIOL 303	45
Physical Geology (#458)	GEOL 101	45
Statistics (#408)	MATH 21	45

†The pass/fail grades are based on essays read and judged by a committee of professionals in the field.

Students wishing to participate in ACT-PEP should take the following steps:

1. Secure registration materials and information from Instructional Services (Carnell Learning Center 341) or see our CLEP website.
2. Complete a Course Work Approval Form (Lander students)
3. Register for exam and pay fee.

### 4. TRANSFER CREDIT FOR REGISTERED NURSES

RN students may earn nursing elective credit that will satisfy up to 39 hours of required nursing courses through the following mechanism:

Completion of the bridging course NURS 307: (Professional Transition for Registered Nurses) with a grade of B or above and the 39 hours of nursing credit, noted below, will satisfy requirements for basic nursing courses taken to qualify to enter the BSN completion program. Graduates from an NLNAC accredited school will earn 39 semester hours of nursing coursework through direct transfer.

These 39 hours of nursing elective credit plus completion of the bridging course NURS 307 (Professional Transition for Registered Nurses) with a grade of “B” or above will satisfy requirements for all courses included in the Basic Nursing Core. (Refer to BSN requirements).

For questions and/or advising, see the chair of the Department of Nursing.

### 5. FOREIGN LANGUAGE

Advanced standing in foreign language based on the completion of Lander’s foreign language courses will be awarded as follows:

- A. After completing SPAN 111 or FR 111 with a grade of “C” or better, students will receive 3 additional hours of credit for SPAN 101 or FR 101.
- B. After completing a 200-level class in any language, the student will receive 6 hours of credit for 101 and 102 (3 hours each).
- C. After completing a 300-level class in Spanish (except for SPAN 305 or SPAN 307), the student will receive 12 hours of credit for SPAN 101, SPAN 102, SPAN 211 and SPAN 212 (3 hours each).

### 6. WALT DISNEY WORLD COLLEGE PROGRAM

Lander University will grant two (2) semester hours of credit in COOP-284 for each course listed below (up to a total of 12 semester hours of credit); a maximum of 6 semester hours of COOP credit may be applied toward degree requirements. In order to be eligible to receive credit, a student must present a copy of an official student record from the Registry of Credit Recommendations, American Council on Education, One Dupont Circle, Washington, DC 20036-1193. In order to receive a grade of “Pass” (no letter grades will be awarded), a student must earn an overall score of 70% in each course for which the student desires credit.

Students who are engaged in a paid internship at Walt Disney World in one of a wide variety of roles at one of the Disney Theme Parks, Water Parks or Resort Hotels, open to all majors at all levels, can have the opportunity to earn college credit. The American Council on Education (ACE), the major coordinating body for all the nation’s higher education institutions, seeks to provide leadership



Disney College Program Practicum (63 hours over 20-weeks): utilizes a directed working and learning experience by expanding knowledge of successful organizational practices.

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

**7. INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME**

Lander University recognizes the competitive nature of the International Baccalaureate Programme. We are pleased to provide you with this evaluation of how we award credit for higher level examinations. To receive credit you must ask that official examination results be sent to the Office of Admissions, Lander University, 320 Stanley Avenue, Greenwood, SC 29649. If you have further questions, please contact Admissions at 888-4LANDER, or locally at 388-8307.

IB Exam Area	IB Score	Credit Earned
Biology	5, 6, 7	BIOL 111 and BIOL 112
Computing Studies	4, 5, 6, 7	CIS 130
English AI	4	ENGL 101
	5, 6, 7	ENGL 101 and ENGL 102
Geography	4, 5, 6, 7	GEOG 103
History	4, 5, 6, 7	HIST 103
Mathematics	4	MATH 131
	5, 6, 7	MATH 131 and MATH 132*
Psychology	4, 5, 6, 7	PSYC 101
Social Anthropology	4, 5, 6, 7	ANTH 104
Visual Art	4, 5, 6, 7	ART 101

*\*A student scoring 5, 6, 7 would be able to enroll in either MATH 132 or in MATH 231. If the student opts for MATH 231, earning a grade of B or better in that course, coupled with passing the proficiency exam for MATH 132, would earn credit for MATH 132 as well.*

**8. OTHER ADVANCED STANDING MECHANISMS**

A. Through the American Production and Inventory Control Society Certification examination, students will receive credit as follows:

- 1) Two exams passed--BA 369: “Production Issues”; 3 semester hours of credit.
- 2) Four exams passed--BA 369: “Advanced Production Issues”; 6 semester hours of credit.

Lander students should complete a Course Work Approval Form.

B. Through proficiency examinations administered by Lander University. The examinations are prepared and criteria for exemption established by the department or discipline concerned. In order to receive credit for the course a student wishes to exempt, the student must complete a Course Work Approval form prior to taking the proficiency examination. Should the score be sufficient, the student then enrolls in the course above the one exempted and must earn a grade of “B” or above. When credit is given, the student’s record will reflect a grade of “P.” If the student does not earn a grade of “A” or “B,” no credit shall be given for the exempted course. Instead, the student will be required to take another course in the same discipline.

C. Advanced placement in composition courses is determined on the basis of a department administered and appraised writing sample which students produce during orientation.

Qualified students (see Placements Tests, English) may write this essay to validate exemption of ENGL 101. If they do so, they will receive three semester hours credit with a grade of “P.”

D. Through a variety of standardized testing (including ACT, CLEP, SAT, GRE, PRAXIS, etc.) is offered at the University.



Students needing to take such tests can obtain brochures, applications, practice tests, and coaching in test-taking skills by contacting Instructional Services, LC 341.

## INSTRUCTIONAL SERVICES

Instructional Services houses the Academic Support Center (ASC) tutoring centers as well as administers several programs geared to student success and retention. The unit has responsibility for coordinating programs of the Commission of Higher Education for Access and Equity, which includes the SPRINT Program. Instructional Services administers all placement testing and standardized testing, and coordinates the program for students with disabilities as well as the Academic Support Center Advisement Program (ASCAP) and the Student Academic Success Program (SASP). Tracking of provisional and probation student success is monitored in the area. The office is located in Learning Center (LC) 343, telephone (864) 388-8308. Visit our web site at: [http://www.lander.edu/library/instructional\\_services](http://www.lander.edu/library/instructional_services)

**The Academic Support Center**--Providing academic assistance to students, the Academic Support Center (ASC) offers placement testing, individual help in study skills, peer tutoring in a variety of subjects, preparation for standardized tests, preparation for Pre-Professional Skills Test (PPST) for education majors, and special advising for students in the Academic Support Center Advisement Program (ASCAP). The Academic Support Center includes the Mathematics Laboratory, and the Peer Tutoring Laboratory and works in conjunction with the Writing Center provided by the Department of English and Foreign Language. These services offer instruction in all skills levels as well as opportunities for enhancing those skills. These services are free and available to all students: those who feel under-prepared for college work; those who wish to increase their GPAs or improve grades in specific courses; international students; students who have been away from formal education for some time; and students preparing for graduate or professional schools. The Academic Support Center is located on the third floor of the Carnell Learning Center (Telephone 864-388-8308).

**The Academic Support Center Advisement Program (ASCAP)** provides intensive academic advising for freshman students and monitors individual student academic programs. The ASC laboratory directors serve as advisors to ASCAP students, giving individual attention to their specific academic needs, close supervision in all lab work, and careful advisement toward an academic major. The Director of Instructional Services, who serves as Coordinator of ASCAP, assigns advisors, monitors and reports the success of students in the program, and tracks students after they leave the program. Students enter the program as undeclared majors and take general education courses while exploring options for a major. Most students remain in ASCAP for two semesters; during that time they build a solid basis for college success.

**The Student Academic Success Program (SASP)** provides individualized assessment of students on academic probation. Students are given specific advice on courses to repeat, study skill workshops or courses to attend, and tutorial services. All students on academic probation should report to Instructional Services, LC 343.

## CREDITS, COURSE LOAD, AND CLASSIFICATION

An undergraduate enrolled for 12 or more semester hours is classified as a full-time student (9 or more hours for a graduate student).

**Overload**--Students in good standing are limited to a maximum of 17 semester hours for a fall or spring semester and to a maximum of 17 semester hours in all of the summer sessions combined. Students on academic probation should be limited to a maximum of 14 semester hours for a fall or spring semester and to a maximum of 14 semester hours in all of the summer sessions combined.

Exceptions to this policy may be granted by the students' dean or department chair before registration for the overload.

**Course Substitution**-- Any deviation from the stated degree course requirements must be approved on the Petition form and submitted to the Office of the Registrar. The Petition form should be submitted immediately after any substitution has been worked out with the academic advisor.

**Repetition of Course Work**--A student is allowed to repeat any course, subject to the following stipulations.

1. A student can receive credit only one time for any course.
2. The first grade shall be recorded on the transcript but shall not be used in determining the cumulative grade point average ratio. All grades earned for courses repeated more than one time (including F's) shall be included in computing the cumulative grade point ratio and recorded on the transcript regardless of the number of times the course is repeated.
3. *Courses taken elsewhere to repeat Lander course work may not be used to improve one's grade point ratio (GPA).*
4. To qualify for graduation with honors, a student may have no more than one repeated course on his record.
5. A student will not be allowed to repeat a course for a higher grade after a higher level sequential course has been passed unless it is a specific graduation requirement. Sequential courses are those listed in the catalog with hyphenated course numbers, for example: CHEM 111-112.

The University is not obligated to continue to offer courses or programs in a prior year's catalog which have been deleted officially from the curriculum.

**Auditing**--All students who wish to audit must be admitted to the University in order to be eligible to audit a course.

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. Notification of the change must be made to the Office of the Registrar by the appropriate deadline.

**Directed Independent Studies**--Courses may be offered by Directed Independent Study (DIS) during fall and spring semesters only under special circumstances. Faculty members are not obligated to teach a course by DIS. A student may take a course by Directed Independent Study during a semester, provided:

1. The student has junior or higher standing at the University;
2. The course is listed in the catalog, but is not scheduled for that semester;
3. The course is listed as 300-level or higher;
4. The student is not repeating the course; and
5. Students may take no more than two courses by Directed Independent Study for degree purposes.

A request to take a Directed Independent Study must be submitted on the Directed Independent Study Application and Registration Form and received in the Office of the Registrar no later than the last day to add or register for classes for the semester or term of the Directed Independent Study.

**Internships**--Students interested in registering for an internship should consult with the academic advisor and department chair of their major. The Internship Application and Registration Form must be completed and returned to the Office of the Registrar no later than the last day to add or register for classes for the semester of the Internship.

**Study at Other Institutions**--A Lander student who wishes to receive credit for courses taken at another institution during any academic term must secure prior permission from his advisor, his major department chair, and the Registrar. The request must be made on a Coursework Approval form available in the Office of the Registrar and must be accompanied by a current course description from the institution the student wishes to attend. Upon completion of the course(s) at another institution, the student must request an official transcript to be sent to the Office of the Registrar at Lander.

Approval granted on a Coursework Approval form does not waive any of Lander University's academic policies governing transfer of coursework. Students and advisors must monitor these when reviewing the total academic record by using the Junior/Senior Program Approval Form and/or the Application and Approval for Graduation Form.

The following stipulations apply to students who wish to study at other institutions and apply those hours to a Lander degree program:

- Courses taken at another institution cannot be used to improve the Lander grade point average.
- A grade of "C" or better is required in a course in order for the course to be considered for transfer to Lander.
- A maximum of 64 semester hours from a regionally accredited technical or two-year college will be accepted as credit toward graduation. A maximum of 93 semester hours from regionally accredited four year institutions will be accepted as credit toward graduation.
- For degree completion, at least 25% of the total semester credit hours must be earned through instruction by Lander University. In addition, a minimum of 12 semester hours of 300-400 level credits in the major must be earned through instruction by Lander University.

**Classification**--Undergraduate students are classified at the beginning of each semester according to the total number of semester hours credit earned. Classification has no bearing on scholastic eligibility and serves as an indicator of normal progress toward a degree. Undergraduates are classified as follows.

Freshman	0-29 semester hours
Sophomore	30-59 semester hours
Junior	60-89 semester hours
Senior	90 semester hours

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

## GRADING SYSTEM

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

- A:** Excellent--Indicates achievement of distinction. Four quality points per semester hour.
- B:** Good--Indicates achievement above that required for graduation. Three quality points per semester hour.
- C:** Average--Indicates average achievement. Two quality points per semester hour.
- D:** Poor--Indicates achievement at a level below that required for graduation. One quality point per semester hour.
- P:** Passing--Indicates satisfactory achievement in no-credit or no-grade options. No quality points.
- F:** Failure--Indicates unsatisfactory achievement. No quality points are given to F which *is considered in computing the grade point average*.
- FA:** Failure because of excessive absences. No quality points are given to F or FA which *is considered in computing the grade point average*. Students earning this grade are considered to have “dropped out unofficially”; instructors assigning this grade must provide on the final grade roster the student’s last date of attendance in the class.
- AU:** Audit--Indicates status as auditor. 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:** Withdraw--Indicates withdrawal from the course.
- I:** Incomplete--Incomplete is assigned at the discretion of the instructor when, in the instructor’s judgment, a student is unable to complete some portion of the assigned work in a course because of an unanticipated illness, accident, work-related responsibility or family hardship; it is not intended to give students additional time to complete course assignments unless there is some indication that the specified condition or event prevented the student from completing course assignments on time. By arrangement with the instructor, the student will have up to six months from the last day of examinations for the semester in which to complete the work and for the instructor to submit a grade. After six months, an “I” which has not been made up is changed to a grade of “F”. *Re-enrolling in the course will not make up an Incomplete grade*. It is the responsibility of the student to ensure that all arrangements for removal of the incomplete have been made and that all work for completing course assignments has been accomplished.

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

A = 4	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, R, W.

**Grade Reports**--At the end of each Fall, Spring and all summer terms, students will access their final grades on-line through Bearcat Web.

**Grade Appeals and Changes**--*The Student Handbook* describes the grade appeals process. Neither grade changes nor appeals for grade changes can be made after one calendar year from the time the grade was given. After graduation no grade can be changed or appealed.

**Transcripts**--Requests for official transcripts of a student’s academic record should be addressed to the Office of the Registrar. Procedures for requesting an official transcript can be found at <http://www.lander.edu/registrar/transcripts.html>.

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.

## ATTENDANCE REGULATIONS

All students are expected to attend class as regularly scheduled and are responsible for consulting instructors’ syllabi regarding attendance requirements. Students missing a class are expected to consult with their instructor(s) to obtain permission to make up

missed course work. Those students wishing to seek relief from attendance requirements due to an impending absence are required to contact the course instructor(s) at least one week prior to the date of absence. University Student Representatives (approved by the President) who must attend University-sponsored events will be given relief from an instructor's attendance requirements if they notify the instructor(s) at least one week prior to the event.

### **OFFICIAL DROP/WITHDRAWAL**

**From a Course**--Students may drop a course completely during the first week and withdraw from a course without academic penalty (earn a grade of W) during the subsequent four weeks of the fall or spring semester. Any petition to drop or withdraw from individual classes after the fifth week will be considered only if the petition presents circumstances which are compelling, non-academic and beyond the control of the student (e.g., extended illness or related distress) and which would directly impact the student's ability to fulfill the course requirements. (Students may add or drop a course\* without academic penalty during the first five class days of the fall or spring semester.) Individual course drops or withdrawals do not automatically guarantee a refund of tuition.

\*No laboratory section offered by the College of Science and Mathematics or clinical section offered by the Department of Nursing may be added after that lab/clinical section has met for the first time.

**From the University**--Students who find it necessary to withdraw from all classes must process an Application for a Complete Withdrawal through the Counseling Office. Complete Withdrawal after the drop deadline will result in grades of W for all registered course work. Students may not Completely Withdraw following the last day of classes.

### **TEMPORARY LEAVE**

Students who intend to reenroll at Lander after an attendance break of one or two regular semesters may request an official temporary leave. Such a leave may be granted for either one or two regular semesters if the applicant is in good standing and if the enrollment break is caused by appropriate personal, medical, or emergency reasons. A Temporary Leave Request Form is filed with the Office of the Registrar. Completion of the application and approval of the request constitutes a contract between Lander and the student involved. This contract obligates Lander to furnish access to certain services during the non-enrollment period and binds the student to reenroll by no later than the mutually-agreed-upon date. Lander approvals include signatures of the appropriate academic advisor, academic department chair, the Vice President for Student Affairs, a representative of the Business Office, and the Registrar.

Students approved for a temporary leave are eligible for:

1. Registration for classes without the necessity of applying for readmission (as long as the application for a Temporary Leave is processed no later than two weeks prior to the registration in question);
2. Participation in residence hall room requests at the same time as students currently in residence (as long as the application for a Temporary Leave is processed at least two weeks prior to the appropriate housing deadlines);
3. Certain University scholarships; and
4. Use of the Jackson Library with a temporary ID.

Students not eligible for temporary leave:

- Foreign students, because of Federal laws governing them, may not have a break in their studies except during the summer.
- Special/NonDegree students, whether undergraduate or graduate, admitted for one semester only.

### **ACADEMIC RENEWAL**

Academic renewal provides undergraduate students with poor academic records an opportunity to resume their studies at Lander without the burden of the previous grade point average (GPA). Undergraduate students who have not attended Lander for at least three calendar years and who have a cumulative GPA below 2.0 may wish to consider applying for academic renewal. Students who are approved for academic renewal have their previous Lander course work adjusted on their transcript as follows: Lander University coursework that has been applied toward a completed undergraduate degree at Lander University or at any other institution is not eligible for adjustment.

1. All previous *hours carried* and ALL previous *quality points* are removed (the effect is to provide the student with the benefit of resuming studies at Lander with a GPA of zero).
2. ALL previous *hours earned* with grades of "D" are removed (all hours earned for grades of "A", "B", "C" and "P" remain).
3. The student is placed on academic probation in the first semester of study following the absence of three or more years.

There is no loss of previous transfer credit. All grades remain on the student's transcript; the transcript notes that Academic Renewal was applied and the date that it was applied. The cumulative GPA is calculated for courses taken during and following the semester academic renewal is approved. Academic renewal may be granted only once, is irreversible and disqualifies the student for graduation with honors. See "Students Right to Petition" section for additional information and application procedures.

## ACADEMIC PROBATION

At the end of the fall semester, spring semester or all summer sessions, a student is placed on academic probation if the cumulative GPA on Lander University work is below the minimum acceptable level of achievement outlined below:

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

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

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

A student on academic probation should limit their course load to four courses or 14 hours. This student is expected to work closely with the academic advisor in attempting to overcome all academic deficiencies. The student is also expected to limit extracurricular activities. During the first week of the term in which the student is on probation, a complete schedule of curricular and extracurricular activities should be submitted to the academic advisor. Any decision affecting the student's activities may be taken to the Admissions and Petitions Committee. The Student Academic Success Program (SASP) provides individualized advice for students on academic probation.

## ACADEMIC SUSPENSION

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

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

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

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

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

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

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

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

The University reserves the right to cancel a student's registration with a full refund should the student enroll prior to being officially notified of an academic suspension.

A student on academic suspension may not be admitted to, or continue in, any program of Lander University for credit or for grade point purposes. *Credit earned at other institutions while a student is on academic suspension from Lander can be applied toward a degree from Lander University provided the student petitions for credit and the courses are transferable. In order to be eligible to petition for credit, the student must be readmitted to Lander; subsequently have earned no less than 12 semester hours of credit through instruction by Lander University AND maintained a semester grade point average (GPA) of 2.500 or better on those semester credit hours. Credits earned at other institutions cannot be used for improving the Lander University GPA.*

Any student suspended from Lander University for academic deficiencies has the right to make an appeal to the Admissions and Petitions Committee prior to completing the first or second suspension period. An appeal for admission or continuation following suspension must be submitted in writing prior to the first day of classes and must stipulate in detail the facts of each case which might



warrant a review of the suspension decision. If the petition is approved, the student is permitted to enroll at the specified registration period and continues on academic probation. A student suspended more than twice no longer has the right to appeal a suspension and must remain separated from Lander University for at least one calendar

## **EXPULSION**

If a student is found guilty of an infraction of the Academic Honor Code, the student may be expelled from the University and not be allowed to reapply for admission.

## **DEGREES AND GENERAL REQUIREMENTS**

The student is solely responsible for meeting all program requirements for graduation. The academic advisor will assist and advise students prior to the decision to enroll in courses but is not responsible for ensuring that students satisfy all the program requirements

**Degrees**--Lander University confers the degrees of Bachelor of Arts, Bachelor of Science, Master of Education, and Master of Arts in Teaching in Secondary Art Education on candidates recommended by the faculty. See the "Graduate Programs" section for information on the Master of Arts in Teaching in Secondary Art Education and the Master of Education degree in Elementary Education.

**Approval of junior/senior program**--Students are asked to file a Junior/Senior Program Approval when they reach junior status or within four terms of graduating (including the current term) with the Office of the Registrar. This allows students, in consultation with their academic advisor, dean, department chair, and Office of the Registrar, to review their academic record. This review is done in order to identify any areas of academic deficiency so that the student may graduate when anticipated. When within two terms of graduating (including the current term), the student should complete the Application and Approval for Graduation Form. Forms are available in the Office of the Registrar, Carnell Learning Center 122.

**Application for degree**--A candidate for a degree must file a formal Approval and Application for Graduation Form with the Office of the Registrar by the date published in the current catalog. An application for a degree is not accepted unless the student has paid all fees required by the University, including the graduation fee. Candidates for graduation must have completed all requirements for graduation in order to participate in the commencement ceremony and must complete all course work in the anticipated term of graduation in order to receive their diploma/degree. Students who apply to graduate in August and who complete all requirements receive their diploma in early August and may participate in the following December ceremony. Candidates for graduation who fail to complete all requirements for the anticipated term of graduation must submit a new Approval and Application for Graduation Form by the appropriate deadline.

**Candidate for degree**--A candidate for the first Bachelor of Arts, or Bachelor of Science degree must complete at least 121 credit hours, with an overall minimum grade point average of 2.00 on all work attempted through Lander University instruction. A candidate for any bachelor degree must earn at least 25% of the total credit hours required for the degree, including a minimum of 12 credit hours of 300/400 level credit in the major, through instruction by Lander University.

All bachelor degrees require a minimum of 30 hours numbered 300 and above. At least 12 of these upper level hours must be in the student's major.

*Students pursuing a degree at the University Center of Greenville through Lander University are advised to contact the Lander University advisor at the Center in order to review Center guidelines regarding transfer credits, semester hours required in residence, etc.*

Degrees for students who take course work at another institution during their term of graduation will not be conferred if an official transcript of that coursework cannot be received by the Office of the Registrar by the deadline for final grades for graduation candidates (usually two days prior to Commencement). The student bears the responsibility of requesting the transcript to be sent to the Office of the Registrar.

**Posthumous degree**—Enrolled undergraduate and graduate students whose untimely death prevents degree completion may be awarded a posthumous degree. The award of a posthumous degree may be an appropriate recognition of a student's academic achievement when that student's progress would have likely fulfilled the requirements of a degree except for the occurrence of death.

Posthumous degrees may be awarded to the deceased students at the discretion of the appropriate college dean and the vice president of academic affairs and with the consent of the deceased student's family under the following conditions:

- A. When a student death occurs after **ALL** requirements for the awarding of the degree have been completed.
- B. When a student death occurs at a time when the student is enrolled in courses that would complete the degree requirements and that student otherwise has met all university, college and department requirements and is in good financial standing with the University.

If the University approves awarding of the degree posthumously, the Office of the Registrar will place the student's name on the



appropriate degree list. The diploma and a copy of the commencement program will be released to the family. Upon posting the degree, the transcript will be annotated to indicate that the degree was awarded posthumously.

The family may wish to have someone attend the commencement ceremony and receive the student's diploma. These arrangements should be made with the University through the Office of the Registrar prior to the commencement date. If the person representing the student wishes to participate in the commencement ceremony and receive the diploma, the reader for the ceremony will announce his/her name as follows: "Jane Doe on behalf of Robert Jones".

**Credit in a major**--Credit in a major consists of at least 36 semester hours with a minimum grade point ratio of 2.00. The major includes major core requirements, major emphasis requirements, additional requirements and teacher certification requirements.

**Correspondence and/or extension courses**--A maximum of 15 semester hours of credit is allowed for work done through correspondence and/or extension (non-resident credit) courses.

**Fine Arts and Lectureship (FALS)**--All undergraduate, degree-seeking students are required to attend 15 FALS-approved events for which they receive one semester hour of credit toward graduation. Note: Second undergraduate degree candidates are not required to satisfy the Fine Arts and Lectureship Series (FALS) requirement. All Lander students may attend FALS events previously reserved for University Center students.

Students may not receive credit for approved events in which they participate or for any event for which Lander University academic credit is given and may receive credit for only one performance of each event. It is the student's responsibility to obtain the appropriate attendance card and turn it in at the conclusion of the event.

Nursing students enrolled in the RN-to-BSN Online Completion Program must contact the Department of Nursing for further information and clarification.

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

**Graduating under a catalog**--A student may choose to graduate under the catalog current during the initial term of enrollment or any subsequent catalog of attendance, except for teacher education majors (see the "College of Education" section). A student may not, however, elect to graduate under a catalog more than eight years old. The University is not obligated to continue to offer courses or programs in a prior year's catalog which have been deleted officially from the curriculum.

*A junior or technical college transfer student may choose to graduate under the Lander University catalog in effect at the time of the student's initial enrollment at an accredited junior or technical college as long as the date does not exceed three years prior to Lander University enrollment and the catalog is no more than eight years old.*

This policy is applicable to students who are enrolled, who have withdrawn or dropped out or who have been suspended. Any student readmitted after a break may choose a catalog in effect 1) during any period of previous enrollment, or 2) at the time of reenrollment, or 3) during any subsequent period of enrollment as long as that catalog is no more than eight years old at the time the student graduates.

Notification of choice of catalog must be given in writing to the Office of the Registrar on the Junior/Senior Program Approval form and/or on the Approval and Application for Graduation Form. If required courses are no longer offered by the University, the Vice President for Academic Affairs shall choose courses to meet degree requirements.

"Graduating under a catalog" pertains to degree requirements only, including major and minor. Academic policies in effect (under the "Academic Information" section of this catalog) are always those stated in the current catalog.

A degree candidate must meet all University requirements regarding registration, payment of fees, residency, and personal conduct.

## **SECOND UNDERGRADUATE DEGREE**

Requirements for a second undergraduate degree are as follows:

1. Completion and award of an undergraduate four-year degree program.
2. Completion of at least 31 semester hours with a minimum of 12 semester hours of 300/400 level credit in the major which must be earned through instruction by Lander University.
3. Completion of two semesters in residence after the first degree has been completed.
4. Meeting of all prescribed requirements in the specified major for the second degree as well as the degrees and general requirements listed on pages 44-45. Students who have earned a bachelor's degree from a regionally accredited institution are not required to meet the general education requirements for the second undergraduate degree except for those courses which the student has not taken and which are prerequisites to the second degree program requirements.

Second undergraduate degree candidates are not required to satisfy the Fine Arts and Lectureship Series requirement.

## ACADEMIC HONORS

Standards regarding eligibility for academic honors are applicable to all undergraduate students. Administration of these regulations is the responsibility of the Vice President for Academic Affairs, who is not empowered to waive any of the provisions. Under extraordinary circumstances, a student may be granted relief from these regulations by the Faculty Senate through petition to the Grade and Judicial Appeals Committee. Petition to the Grade and Judicial Appeals Committee must be made no later than November 1<sup>st</sup> for December graduates and no later than April 1<sup>st</sup> for May graduates. August graduates must also appeal by April 1<sup>st</sup> of the semester prior to the summer in which they expect to graduate.

### Semester Honors

Three honor rolls recognizing academic achievements are published each fall and spring semester. Only students whose term GPA is based on a minimum of 12 semester hours (**excluding developmental studies courses and other courses with grades of P or R**) and who receive no grades of F, FA or I, are eligible for recognition. Freshmen with a GPA of 3.00-3.49 are listed on the *Freshman Honor Roll*; the names of undergraduates who have earned a GPA of 3.5 to 3.9 appear on the *Dean's List*. Any student whose GPA is 4.0 is included on the *President's List*.

### Graduation Honors

To be eligible for academic honors at graduation, a student must have completed at least 60 semester hours of undergraduate work 1) in residence at Lander University (which excludes CLEP and other credit earned by exam) and, 2) on which the GPA calculated for the honors below is based (which excludes courses taken at Lander on which a grade of "P" was earned. The following designations indicate a consistently high level of academic achievement through the student's academic career:

*summa cum laude* -- A cumulative GPA of 3.90-4.00 with no more than one failing grade\* or one repeat course

*magna cum laude* -- A cumulative GPA of 3.75-3.89 with no more than one failing grade\* or one repeat course

*cum laude* -- A cumulative GPA of 3.50-3.74 with no more than one failing grade\* or one repeat course

*Golden L Award* -- Awarded to students who have earned a cumulative GPA of at least 3.500 in the last 60 hours\* of instruction through Lander University.

\*Should hours be drawn from part of a semester's work, the GPA hours from the course(s) with the highest grades from that semester, regardless of the hours earned in the course(s), will be used for the calculation.

## STUDENTS' RIGHT TO PETITION

Students have the right to seek specific relief from the application of the academic policy of the University. To do so, the student must submit the request in writing on a Petition or Appeal for Readmission form (as appropriate) to the Office of the Registrar. The request should include a concise description of the circumstances which have led to the request and any required or suggested supporting documentation. At a minimum, the following deadlines must be observed:

- ❖ Petitions that must go to the Admissions and Petitions Committee must be completed and submitted to the Office of the Registrar no later than the close of business on the work day PRIOR to the Committee meeting day at which the student wants the request to be heard. Petitions and supporting documents submitted after this deadline will be considered at the next monthly meeting of the Committee.
- ❖ Appeals for Readmission must be completed and submitted to the Office of the Registrar or to the Admissions Office (additional instructions are on the form) no later than August 1 for a Fall readmission and December 1 for a Spring readmission. Students can Appeal for Readmission only to a Fall or Spring semester. Appeals for Readmission submitted after these deadlines will not be considered unless the student can demonstrate circumstances beyond their control that prevented them from completing the process on time.

The forms mentioned above are available in the Office of the Registrar. The Admissions and Petitions Committee meets at least once during each month of the year; the specific dates and times of these meetings are posted outside the Office of the Registrar (Learning Center 122) and at <http://www.lander.edu/registrar/forms/>

# AWARDS

## ACADEMIC AWARDS

**Thayer Award**--The family of Dr. Henry K. Thayer gives a medal at each commencement to the student graduating with the highest GPA provided that the student has earned at least 60 credit hours in residence at Lander University and the student's GPA is at least 3.75.

## COLLEGE OF ARTS AND HUMANITIES

### **Alliance Française Medal** (French)

Established by the Greenwood Chapter of the Alliance Française, this medal is presented annually to a distinguished student of French.

### **Art Discipline Award**

Given annually by the visual arts faculty to the most outstanding senior majoring in art as evidenced by high academic achievement, leadership, and promise in the field of art education, graphic design, or any of the studio disciplines. The recipient must be an art or art education major expected to graduate within one calendar year of the award ceremony.

### **Barbara A. Jackson Award (history)**

Named in honor of a former Lander first lady, this award is given annually by the history faculty to the senior history major who wrote the best senior thesis.

### **English Discipline Award**

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

### **French Discipline Award**

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

### **Spanish Discipline Award**

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

### **History Discipline Award**

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

### **Humanities Award**

Named in honor of Lander alumna Dessie Dean Pitts, this award is given annually by the humanities faculty to the student who writes the best nonfiction essay published in *New Voices*, Lander's essay journal

### **Margaret M. Bryant Award** (humanities)

Named in honor of its donor, this award is given annually by the humanities faculty to a senior majoring in a humanities discipline who plans to enroll in graduate school and who will represent Lander University well. The award includes a monetary gift.

### **Mass Communication and Theatre Discipline Award**

Given annually by the mass communication and theatre faculty to the most outstanding senior majoring in mass communication/theatre as evidenced by high academic achievement, leadership, and promise in the field of mass communication or theatre. The recipient must be expected to graduate within one calendar year of the award ceremony.

### **Music Medal**

Established in 1973 by Gladys Winchester Turner, a 1954 alumna. This medal is awarded annually by the music faculty to a senior majoring in music who has maintained a high scholastic standing and has demonstrated the potential for making an outstanding contribution to the field of music education, performance, or music-related work.

### **Music Discipline Award**

Given annually by the music faculty to the most outstanding junior or senior major major in recognition of high academic achievement, quality contributions to the music program, artistry, and commitment to the disciplines. The recipient must be a full time student.

**Philosophy Discipline Award**

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

**Theatre Award for Excellence**

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

**COLLEGE OF BUSINESS & PUBLIC AFFAIRS****Accounting Discipline Award**

Given annually by the accounting faculty to the most outstanding student in accounting who exhibits high academic achievement and promise of a successful career in business. The recipient must have an accounting emphasis, and must have a 3.0 GPA or above; he/she must be a graduating senior or must have graduated the previous fall or summer.

**Alan Jones Award** (political science)

Named in honor of a former international visiting professor, this award is given annually by the political science faculty to the junior or senior majoring in political science who has demonstrated the most outstanding promise since entering the program.

**Display of Outstanding Sociological Imagination Award** (sociology)

Given annually by the sociology faculty to one or more sociology majors who amply demonstrated potential for success in graduate school.

**Finance/Economics Discipline Award**

Given annually by the finance/economics faculty to the most outstanding student majoring in finance/economics who exhibits high academic achievement and promise of a successful career in business. The recipient must have a finance/economics emphasis, and must have a 3.0 GPA or above; he/she must be a graduating senior or must have graduated the previous fall or summer.

**Gerontology Award**

Given annually by the gerontology faculty to the graduating senior with the highest grade point average in the gerontology program.

**Health Care Management Discipline Award**

Given annually by the health care management faculty to the most outstanding student in health care management who exhibits high academic achievement and promise of a successful career in business. The recipient must have a health care management emphasis, and must have a 3.0 GPA or above; he/she must be a graduating senior or must have graduated the previous fall or summer.

**Management/Marketing Discipline Award**

Given annually by the management/marketing faculty to the most outstanding student majoring in management/marketing who exhibits high academic achievement and promise of a successful career in business. The recipient must have a management/marketing emphasis, must be expected to graduate within the academic year of the award ceremony, and must have a must have a 3.0 GPA or above.

**Political Science Discipline Award**

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

**Sociology Discipline Award**

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

**Wall Street Journal Award**

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

**COLLEGE OF EDUCATION****Early Childhood Education Discipline Award**

Given annually by the education faculty to the graduating senior majoring in early childhood education who best exemplifies academic achievement, moral character, professionalism and exemplary teaching ability.

**Elementary Education Discipline Award**

Given annually by the education faculty to the graduating senior majoring in elementary education who best exemplifies academic achievement, moral character, professionalism and exemplary teaching ability.

**Exercise Studies Discipline Award**

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

**Physical Education Discipline Award**

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

**Psi Chi Undergraduate Research Award (psychology)**

Given annually by the psychology faculty to one or more psychology majors who demonstrated outstanding ability in conducting an independent research project.

**Psychology Discipline Award**

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

**Secondary Education Discipline Award**

Given annually by the education faculty to the graduating senior majoring in secondary education who best exemplifies academic achievement, moral character, professionalism and exemplary teaching ability.

**Special Education Discipline Award**

Given annually by the education faculty to the graduating senior majoring in special education who best exemplifies academic achievement, moral character, professionalism, and exemplary teaching ability.

**COLLEGE OF SCIENCE & MATHEMATICS****Biology Discipline Award**

Given annually by the biology faculty to the most outstanding senior in biology as evidenced by high academic achievement and a promise of an exemplary career in biology, medicine, or related fields. The recipient must be a biology major expected to graduate within the calendar year of the award ceremony. At the time of graduation, the recipient must have completed at least 60 hours overall and 20 hours in biology at Lander.

**Chemistry Discipline Award**

Given annually by the chemistry faculty to the senior majoring in chemistry with the highest cumulative grade point average above 2.8. Juniors are considered if there are no qualifying seniors.

**Chemistry and Engineering Dual Degree Award**

Given annually by the chemistry faculty to the junior majoring in chemistry and engineering with the highest cumulative grade point average above 2.8. Sophomores are considered if there are no qualifying juniors.

**Computer Science Discipline Award**

Given annually by the computer science faculty to an upperclassman majoring in computer science who has completed at least 60 hours overall, including upper level computer science courses. The selection is based on grade point average and promise in the major.

**Environmental Science Discipline Award**

Given annually by the environmental science faculty to an outstanding graduating senior majoring in environmental science. Criteria for selection are excellent academic accomplishments as indicated by the cumulative grade point average and promise of an exemplary future career reflected by service to the discipline or community.

**Generic Nursing Discipline Award**

Given annually by the nursing faculty to the graduating senior majoring in nursing with the highest cumulative grade point average. The recipient must not have repeated any Lander University nursing major program requirement course for a higher grade, must be currently enrolled in senior nursing courses exclusively, and must be expected to graduate within one calendar year of the award ceremony. The award includes a monetary gift.



### **Greenwood County Medical Alliance Award**

Presented annually to the student who shows promise of making the greatest contribution to the profession of nursing. The award is given by the local unit of the South Carolina Medical Alliance. Based on the following criteria:

1. Greenwood County residence (first preference)
2. Rising senior or junior class
3. Cumulative GPA above 3.00
4. Financial need (based on faculty judgment of student/family situation)
5. Involvement in student nurses activities and/or departmental committees
6. Clinical competence
7. Contributions to the advancement of nursing or Lander University's nursing program.

### **Lander Science Scholar Awards**

Given annually by the faculty of the Department of Biological and Physical Sciences to up to four lower and upper classmen among the most promising science majors, including freshmen and upper classmen, who have a grade point average of at least 3.5 in science and a cumulative grade point average of at least 3.5.

### **Mathematics Discipline Award**

Given annually to an upperclassman majoring in mathematics who has completed at least 60 hours overall, including upper level mathematics courses. The selection is based on grade point average and promise in the major.

### **Mathematical Association of America Award**

Given by the mathematics faculty to a junior or senior mathematics major based on promise in the field of mathematics. The award includes a one year membership in the Mathematical Association of America.

### **Mathematics or Computer Science and Engineering Dual-Degree Award**

Given annually by the mathematics/computer science faculty to an outstanding student majoring in computer science or mathematics and intending to earn an engineering degree at Clemson University. The recipient should be in the final year of study at Lander University prior to matriculating to Clemson University. The selection is based on grade point average and potential for success in the field of engineering.

### **Nell Henry Award (biology)**

Established by Gwendolyn Burton Caldwell to honor a student possessing the qualities of character and achievement exemplified by Professor Nell Henry, and given annually to a rising senior woman (or a man if no woman fits the criteria during that year) majoring in biology who has a grade point average of at least 3.5 in science and a cumulative grade point average of at least 3.5 and who has high potential for future scholastic achievement and contributions to the field of biology. The recipient receives a monetary award as well as the Nell Henry Award gold pin.

### **Physics Discipline Award**

Given annually by the physics faculty to the introductory physics student with the most outstanding achievements.

### **RN-BSN Discipline Award**

Given annually by the nursing faculty to the registered nurse with the highest cumulative grade point average on course work completed at Lander University. The recipient must have earned credit for at least four Lander BSN completion courses after admission to the RN-BSN completion option and must not have repeated any RN-BSN completion courses or BIOL 304 for a higher grade. The recipient receives a monetary award.

### **Tapp Freese Memorial Award (nursing)**

Named in honor of nursing professor Dr. Barbara Freese's parents, this award is given annually by the nursing faculty to a senior majoring in nursing with a cumulative grade point average of at least 3.3 who has not repeated any Lander University nursing major program requirement course for a higher grade and who is currently enrolled in honors study in either the Lander University Honors Program or the Department of Nursing Honors Program. The award includes a monetary gift.

## **ATHLETIC AWARDS**

### **Boyce M. Grier Award**

Established in memory of Dr. Boyce M. Grier, eighth president of Lander University. Awarded annually to a student, selected from among the members of the men's and women's intercollegiate teams, the cheerleaders, and the band, who represents those ideals held dear by Dr. Grier. These ideals include sportsmanship, integrity, pride in the University, and a positive attitude. The selection is made by the coaches and the advisors of the various groups. The name of the winner each year will be inscribed on a permanent plaque which is displayed in the trophy case of the University (awarded at the athletic banquet).



**Hodges Medal**

The Dr. Samuel C. Hodges Medal is given by the Hodges family to the female student-athlete of the year. The recipient will be chosen from among participants in women's intercollegiate sports and will be a person of recognized athletic ability, outstanding character, acceptable scholarship, and leadership ability which extends beyond sports (awarded at the athletic banquet).

**Bill Wells Award**

The Bill Wells Award was established by M. V. Wells in 1979 for the male student-athlete of the year. The recipient will be chosen from among participants in men's intercollegiate sports and will be a person of recognized athletic ability, outstanding character, acceptable scholarship, and leadership ability which extends beyond sports (awarded at the athletic banquet).

**LEADERSHIP AWARD****Jane B. Jeter LPLP Student of the Year Award**

Established in 1999 by Jane Bellune Jeter, Class of 1936. Awarded annually to the LPLP Student of the Year.

**MILITARY AWARDS****Colonel James A. Lander Award**

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

**Lieutenant Colonel Walter Roark Award**

Awarded to the junior cadet who has demonstrated a high degree of proficiency in military science and in overall academic studies who also exemplifies high qualities of leadership, devotion to duty, and patriotism.

**SERVICE AWARD****President's Award**

Given annually by the President of Lander University in recognition of unique exemplification of the *ethic of service* to the Lander community

# Special Programs

## COOPERATIVE EDUCATION (Co-op)

One of the most important things a college graduate can take into a job interview is related work experience. A college degree and good grades are big assets, but practical work experience is often the key to being hired. Cooperative education provides students with that valuable training, combining academic instruction on campus with work experience in the community.

Co-op students work on training assignments in area businesses, industries or agencies. They are placed in jobs related to their academic majors, as those jobs are available. Students are also encouraged to develop cooperative education opportunities on their own. Co-ops carry academic credit and are developed and administered by the Office of Career Services.

### Eligibility

Co-op students must have completed at least 30 hours of course work with a minimum GPA of 2.25. (Transfer students who have completed 15 semester hours at Lander may also apply.) Co-op participation is open to students in all majors, depending on job availability.

## INTERNSHIPS

Internships are academic experiences designed to give students practical work exposure in fields closely related to their majors. Interns work either in businesses or agencies and are supervised by external personnel and designated faculty. Internships carry academic credit and are developed and administered by academic departments under the following *institutional policy* (academic departments may establish additional requirements for internships).

1. Normally students may earn no more than a total of nine semester hours of credit for internships while enrolled at Lander. With the majority consent of the academic department, a student may earn a total of twelve semester hours while enrolled at Lander. Credit for individual internships may vary but may not exceed a total of twelve semester hours for any single student.
2. A student must have a cumulative grade point average of at least 2.000 (academic departments may require higher cumulative grade point averages).
3. Academic departments may require course prerequisites for an internship.
4. A student must have earned a minimum of 45 semester hours of credit in order to register for and undertake an internship (academic departments may require a higher minimum of semester hours of credit).
5. Interns will normally work 96-120 hours (per three credit hour course) at their placement, the exact number of hours to be determined by the respective academic department.

## MILITARY SCIENCE (ARMY ROTC)

Lander University is a partnership school with Presbyterian College's ROTC program. ROTC classes are taught at Lander University and will periodically train with the cadets at Presbyterian College during leadership lab sessions. Army ROTC (Reserve Officers' Training Corps) is a program which combines college courses in military science with summer training sessions to prepare students to become commissioned officers. Upon successful completion of the program and graduation, cadets are awarded a commission as a second lieutenant in either the U.S. Army, the Army National Guard, or the U.S. Army Reserve.

Army ROTC is a chance to develop skills for success such as confidence, self-esteem, motivation, and the ability to lead others and make decisions. It will pay to give serious consideration to Army ROTC which is offered at hundreds of colleges and universities throughout the country.

If students want to build towards a solid, well-rounded future, Army ROTC can be one of the smartest courses they take. It is an elective course that requires a small amount of time without interfering with required college curriculum or social life, but offers big personal benefits. Army ROTC is a challenging combination of classroom and important hands on training that can put students on course to a more productive and rewarding future.

Participation in ROTC is completely voluntary and open to both men and women. Students are encouraged to take the basic course (MSL 100/200) as a means of judging whether they wish to pursue an officer's commission. Academic credit is awarded for both the basic and advanced programs (MSL 300/400).

Classroom instruction is augmented by outdoor leadership labs. These leadership laboratories are conducted on the Presbyterian College campus with cadets from Presbyterian College and Newberry College. Advanced course cadets receive additional training opportunities following their junior year at Fort Lewis, Washington. Participation in ROTC also opens up the opportunity to attend the Army's Airborne and Air Assault schools; Mountain Warfare school; and Cadet Troop Leadership Training (CTLT) program with active Army units worldwide.

The Army has two programs leading to a commission.

### **THE FOUR-YEAR PROGRAM**

The traditional Four-Year Program is divided into the Basic Course and Advanced Course.

In the first two years, students take the Basic Course covering subjects like military history, traditions and organizations, and national defense. There will be heavy emphasis on leadership, decision making, first aid, time management, oral communications, and land navigation.

There is no military commitment for the first two years in ROTC. Upon successful completion of the Basic Course, students are eligible to compete for entrance into the Advanced Course.

During the Advanced Course, the curriculum will consist of classroom instruction and practical exercises in leadership development, management, tactics, ethics, professionalism, and continued military skills development. All ROTC textbooks, uniforms, and essential materials will be furnished at no cost.

During the summer between the junior and senior years, students attend National Advanced Leadership Camp, a training session that gives a hands-on feeling for the Army, and lets students put into practice everything they have learned, including how to be a leader. Advanced Leadership Camp lasts five weeks, and students are paid for attending.

### **THE TWO-YEAR PROGRAM**

Students who miss all or a part of the Basic Course, are a graduate of a junior or community college, or are entering a two-year post graduate course of study may still qualify for a commission through the Two-Year Program.

In this program, students attend a fully funded ROTC Leadership Training Camp, Camp Challenge, for five weeks between their sophomore and junior years of college. Students are paid approximately \$800 for attending and become eligible to win ROTC scholarships during their training. Upon successful completion of Camp Challenge, they are qualified to enter the Advanced Course.

### **THE SIMULTANEOUS MEMBERSHIP PROGRAM**

Yet another way to get a head start is through the Simultaneous Membership Program (SMP). This program allows students to become members of the Army National Guard or the Army Reserve while enrolled in Army ROTC. Advanced course SMP cadets receive Montgomery GI Bill benefits, are paid for their Guard/Reserve training plus receive the ROTC allowance of \$300 per month (\$3,000 per year) during their two years in the ROTC Advanced Course.

### **ROTC FOR VETERANS**

Army ROTC can help veterans make the most of their time invested and the experience they have gained while serving in the military. Previous military experience could fulfill the necessary requirements for the ROTC Basic Course. This means that they could enroll directly in the Advanced Course. In addition to any financial assistance received from ROTC, veterans are still qualified to receive any and all VEAP/GI Bill/Army College Fund benefits to which they are entitled. For additional information, contact the Professor of Military Science, 864-388-8331.

## **COOPERATIVE PROGRAMS WITH OTHER INSTITUTIONS**

In order to expand educational opportunities, the University maintains a variety of cooperative programs with colleges, universities, and other educational organizations. Detailed information on each of these programs is available from the offices specified below.

**Clemson University-Lander University Engineering Dual-Degree Program** enables students to combine three years of study in one of Lander University's liberal arts and sciences programs with two years of study in an engineering discipline at Clemson and, upon completion, earn degrees from both Lander and Clemson. For further information, consult the descriptions of the different engineering dual-degree majors on pages 185, 190, 193-194, 201-202, and 206-207 and contact the Department of Mathematics and Computing or the Department of Physical Sciences.

**The Western Piedmont Education Consortium** is composed of school districts within Abbeville, Edgefield, Greenwood, Laurens, McCormick, Newberry and Saluda Counties and Lander University. Through the Staff Development Network, the Consortium makes possible increased school/college cooperation that focuses upon academic training of pre-service and in-service teachers and applied research activities.

**Technical Education Colleges (TEC) Transfer and Articulation Agreements** provide for the transfer of course credits from all 16 South Carolina technical colleges for students registered in a program leading to the Associate in Arts or Associate in Science degree. In addition, the University has developed course-by-course transfer guides for programs and courses other than those included in the A.A. and A.S. degree programs offered by the technical colleges. Guidelines for the transfer of those credits and courses from TEC institutions are available online at [www.lander.edu/admissions](http://www.lander.edu/admissions) or through the South Carolina Commission on Higher Education.

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

## UNIVERSITY CENTER OF GREENVILLE

### Lander University Programs:

- *Bachelor of Science in Political Science*
- *Bachelor of Science in Political Science with an emphasis in Public Administration*
- *Bachelor of Science in Psychology with an emphasis in Counseling*
- *Bachelor of Science in Sociology*
- *Bachelor of Science in Sociology with an emphasis in Criminal Justice*

## LANDER•CLEMSON•SC STATE •UPSTATE •FURMAN •MUSC•USC

Lander University is a part of a unique collaboration of institutions at the University Center of Greenville (UCG). UCG students may obtain a bachelor's degree or master's degree from one of the seven participating universities. The University Center is located at 225 S. Pleasantburg Drive in McAlister Square.

Participating institutions may only offer 300, 400, and graduate level courses. The UCG has partnered with Greenville Technical College (GTC) allowing GTC to serve as the primary source for UCG students to obtain their 100 and 200 level courses. Extensive articulation agreements exist between GTC and Lander University to ensure a smooth transition between the two schools.

Lander's UCG courses are primarily offered in the evenings to better serve the full-time working adult. The program is intended to be a part-time program in which most students take between one and three Lander classes with additional classes taken at GTC as a transient student. This works out well since most students still require some general education and/or elective courses when they enter Lander University.

Lander University classes at the UCG are offered on a two-year rotation. Students entering Lander University with an associate's degree can typically finish their bachelor's degree in three calendar years. Students with fewer transferable credits may take longer to satisfy Lander's program requirements. Students can complete their bachelor's degree without having to leave Greenville. All required classes are offered at the University Center or by GTC. The GTC bookstore carries all required texts for Lander's UCG programs. To accommodate the uniqueness of Lander University's programs at UCG, the following academic policies are used to ensure a smooth transition into our programs:

- 1) UCG students transferring credit from a 2-year and/or 4-year institution may transfer up to 93 credit hours. This difference between UCG and the main campus is necessary since UCG allows Lander University to teach only 300 and 400 level courses. This allows UCG students to transfer in almost all of their general education and elective courses from a 2-year institution.
  - a) Students must remain UCG students (as defined below in 2a and 2b) through graduation to be granted this exception. Once a student enrolls in Lander's UCG program, additional transfer credit hours from a 2-year institution must be earned in the greater Greenville Metropolitan Area.
  - b) All UCG programs require 30 hours earned in 300 or above level courses, of which 15 hours must be in the major.
- 2) To be considered a UCG student at graduation:
  - a) Students must have earned at least 18 of the required 30 credit hours through instruction by Lander University at UCG.
  - b) Students must graduate with a degree that is offered by Lander University at UCG.

UCG students who meet the GPA requirements and earn at least 60 credit hours from Lander University are eligible to receive honors at graduation. Students falling short of the 60-hour requirement may submit a petition to the Grade and Judicial Appeals Committee. (For more details please refer to the Academic Information section of this Catalog under the heading "Academic Honors".)

Lander University students wishing to change their status from UCG to Lander's campus or from Lander's campus to UCG must do so in writing through the Academic Advising Center by using an Advisor/Major Assignment card. Students who change campuses are bound to the rules and regulations of their new campus.

Other information:

- 1) By law, students may obtain financial aid from only one institution per semester. This is a consideration for those enrolled concurrently in the UCG program and an area technical college.
- 2) UCG class schedules and registration procedures are printed separately from main campus information.
- 3) All University forms needed by a Lander UCG student can be obtained at the UCG Lander University Suite 101, or through the student's advisor. Additionally, advising, registration, and business transactions between students and Lander University can be accomplished at the UCG Lander University Suite 101.
- 4) UCG students may attend designated FALS events in both Greenville and Greenwood. An up-to-date, approved list of FALS events can be found on-line at <http://www.lander.edu/fals>. (For more details on the FALS program, please refer to the Academic Information section of this catalog under the heading "FALS".)

The Lander UCG office (suite LU 101) is open each day to provide information and assistance for prospective and current students. Please call 864-250-8920 or 1-800-588-9629 for further information.

## HONORS PROGRAM

Honors study is open to students in all majors and to students who have not yet chosen a major. In addition to completing all requirements of the University and of their major program, Honors students must complete a total of four, specially identified, three semester credit hour, dedicated Honors courses (one from each of Lander's academic Colleges), complete at least six hours of approved study abroad credit, and have at least a 3.4 GPA at graduation. The credit hour requirement for graduation from the Honors Program is a minimum of eighteen semester hours of Honors coursework.

Admission into the Honors Program is contingent on the applicant meeting any two of the following four criteria:

- a) Successful completion of a rigorous high school level course of study including AP/Honors courses, if available;
- b) Placement in the top ten percent of the graduating high school class;
- c) SAT composite score of 1100 or higher;
- d) Evidence of outstanding talent in the arts by means of a portfolio of creative work, or a tape of performance, or an audition.

Currently enrolled Lander students may apply to enter the Honors Program with a letter of recommendation from a Lander professor and a GPA of 3.0 or higher. Students transferring to Lander after college-level study at another accredited institution may apply to enter the Honors Program with a GPA of 3.0 or higher. Graduating Honors Program students are recognized at Lander graduation ceremonies.

For further information see [www.lander.edu/honors/](http://www.lander.edu/honors/) To apply for admission into the Honors Program, please contact the Coordinator of the Honors Programs at [honors@lander.edu](mailto:honors@lander.edu)

## STUDY ABROAD PROGRAM

Lander encourages its students to experience another culture at first hand by living and studying abroad. Students who study abroad maintain steady progress toward Lander graduation by taking courses abroad that count toward their curriculum requirements.

Study abroad programs are open to all students. Students who have a GPA of 2.5 or higher and who have completed at least 18 credit hours of college-level study are eligible to participate in Lander-sponsored study abroad programs. Many universities in other countries require a 3.0 GPA for admission to their programs.

Lander University has a student exchange agreement with the University College Northampton in England. A Lander student who has a 2.8 or higher GPA may study at Northampton (approximately 75 miles north of London) during a spring semester for approximately the same cost as attending Lander.

Lander regularly sponsors programs for undergraduate and graduate students in education at the University of Brighton during the summer semester. This university is located approximately 100 miles south of London on England's south coast. Brighton is a major British holiday resort.

Members of the Lander faculty also lead summer study tours focusing upon particular academic topics such as The Culture of Spain, World Wars I & II, European Art and Architecture, British Literature, and World Educational Issues. Academic credit can also be earned for many of the Fine Arts Study Tours sponsored by the College of Arts and Humanities each year. Recent destinations have included Greece, Berlin/Munich, Vienna/Budapest, and Sweden/Norway. Upcoming trips include Switzerland, Copenhagen/Amsterdam, and Venice.

Arrangements have also been made for Lander students to take part in many of the study abroad programs offered by Clemson University, the College of Charleston, the University of South Carolina, and Winthrop University. Language study may be required of students who wish to study in countries where English is not the language of instruction.

Lander students who choose to major in Spanish are required to include travel and/or study in a Spanish-speaking culture in their curriculum. Spanish majors should consult their faculty advisors regarding this requirement.

Study abroad usually involves expenses in addition to the regular expenses associated with attending Lander University. Some special scholarship support for study abroad activities is available. Students will need to provide their own airfare and ground transportation in their host countries. Additional personal travel or touring will incur additional expense.

For further information see [www.lander.edu/study\\_abroad/](http://www.lander.edu/study_abroad/) To apply to participate in a study abroad program, please contact the Director of Study Abroad Programs in the Office of Academic Affairs or by email to [studyabroad@lander.edu](mailto:studyabroad@lander.edu)

**NOTE TO STUDENTS AND PARENTS:** Lander University assumes that students who wish to study abroad are responsible individuals who can conduct themselves appropriately and manage their own affairs while studying at an institution in another country. Lander will not recommend student travel to countries that are listed by the US Department of State as unsafe for American travelers. Study at institutions that do not provide special services and support for visiting international students will also not be recommended.



# General Education

While we work to measure and achieve the following general education goals, it is important to emphasize that what we do at Lander University, a liberal arts institution since its founding, is not limited to, nor restricted by, the following general education goals.

The general education curriculum provides a means of acquiring life skills, a common core of intellectual experiences, and a liberal arts foundation appropriate for all students. These experiences should allow students to successfully complete any undergraduate program of study and to be intellectually prepared for the challenges of modern life.

## Goals:

The General Education program is designed to enable students to

- A. Acquire skills in communicating clearly.
- B. Acquire quantitative reasoning skills.
- C. Acquire critical thinking skills.
- D. Acquire an understanding of scientific concepts.
- E. Acquire an understanding of social structures and processes.
- F. Acquire an understanding of aesthetic works.
- G. Explore another culture.
- H. Acquire an understanding of health.

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## General Education Curriculum

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Below may be found each general education goal, the categories that map to that goal and the particular courses offered within each category in order to meet that goal. Check the major programs on the following pages for the specific general education courses that may be required in a particular category for each academic program.

### Goal/Category/Courses (Minimum Credit Hours)

- A. Acquire skills in communicating clearly. (6 credit hours)

#### WRITING

ENGL 101 & ENGL 102

or

ENGL 101 & GNED 101

- B. Acquire quantitative reasoning skills. (3 credit hours)

#### MATHEMATICS

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

- C. Acquire critical thinking skills. (3 credit hours)

#### LOGICAL & ANALYTICAL THOUGHT

CIS 130

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

PHIL 103, 203

- D. Acquire an understanding of scientific concepts. (8 credit hours)

#### LABORATORY SCIENCE

BIOL 101, 102, 103, 107, 111, 112, 213, 200

CHEM 103, 105, 106, 111, 112

GEOL 111

PSCI 111, 112

PHYS 201,202, 203, 211, 212

Not all laboratory science courses taken elsewhere will fulfill Lander University's laboratory science general education requirements. Courses must have a traditional laboratory component (cannot be online, for example) and must be of a broad, general focus rather than specific in nature.

E. Acquire an understanding of social structures and processes. (9 credit hours)  
(Three credit hours from each category for a total of nine credit hours)

BEHAVIORAL SCIENCE (3 credit hours)

ANTH 104  
PSYC 101  
SOVI 101

HISTORY (3 credit hours)

HIST 101, 102, 103, 111, 112, 113  
GNED 101

POLITICAL ECONOMY (3 credit hours)

ECON 101, 201  
POLS 101, 103, 201

F. Acquire an understanding of aesthetic works. (9 credit hours)  
(Three credit hours from each category for a total of nine credit hours)

FINE ARTS (3 credit hours)

ART 101, 103 (as of fall 2006, ART 103 no longer meets fine arts general education requirement), 105 (as of fall 2006, ART 105 no longer meets fine arts general education requirement)  
ART 201 (no longer taught)  
DANC 101, 102  
FA 102, 103  
MUSI 101, 201  
THTR 201

*SECONDARY TEACHER EDUCATION MAJORS* must choose ART 101, MUSI 101, or THTR 201; and one of the following one hour activity or studio courses representing a different Fine Arts area from the appreciation course taken: FA 102, FA 103, MUSI 123, MUSI 141, MUSI 142, MUSI 145, MUSI 149, PEES 152, PEES 153, DANC 155, THTR 111.

HUMANITIES (3 credit hours)

ENGL 200, 201, 202, 204, 205, 211, 213, 214, 221, 241  
GNED 301  
HUMA 101, 230, 285, 330, 390, 395, 430  
PHIL 102, 302, 312, 315  
THTR 361

HUMANITIES - LITERATURE (3 credit hours)

ENGL 200, 201, 202, 204, 205, 211, 213, 214, 221, 241  
GNED 301

G. Explore another culture. (0-6 credit hours)\*

FOREIGN LANGUAGE

FR 101 & 102  
FR 111  
GER 101 & 102  
SPAN 101 & 102  
SPAN 111

\*Students may satisfy the general education foreign language requirement (1) by demonstrating first-year proficiency on the Foreign Language Challenge Examination, (2) by completing 101-102 courses in foreign languages offered at Lander University, (3) by completing the 111 course in Spanish or French, or (4) by transferring equivalent course work from another institution. Students who have learned English as a foreign language are exempt from the foreign language proficiency requirement. Such students may not receive credit for 100 level courses in their native language and may enroll in 200 level courses only with the permission of the instructor.

H. Acquire an understanding of health.

WELLNESS (3 credit hours)

NURN 203\*\*\*\*

NURS 203\*\*\*

PEES 165

\*\*\*NURS 203 is a two (2) credit-hour course; student must enroll in an additional one (1) credit-hour activity course to fulfill Wellness requirement. (PEES 103, 111-114, 121-128, 130, 134, 137-140, 143, 144, 146, 147, 151-153).

\*\*\*\*NURN 203 is a two (2) credit-hour course; student must enroll in an additional approved one-hour physical activity to fulfill Wellness requirement.

SPECIAL CATEGORIES:

FINE ARTS LECTURESHIP SERIES (1 credit hour)

FALS

GLOBAL ISSUES/NON-WESTERN STUDIES (3 credit hours)

ANTH 309

MUSI 333

ANTH 312

NURN 310

ART 312

NURS 310

ART 314

PEES 325

BA 390

PHIL 312

CHEM 381

POLS 303

ECON 321

POLS 310

EDUC 309

POLS 320

FINA 351

POLS 325

GEOG 304

POLS 345

GNED 301

POLS 350 (no longer taught)

HIST 305 (no longer taught)

POLS 361-365 (362-365 no longer taught)

HIST 306

PSYC 341

HIST 307

PSYC 360

HIST 321 (no longer taught)

PSYC 405

HIST 322

SOCI 301

HIST 323

SOCI 325 (no longer taught)

HIST 325

SOCI 351

HIST 335

SOCI 355 (no longer taught)

HIST 360

SOCI 361

HIST 365

SOCI 377-379 (378-379 no longer taught)

HIST 366

SOCI 425

HIST 370

SPAN 301

HIST 371-375 (372-375 are no longer taught)

SPAN 306

HIST 383

SPAN 405

HUMA 390

THTR 365

HUMA 395

THTR 415

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

PROFESSIONAL CONCERNS (1-3)

As of fall 2006, the Professional Concerns courses are no longer part of the general education core, but are part of the major program requirements. The courses have been renumbered so that all professional concerns courses carry a 499. All students earning an undergraduate degree are still required to pass the professional concerns course of their major program.

ART 400 (starting fall 2006 renumbered ART 499)

BA 414 (starting fall 2006 renumbered BA 499)

BIOL 499

CHEM 411 (starting fall 2006 renumbered CHEM 499)

CIS 499

CJM 499

EDUC 460 (starting fall 2006 renumbered EDUC 499)

ENGL 419 (starting fall 2006 renumbered ENGL 499)

ES 499  
HIST 432 (starting fall 2006 renumbered HIST 499)  
IDS 499  
MATH 400 (starting fall 2006 renumbered MATH 499)  
MCOM 400 (starting fall 2006 renumbered MCOM 499)  
MUSI 400 (starting fall 2006 renumbered MUSI 499)  
NURN 414 (starting fall 2006 renumbered NURN 499)  
NURS 414 (starting fall 2006 renumbered NURS 499)  
PEES 499  
POLS 421 (starting fall 2006 renumbered POLS 499)  
PSYC 407 (starting fall 2006 renumbered PSYC 499)  
SOC1 407 (starting fall 2006 renumbered SOCI 499)  
SPAN 495 (starting fall 2006 renumbered SPAN 499)  
THTR 415 (starting fall 2006 renumbered THTR 499)

**UNDERGRADUATE ACADEMIC  
PROGRAMS**

**2006-07**

# COLLEGE OF ARTS AND HUMANITIES

Professor Alan C. MacTaggart, MFA  
Dean and Professor of Art

Linda Goldman, Administrative Assistant  
Russell Martin, Administrative Specialist  
Kirk Simpson, Administrative Specialist

## Department of Art

**Frank E. Jackson, Jr., MFA, MMC**

**Associate Professor of Mass Communication & Theatre and Interim Chair**

Briles M. Lever, MFA

Instructor of Graphic Design

Linda K. Neely, PhD

Associate Professor of Art

Tom R. Pitts, PhD

Associate Professor of Art History

Robert H. Poe, MA

Associate Professor of Art

Roger A. Wohlford, MFA

Professor of Art

## Department of English and Foreign Languages

**Jeffrey S. Baggett, PhD**

**Associate Professor of English and Acting Chair**

Judy H. Bello, MA

Instructor of English

Helene M. Brown, MA

Associate Professor of French

Reese M. Carleton, PhD

Associate Professor of English

Anita L. Coffey, PhD

Assistant Professor of Spanish

Virginia Dumont-Poston, MFA

Associate Professor of English

Sharon E. Knight, PhD

Assistant Professor of Spanish

C. Renee Love, PhD

Assistant Professor of English

Carl R. Mentley, PhD

Associate Professor of Spanish

Robert K. Phillips, PhD

Professor of English

William V. Poston, MA

Instructor of English

Branimir M. Rieger, PhD

Professor of English

Murray M. Sellers, PhD

Assistant Professor of English

Michelle D. Trim, MA

Instructor of English

Julia C. Whitsitt, PhD

Professor of English

Lloyd E. Willis, PhD

Assistant Professor of English



## **Department of History and Philosophy**

**Joel S. Cleland, PhD**

**Professor of History and Chair**

Lee C. Archie, PhD

Professor of Philosophy

Robert C. Figueira, PhD

Professor of History

John G. Moore, PhD

Associate Professor of Philosophy

Kenneth M. Mufuka, PhD

Professor of History

Jean Paquette, PhD

Professor of History

B. Kevin Witherspoon, PhD

Assistant Professor of History

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

**Frank E. Jackson, Jr., MFA, MMC**

**Associate Professor of Mass Communication & Theatre and Chair**

Michael D. Coon, PhD

Assistant Professor in Theatre

Laura E. Hester, MMC

Assistant Professor of Mass Communication

Monique E. Sacay-Bagwell, MFA

Associate Professor of Mass Communication  
and Theatre

Robert F. Stevenson, PhD

Associate Professor of Journalism

## **Department of Music**

**Paul D. Criswell, PhD**

**Professor of Music and Chair**

Robert A. Gardiner, MM

Instructor of Music

Christopher A. Hughes, DMA

Assistant Professor of Music

Robert T. Kelley, PhD.

Assistant Professor of Music

Lila D. Noonkester, DMA

Associate Professor of Music

# **PROGRAMS OF STUDY IN THE COLLEGE OF ARTS & HUMANITIES**

## **Department of Art**

### **Degree Programs**

**B.S. in Visual Arts**

**B.S. in Visual Arts with K-12 Teacher Certification**

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

### **Degree Programs**

**B.A. in English**

**B.A. in English Professional Writing**

**B.A. in English with Secondary Certification**

**B.A. in Spanish**

**B.A. in Spanish – Teacher Certification K-12**

## **Department of History & Philosophy**

### **Degree Programs**

**B.A. in History**

**B.S. in History**

**B.S. in History with Secondary Teacher Certification**

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

### **Degree Programs**

**B.S. in Mass Communication & Theatre with Mass Communication Emphasis**

**B.S. in Mass Communication & Theatre with Theatre Emphasis**

## **Department of Music**

### **Degree Programs**

**B.S. in Music**

**B.S. in Music, K-12 Teacher Certification**

# DEPARTMENT OF ART

The Department of Art has been conceived to operate within the expressed central purpose of the University. In order to further those activities designed to serve the central purpose of the University, and remaining cognizant of the unique role of the fine arts throughout the history of mankind in preserving cultural tradition, delineating social change and providing the most lasting means whereby man may recreate himself, the following primary objectives have been conceived by the Department of Art:

1. To prepare those students specifically interested in pursuing careers in art and fine arts-related activities, with the skills necessary for the successful pursuit of such careers and activities;
2. To enhance the development of all students, regardless of their academic interests or major area of study, by providing not only instruction but opportunities for students to observe and participate in activities of the Department of Art;
3. To enlist the support of the community in the enjoyment and encouragement of the arts within the area served by Lander University.

## Admission Requirements

Because art as an applied discipline requires the mastery of academic and creative studio skills, Department of Art criteria for admission to the major differ from the general admission criteria of Lander University.

## Admission Procedure

Students entering the University begin with foundation studies in art. Following successful completion of art courses required in the freshman year and a meeting with art faculty, students may be admitted into the art major. Students must meet minimum progress requirements at each level. If the number of qualified applicants exceeds the space available in the program, the art faculty will determine admission based on the cumulative grade point average of the applicants. Students not admitted to the major may minor in art, use art as an interdisciplinary degree component, or take electives in art.

## Visual Arts Goals

Visual Arts Program Goals: Students graduating from Lander with a degree in visual arts should demonstrate a general knowledge of art concepts and the ability to apply art techniques in a range of media as outlined by the National Association of Schools of Art and Design (NASAD) standards, including:

1. factual and theoretical knowledge of art history and the tools of art research
2. practical foundation in concepts of design with applied analytical skills
3. practice in techniques used in production of art, including drawing, painting, sculpture, printmaking, computer graphics and photography or ceramics
4. demonstrated disposition to create and display personal works in a summative portfolio

Teacher Certification Program Goals: Students graduating from Lander University with recommendation for teacher certification should meet the art education standards of the National Association of Schools of Art and Design and the Lander University College of Education's conceptual framework: "Professional Instructional Leader." The conceptual model, which guides all Teacher Education Programs at Lander, is built upon the following **learner outcomes**.

The Professional Instructional Leader:

1. integrates content knowledge and skills of scholarly inquiry to teach all students. (Content knowledge encompasses the goals of the Visual Arts program of studies.
2. plans, provides and assesses learning experiences that are supported by research, knowledge of best practice and professional standards.
3. collaborates with diverse populations, including students, educators, community members, and families for the benefit of learners.
4. engages in reflection and professional development to assess and improve content knowledge and pedagogical skills.
5. exhibits dispositions that address the needs of all students and that provide leadership to the profession.

## Career Specialization

At the beginning of the junior year, students are required to concentrate in activities which enhance their professional goals. The art program is designed to meet the needs of a variety of interests. These include the fine arts, such as photography, painting, sculpture, and printmaking. Students who successfully specialize in any of these are encouraged to continue their work by attending graduate programs offered by other colleges and universities.

If a student wishes to concentrate in the commercial design field, the Lander art program offers training in commercial graphics, illustration, computer graphics and computer animation. Students who successfully specialize in any of these are prepared to work at entry level positions requiring these skills and experiences.

## VISUAL ARTS TEACHER CERTIFICATION MAJOR

Students wishing to pursue a teaching career in public school will take those courses which lead to certification. The Lander art program is one that emphasizes the philosophy that "those who teach must also do." Therefore, our teacher training program provides the student with a solid background in the fine arts, with a variety of experiences from which to draw upon in the classroom, as well as being a source for developing personal interests.

### Senior Exhibit

All art majors are required to have a one-man show of their work prior to graduation.

## ART HISTORY MINOR

Students who are pursuing a major in an area other than art may pursue a minor in art history.

Requirements for the minor in art history are:

ART 101	3
Two of the following:	
ART 103, 104, 105, 106,	
200 Level Studio	6
Three of the following:	
ART 309, 310, 311,	
312, 314, 371-375	<u>9</u>
TOTAL	18

## ELECTRONIC ART MINOR

Students who are pursuing a major in an area other than art may pursue a minor in electronic art.

Requirements for the minor in electronic art are:

Art 105	3
Art 103 or 104	3
Art 308	3
Three of the following:	
Art 204, 304, 350, 490	<u>9</u>
TOTAL	18

## VISUAL ARTS MINOR

Students who are pursuing a major in an area other than art may pursue a minor in visual arts. Requirements for the minor in visual arts are:

ART 101	3
ART 103 or 104	3
ART 105 or 106	3
Electives from any	9
ART 200, 300, or	
400 level studio	<u>—</u>
TOTAL	18

## PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**

**MAJOR: VISUAL ARTS**

Course	Credit Hour
GENERAL EDUCATION REQUIREMENTS <i>(For approved courses see the General Education section.)</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	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness (PEES 165)	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION REQUIREMENT</b>	<b>45-51</b>
CORE REQUIREMENTS	
ART 103	3
ART 104	3
ART 105	3
ART 106	3
ART 203	3
or 307	
ART 204	3
ART 205	3
ART 206	3
ART 302	3
ART 499	1
ADDITIONAL REQUIREMENTS	
ART 320	3
ART 300 or 400 level studios	12
Art History	9
ART 401	1
ELECTIVES	20-26
<b>TOTAL FOR BS DEGREE</b>	<b>124</b>

Formal admission to the art major. See Page 65.

No more than one "D" will be allowed in required sophomore level art courses.

Students must earn a "C" or better in 100 level art courses before proceeding to the sophomore studio courses and also maintain a 2.3 GPA in art courses in order to graduate with a major in art

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

## PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**

**MAJOR: VISUALARTS**

**CERTIFICATION: K-12 TEACHER CERTIFICATION**

Course

Credit Hour

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

Behavioral Science	3
FALS	1
Fine Arts (MUSI 101)	3
Foreign Language	0-6
Foreign Language	
Global Issues/ Nonwestern Studies (ART 312 OR ART 314)	3
History	3
Humanities/Literature (ENGL 214 OR ENGL 221)	3
Humanities	3
Laboratory Science (BIOL)	4
Laboratory Science (CHEM, PHYS, or PSCI)	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness (PEES 165)	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION REQUIREMENT	45-51

### CORE REQUIREMENTS

ART 103	3
ART 104	3
ART 105	3
ART 106	3
ART 203	3
or 307	
ART 204	3
ART 205	3
ART 206	3
ART 302	3
ART 499	1

### ADDITIONAL REQUIREMENTS

ART 221	3
ART 301	3
ART 451	3
ART History	3
ART History	3
ART History	3
ART 401	1



## TEACHER CERTIFICATION REQUIREMENTS

EDUC 202	3
EDUC 203	0.5
EDUC 240	3
EDUC 320	1
EDUC 329	0.5
EDUC 429	1
EDUC 351	3
EDUC 499	1
EDUC 461	11
PSYC 203	3
SPED 223	3
ELECTIVES	0-3
TOTAL FOR BS DEGREE	125-127

For formal admission to the art major see page 65.

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major. Students must earn a “C” or better in all program requirement courses.

Students must earn a “C” or better in all professional education and major program courses.

Students must earn a 2.3 GPA in art courses in order to graduate with a major in art.

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

# DEPARTMENT OF ENGLISH & FOREIGN LANGUAGES

The Department of English and Foreign Languages encompasses the disciplines of English, modern languages (French, German, and Spanish), and humanities. Majors are offered in English and Spanish and minors in English, French, Latin American Studies, Spanish, and writing. Courses in English and foreign languages are concerned with the ideas of civilization as expressed in the language and literature of the world. These courses address several areas of the general education program and also are excellent electives.

Courses in English and Foreign Languages help students attain the following:

1. The ability to organize ideas, to write correctly and effectively, and to carry out library research systematically.
2. An awareness of their own cultural tradition through the study of literature of the Western world.
3. The ability to understand and enjoy literature through a study of published interpretation and criticism and through their own analysis and writing.
4. An awareness of the ways in which a number of major writers have viewed the human condition and the adventures of man's mind and spirit.
5. An understanding of the essential unity of knowledge and an awareness of the inter-relatedness of the various disciplines.

A grade of "C" or better is required in all courses applied to major and minor programs in the Department of English and Foreign Languages.

**Teacher Certification Program Goals:** Students graduating from Lander University with recommendation for teacher certification should meet the English education and Spanish education standards of the National Council of Teachers of English, the American Council on the Teaching of Foreign Languages, and the Lander University College of Education's conceptual framework: "Professional Instructional Leader." The conceptual model, which guides all Teacher Education Programs at Lander, is built upon the following learner outcomes.

The Professional Instructional Leader:

1. integrates content knowledge and skills of scholarly inquiry to teach all students. (Content knowledge encompasses the goals of the English education and Spanish education program of studies.)
2. plans, provides and assesses learning experiences that are supported by research, knowledge of best practice and professional standards.
3. collaborates with diverse populations, including students, educators, community members, and families for the benefit of learners.
4. engages in reflection and professional development to assess and improve content knowledge and pedagogical skills.
5. exhibits dispositions that address the needs of all students and that provide leadership to the profession.

## ENGLISH MAJOR

Students majoring in English study literature, writing, and language. This study prepares students for careers in education, law, medicine, theology, business, public relations, mass media, and public service. Although the British-American heritage is central, African-American, Native American, European, and non-western contributions to this literary tradition are also studied in relevant courses.

English majors begin their program with Introduction to Literary Studies (English 200). In advanced literature courses (all of which are writing intensive), they study genres, texts in historical contexts, and major authors. In advanced writing courses they may create fiction, nonfiction, and poetry. In reading/writing seminars they study one kind of text by both analyzing published works and creating texts of their own. In language and rhetoric courses, including Introduction to Language (English 345, required of all English majors), students learn the history and working structures of language and study the influences of audience and style that have shaped discourse at different times. Students end their program with the Senior Seminar (English 419) in which they reflect on their course work and consider professional issues.

Students declare this major by filling out an advisor card in the department office. All English majors have members of the English faculty as academic advisors.

The major program requires [at least] 36 hours of 300-level and 400-level English courses. Three specific courses are required: Introduction to Literature Studies (English 200), Introduction to Language (English 345), and Senior Seminar (English 499). English courses distributed among three course types (genre study, rhetoric, major authors, historical contexts, or reading/writing seminars). The Professional Writing emphasis includes specific English courses (English 275, 350, 373, 413, 490) particularly useful to students

who plan careers in professional settings; the emphasis requires that students complete at least six credit hours in courses selected from other disciplines. English majors must demonstrate proficiency at the intermediate level in one foreign language.

Students graduating with an English major acquire the following competencies:

1. To write and speak fluently, correctly, and gracefully in a variety of situations, contexts, and forms and to use language with refinement to express meaning precisely;
2. To read works from a variety of periods and cultures, including non-western as well as English, American (including non-majority), and European literatures and to be familiar with the literary tradition in English;
3. To apply a variety of critical methods to a wide range of genres, styles, and levels of discourse;
4. To use research to find information in a variety of formats and locations, integrate sources as support for original ideas, and document sources in Modern Language Association (MLA) style;
5. To know the works of at least one major author in some detail, with a sense of the author's development, career, and importance;
6. To understand how cultural, social, economic, political, and scientific events and movements have affected writers and their writing;
7. To understand how literature provides insights into the moral, psychological, ideological, political, and aesthetic choices faced by individual people.

### **Teacher Certification**

Students may pursue a major in English with a B.A. in English with Teacher Certification. They will take the approved sequence of education courses common to all secondary education concentrations at Lander and a course in methods of teaching secondary English (English 451). Students will include Readings in African-American Literature (English 204) as part of their Additional Requirements and Introduction to Language (English 345) and Studies in Rhetoric (English 413) as part of their upper-level English coursework. The Teacher Certification Program meets NCTE and NCATE standards of English Teacher Education programs.

## **ENGLISH MINOR**

### **English Minor—Literature Emphasis**

Students in any major may minor in English by taking 18 hours of upper level English courses, including one course from each of the following groups:

ENGL 301-339, 406-414 (literature)  
ENGL 345 or 413 (language)  
ENGL 350-373; 417 (writing)

### **English Minor—Professional Writing Emphasis**

Students in any major may pursue the applied emphasis English Minor by taking 18 hours chosen from the following courses:

ENGL 275  
ENGL 350  
ENGL 364 or 373  
Two upper-level English courses  
One 400-level English course

### **English Minor—Writing Emphasis**

Students in any major (including English) may pursue the writing emphasis minor by taking 18 hours of writing courses above the 100 level, distributed as follows:

ENGL 345 (Introduction to Language)  
Additional writing courses (nine hours) chosen from English 353 (Writing Poetry), English 354 (Writing Fiction), English 364 (Writing Nonfiction), and Theatre 390 (Scriptwriting)  
Writing electives (6 hours)

Elective courses may include (1) two courses from outside the area of emphasis OR (2) one course from outside the area of concentration and English 490 (Internship) or Journalism 490 (Internship).

## **SPANISH MAJOR**

Students majoring in Spanish have the opportunity to develop an appreciation of the diverse cultural constitution of the Spanish speaking peoples. The Spanish major includes the study of the literary, spoken, and cultural expressions of Hispanic civilizations in order to develop writing, speaking, listening, and reading skills in Spanish. The program is designed to provide students with skills and knowledge that will prepare them for a variety of career options. Students may choose curriculum patterns that will prepare them to undertake graduate study in literature, to teach at the primary or secondary level, or to pursue a career in one of the professional fields such as business, public relations, or public service.

The program of studies will enhance the students' appreciation of our multicultural environment not only through the study of Hispanic literature and culture but also through first-hand experience. Students must experience a significant personal immersion in a different culture. Thereafter they will be required to demonstrate their advanced language skills in the use of modern technologies. The use of technology will be an essential tool for those who major in Spanish, regardless of their particular career goals; all need to become aware of the various uses of technology in foreign language communication, including translation, composition, and multimedia presentation.

In addition to their classroom and personal study of the Hispanic culture and technology, students majoring in Spanish will gain proficiency in the four skills traditionally required of foreign language students---reading, writing, speaking, and listening. To that end, all advanced courses will emphasize oral skills, and literature courses in particular will be writing intensive. During an oral exit interview in their last semester, candidates for the B.A. must demonstrate advanced proficiency in communication in Spanish as defined by ACTFL standards.

All students majoring in Spanish will accomplish the following:

1. Develop skill in the use of Spanish, including the ability to carry on an effective conversation with a native speaker and to read and write Spanish at a level acceptable to native speakers.
2. Study and experience Hispanic culture and be able to distinguish cultural similarities and differences among various Hispanic societies.
3. Study various manifestations of the arts, literature, and other aesthetic expressions by Hispanic masters.
4. Become aware of varying uses of present-day technology in foreign language communication and the application of that technology in various professions.

### **Teacher Certification**

In addition to the requirements for all Spanish majors, students preparing to teach in South Carolina public schools must satisfy teacher certification requirements. In order to do so, they will take the approved sequence of education courses common to all secondary education concentrations at Lander and a course in language-teaching methodology. The basic teacher certification concentration will lead to secondary certification. The major program has been designed with reference to NCATE/ACTFL standards and to the South Carolina Curriculum Framework for Foreign Languages, so the entire program supports the teacher training concentration.

## **SPANISH MINOR**

Instruction in the beginning Spanish courses is designed primarily to increase proficiency in listening, speaking, reading, and writing skills. More advanced courses explore the patterns of life and thought and the great works of Spanish literature. While many courses are designed for the Spanish minor, others, like those on the 100 and 200 levels, are appropriate for any student.

Study abroad is encouraged for all students of Spanish. The faculty will assist students in planning for summer courses or for a semester or a year of study abroad through one of the existing college, university, or international organization programs, so that credit will be transferred to Lander.

To obtain a minor in Spanish, all students must complete a minimum of 12 hours with a grade of "C" or better in each course, including at least six hours in courses numbered above 300. Students who begin in Spanish 101 normally complete 18 hours; students who begin Spanish 111 normally complete 15 hours. Students who begin at the 200 level or above normally complete 12 hours. Students who enter courses in the Spanish 300 series earn a minor by completing 12 hours at Lander University in Spanish courses numbered above 300.

## **LATIN AMERICAN STUDIES MINOR**

Latin American Studies is an interdisciplinary minor consisting of 18 semester hours of credit in courses from a variety of disciplines in the following distribution:

HIST 306 (Latin America)	3
SPAN 306 (Civilization and Culture of Latin America)	3
Minor Electives	<u>12</u>
TOTAL	18

Electives may be chosen from the following courses:

- HIST 325 (History of Mexico, Cuba, and Central America in the 20th Century)
- HUMA 395 (Topics in Latin American Studies)
- SPAN 301 (Study Tour in Latin America)
- SPAN 311 (Hispano-American Literature I)
- SPAN 312 (Hispano-American Literature II)
- SPAN 405 (Special Topics in Hispanic American Literature)

## **FRENCH MINOR**

Instruction in the beginning French courses is designed primarily to increase proficiency in the listening, speaking, reading, and writing skills. Courses on the 200 and 300 levels emphasize the study of the French language and European culture. While they are designed for students wishing to pursue the French minor, they are also appropriate for any students wanting electives.

To obtain a minor in French, a student must complete 12 hours of French courses numbered 200 and above. Six of these hours must be in courses numbered 300 and above.

Study abroad is available to all students through the Lander University International Program.

## PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF ARTS**

**MAJOR: ENGLISH**

Course	Credit Hour
GENERAL EDUCATION REQUIREMENTS <i>(For approved courses see the General Education section.)</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	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION REQUIREMENT</b>	<b>45-51</b>
CORE REQUIREMENTS	
ENGL 200	3
ENGL 345	3
ENGL 499	3
ADDITIONAL REQUIREMENTS	
200-level Foreign Language	3
200-level Foreign Language	3
MAJOR ELECTIVES	
300 level courses	12
400 level courses	9
Upper level English electives	9
<b>ELECTIVES</b>	<b>28-34</b>
<b>TOTAL FOR BA DEGREE</b>	<b>124</b>



## PROGRAM REQUIREMENTS

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

Course	Credit Hour
GENERAL EDUCATION REQUIREMENTS <i>(For approved courses see the General Education section.)</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	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION REQUIREMENT</b>	<b>45-51</b>
CORE REQUIREMENTS	
ENGL 200	3
ENGL 345	3
ENGL 499	3
ADDITIONAL REQUIREMENTS	
200-level Foreign Language	3
200-level Foreign Language	3
<i>Select at least 6 hours from at least two of the following categories:</i>	<b>6</b>
MEDA 201, 250, 331, 341, 421	
SPCH 101	
BA 101, 251	
CIS 101, 102, 120	

MAJOR ELECTIVES

300 level courses (selected from ENGL 301-364)	6
400 level courses (selected from ENGL 401-417)	6

EMPHASIS REQUIREMENTS

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

ELECTIVES	25-31
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TOTAL FOR BA DEGREE	124
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Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

## PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF ARTS**

**MAJOR: ENGLISH**

**CERTIFICATION: SECONDARY CERTIFICATION**

Course	Credit Hour
<b>GENERAL EDUCATION REQUIREMENTS</b> <i>(For approved courses see the General Education section.)</i>	
Behavioral Science (PSYC 101)	3
FALS	1
Fine Arts	3
Foreign Language	0-6
Foreign Language	
Global Issues/ Nonwestern Studies	3
History	3
Humanities/Literature (ENGL 200)	3
Humanities (PHIL 102)	3
Laboratory Science	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION REQUIREMENT</b>	<b>45-51</b>
<b>CORE REQUIREMENTS</b>	
ENGL 200	3
ENGL 345	3
ENGL 499	3
<b>ADDITIONAL REQUIREMENTS</b>	
200-level Foreign Language	3
200-level Foreign Language	3
ENGL 214 or ENGL 221	3
ENGL 204	3
MEDA 331	3
ENGL 401	3
ENGL 413	3
ENGL 417	3
ENGL 451	3
<b>MAJOR ELECTIVES</b> (300- and 400-level courses) Include U.S., British, and world literature and works by female writers. Choices must be approved by an advisor.	<b>18</b>

## TEACHER CERTIFICATION REQUIREMENTS

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

TOTAL FOR BA DEGREE

132-138

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

## PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF ARTS**

**MAJOR: SPANISH**

Course	Credit Hour
<b>GENERAL EDUCATION REQUIREMENTS</b> <i>(For approved courses see the General Education section.)</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	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION REQUIREMENT</b>	<b>45-51</b>
<b>CORE REQUIREMENTS</b>	
SPAN 395	3
SPAN 403	3
SPAN 499	1
<b>MAJOR ELECTIVES</b>	
SPAN 401	3
<i>Complete two of the following in each group:</i>	
SPAN 210 OR 211 OR 212	6
SPAN 304, 305, 306, 307	6
SPAN 312 & 313 OR 311 & 314	6
SPAN 403, 405, OR 451	6
<b>ADDITIONAL REQUIREMENTS</b>	
Global Issues	3
Literature (non-Spanish)	3
300-400 Spanish elective	3
<b>ELECTIVES</b>	<b>30-36</b>
<b>TOTAL FOR BA DEGREE</b>	<b>124</b>

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

## PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF ARTS**

**MAJOR: SPANISH**

**CERTIFICATION: K-12 TEACHER CERTIFICATION**

Course

Credit Hour

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

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	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3

TOTAL GENERAL EDUCATION REQUIREMENT 45-51

### CORE REQUIREMENTS

SPAN 395	3
SPAN 403	3
SPAN 499	1

### MAJOR ELECTIVES

*Complete two of the following:*

SPAN 210 or 211 or 212	6
SPAN 312 & 313 OR 311 & 314	6
SPAN 304	3
SPAN 305	3
SPAN 306	3
SPAN 307	3
SPAN 401	3
SPAN 451	3



TEACHER CERTIFICATION REQUIREMENTS

EDUC 202	3
EDUC 203	0.5
EDUC 240	3
EDUC 320	1
EDUC 329	0.5
EDUC 351	3
EDUC 429	1
EDUC 461	11
EDUC 499	1
PSYC 203	3
SPED 223	3
Fine Arts ( see Page 58 )	1

ELECTIVES 5-11

TOTAL FOR BA DEGREE 124

# Department of History & Philosophy

## HISTORY MAJOR

History encompasses the study of human experiences and institutions from ancient times to the present. By studying the development in time of politics, societies, economies, attitudes, systems of thought, and cultures, Lander University history graduates will:

1. know the basic historical chronologies of the United States and of Western Civilization;
2. possess detailed knowledge of selected areas of European, U.S., and World histories;
3. be able to read and critically evaluate primary and secondary historical sources;
4. be able to examine and evaluate conflicting interpretations of events and personalities;
5. be able to perform historical research in libraries, archives, and other appropriate repositories of historical records;
6. be able to write about historical questions and evidence in a clear, analytical, and organized manner, including the technical ability to document research and to construct a bibliography;
7. be able to discuss historical findings in clear and coherent oral presentations; and
8. be able to understand and explain historical information drawn from other cultures, both within the United States and from other countries.

**Teacher Certification Program Goals:** Students graduating from Lander University with recommendation for teacher certification should meet the social studies education standards of the National Council for Social Studies and the Lander University College of Education's conceptual framework: "Professional Instructional Leader." The conceptual model, which guides all Teacher Education Programs at Lander, is built upon the following learner outcomes.

The Professional Instructional Leader:

1. integrates content knowledge and skills of scholarly inquiry to teach all students. (Content knowledge encompasses the goals of the social studies education program of studies.)
2. plans, provides and assesses learning experiences that are supported by research, knowledge of best practice and professional standards.
3. collaborates with diverse populations, including students, educators, community members, and families for the benefit of learners.
4. engages in reflection and professional development to assess and improve content knowledge and pedagogical skills.
5. exhibits dispositions that address the needs of all students and that provide leadership to the profession.

Degree programs in history are useful preparation for entry into law, medicine, business, and other professions. In addition to solid preparation for the teaching profession, history majors may also find career opportunities in government service, in historic preservation, or in archives and museums.

The History curriculum provides opportunities to study a great variety of chronological epochs (ranging from antiquity to the contemporary period) and world cultures (of the United States, Europe, Latin America, Africa, and Asia). Apart from completing required courses (at the 100-level and in History Thesis), students are encouraged by their academic advisors to develop a sequence of History courses drawing on this variety of offerings.

In addition, B.A. majors must complete six semester hours of intermediate foreign language or demonstrate proficiency at the intermediate level. B.S. majors (non-teacher certification) must complete three semester hours of introductory statistics and three semester hours of computer science. Teaching certification students complete in addition a pedagogy concentration.

All History majors must complete at least eighteen semester hours of credit at the 200-level or above (including History Thesis) in History courses offered at Lander University. Students must have a cumulative 2.0 average in all major courses in order to graduate.

## HISTORY MINOR

A minor in history consists of 18 semester hours distributed as follows:

HIST 101, 102, 103, 111, 112, or 113	3
African-Asian-Latin American History (200-level or above)	3
U.S. History (200-level or above)	3
European history (200-level or above)	3
History elective (300-level or above)	3
History elective	<u>3</u>
TOTAL	18

## INTERNATIONAL STUDIES MINOR

The objective of the minor program in international studies is the employment of cross-cultural and cross-disciplinary perspectives to learn about contemporary (i.e., post-1900) world societies. A minor in international studies consists of 18-24 semester hours distributed as follows:

I. Intermediate level foreign language (200-level) or intermediate proficiency	0-6
II. Courses from first chosen area	9
III. Courses from second chosen area	<u>9</u>
TOTAL	18-24

Students can choose coursework in their own major subject or in the subject of a second minor so long as the same courses do not fulfill major or second minor requirements. Students must earn a grade of "C" or better in all minor courses.

## LATIN AMERICAN STUDIES MINOR

Latin American Studies is an interdisciplinary minor consisting of 18 semester hours of credit in courses from a variety of disciplines in the following distribution:

HIST 306 (Latin America)	3
SPAN 306 (Civilization and Culture of Latin America)	3
Minor Electives	<u>12</u>
TOTAL	18

Electives may be chosen from the following courses:

HIST 325 (History of Mexico, Cuba, and Central America in the 20th Century)  
HUMA 395 (Topics in Latin American Studies)  
SPAN 301 (Study Tour in Latin America)  
SPAN 311 (Hispano-American Literature I)  
SPAN 312 (Hispano-American Literature I)  
SPAN 405 (Special Topics in Hispanic American Literature)

## PHILOSOPHY MINOR

The minor in philosophy not only emphasizes the acquisition of methodological skills used in many separate academic disciplines but also emphasizes inquiry into, and reflection upon, the knowledge and value-structures inherent in intellectual problems and texts. Students in the minor program will (1) learn to investigate critically the major areas of philosophy including logic, value theory, and theories of knowledge and reality and (2) learn to apply their reasoning abilities in critical reading, thinking, and writing.

Students minoring in philosophy should (1) acquire the methods necessary to read, think critically and write about subjects in the sciences and humanities, (2) understand and be able to employ ethical concepts and theories of moral philosophy, and (3) be

conversant with the major problems and historical development of philosophical inquiry.

A minor in philosophy consists of 18 semester hours taken in philosophy.

### **PRE-LAW MINOR**

The pre-law minor has one required course, and four other groups of courses. The first group consists of the required accounting course, providing fundamental knowledge about financial information. The second group consists of recommended elective courses providing background knowledge helpful for law students or lawyers. The third group consists of courses providing the most important skills a law student or lawyer needs. The fourth group consists of recommended general education courses providing background knowledge helpful for law students or lawyers. The fifth group consists of the law courses offered at the undergraduate level.

The pre-law minor consists of 21 semester hours with the following distribution:

#### GROUP A (3 semester hours)

ACCT 101 - Survey of Accounting

Total 3

#### GROUP B (3 semester hours)

Students must choose one of the following courses:

SOCI 214 Criminal Justice System

SOCI 326 Society and Law

Total 3

#### GROUP C (3 semester hours)

Students must choose one of the following courses:

SPCH 101 Speech Fundamentals

ENGL 275 Business Communications

ENGL 364 Writing Nonfiction

ENGL 373 Writing in the Disciplines

Total 3

#### GROUP D (3 semester hours)

Students must choose one of the following courses:

HIST 111 U.S. to 1850

HIST 113 U.S. Since 1933

PHIL 103 Introduction to Logic

PHIL 302 Ethics

Total 3

#### Group E (9 semester hours)

Students must choose one of the following courses:

POLS 308 Introduction to Law

POLS 311 Constitutional Law

POLS 312 Civil Rights and Civil Liberties

POLS 313 Judicial Process

Total 9

Total required hours for minor 21

## PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF ARTS**

**MAJOR: HISTORY**

Course	Credit Hour
<b>GENERAL EDUCATION REQUIREMENTS</b> ( <i>For approved courses see the General Education section.</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	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION REQUIREMENT</b>	<b>45-51</b>
<b>CORE REQUIREMENTS</b>	
HIST 201	3
HIST 390 (fall semester)	3
HIST 391 (spring semester)	3
HIST 499 (fall and spring semester)	3
<b>ADDITIONAL REQUIREMENTS</b>	
Intermediate Foreign Language	3
Intermediate Foreign Language	3
HIST (101, 102, 103, 111, 112, 113)	3
<b>MAJOR ELECTIVES</b>	
HIST 300 level or higher	3
HIST 300 level or higher	3
HIST 300 level or higher	3
HIST 300 level or higher	3
HIST 300 level or higher	3
HIST 300 level or higher	3
HIST 300 level or higher	3
HIST 300 level or higher	3
<b>ELECTIVES</b>	<b>28-34</b>
<b>TOTAL FOR BA DEGREE</b>	<b>124</b>

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

### **PRE-LAW PROGRAM**

History majors interested in the preparation for law school should consult pages 84 for appropriate electives.

## PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**

**MAJOR: HISTORY**

Course	Credit Hour
<b>GENERAL EDUCATION REQUIREMENTS</b> <i>(For approved courses see the General Education section.)</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	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics (MATH 211)	3
Political Economy	3
Wellness	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION REQUIREMENT</b>	<b>45-51</b>
<b>CORE REQUIREMENTS</b>	
HIST 201	3
HIST 390	3
HIST 391	3
HIST 499	3
<b>ADDITIONAL REQUIREMENTS</b>	
HIST (101, 102, 103, 111, 112, 113)	3
Computer Science	3
<b>MAJOR ELECTIVES</b>	
HIST 300 level or higher	3
HIST 300 level or higher	3
HIST 300 level or higher	3
HIST 300 level or higher	3
HIST 300 level or higher	3
HIST 300 level or higher	3
HIST 300 level or higher	3
HIST 300 level or higher	3
<b>ELECTIVES</b>	<b>34-40</b>
<b>TOTAL FOR BS DEGREE</b>	<b>124</b>

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

### **PRE-LAW PROGRAM**

History majors interested in the preparation for law school should consult pages 84 for appropriate electives.



## PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**

**MAJOR: HISTORY**

**CERTIFICATION: SECONDARY SOCIAL STUDIES TEACHER**

Course

Credit Hour

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

Behavioral Science (SOC 101)	3
FALS	1
Fine Arts (ART 101 or MUSI 101 or THTR 201)	3
Foreign Language	0-6
Foreign Language	
Global Issues/ Nonwestern Studies	3
History 101 OR 102 OR 103	3
Humanities/Literature (ENGL 214 OR ENGL 221)	3
Humanities (PHIL 102)	3
Laboratory Science (BIOL)	4
Laboratory Science (CHEM 103)	4
Logic & Analytical Thought	3
Mathematics (MATH 211)	3
Political Economy (POLS 101)	3
Wellness	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3

TOTAL GENERAL EDUCATION REQUIREMENT 46-52

### CORE REQUIREMENTS

HIST 201	3
HIST 390	3
HIST 391	3
HIST 499	3

### ADDITIONAL REQUIREMENTS

HIST 101 OR 102 OR 103	3
HIST 451	3
ANTH 104	3
GEOG 101 or 103	3
PSYC 101	3
POLS (U.S. politics or government)	3
POLS (Non-U.S. politics or government)	3
ECON 201	3

### MAJOR ELECTIVES

HIST 300 level or higher	3
HIST 300 level or higher	3
HIST 300 level or higher	3
HIST 300 level or higher	3

## TEACHER CERTIFICATION REQUIREMENTS

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

TOTAL FOR BS DEGREE 127-133

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

†

# DEPARTMENT OF MASS COMMUNICATION & THEATRE

## MASS COMMUNICATION & THEATRE

The mass communication and theatre program offers the student the opportunity to explore the media of communication through speech, live dramatic performances, radio production, video production as well as through print and electronic journalism. Students are expected to choose an emphasis in either theatre or mass communication.

The Mass Communication and Theatre graduate is expected to have:

- 1) ability to communicate effectively in person as well as through a variety of different media
- 2) ability to analyze and critically evaluate a variety of messages produced in a number of different media
- 3) ability to apply production and management skills appropriate to mass communication or theatre settings
- 4) an understanding of the historical, ethical and legal issues related to the student's chosen emphasis area
- 5) an understanding of the business and economic operations of the student's chosen emphasis area

In order to accomplish these objectives and broaden their mass communication background, students are encouraged to engage in a variety of media, theatre, journalism, and dance courses and activities at Lander University. Students are expected to participate in some capacity in all phases of theatre, journalism, radio, and/or video productions.

Students completing the program of study should be able to realize one or more of the following objectives:

- A. Graduates should possess the skills necessary for successful careers in theatre and related professions including educational, community, or professional organizations.
- B. Graduates should possess the skills necessary for successful careers in electronic or print media and related professions including educational, industrial, or professional organizations.
- C. Graduates should have sufficient preparation for the pursuing of further specialized training in theatre, journalism, electronic media, and related professions.
- D. Graduates should possess the skills necessary to become critical and informed supporters of mass communication, theatre, and related art forms with an awareness of how these reflect, affect, and enrich human life.

## DANCE MINOR

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

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

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

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

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

Requirements for the minor in dance are:

DANC 101	3
DANC 102	3
DANC 201	3
DANC 301	3
DANC 302	3
DANC 155 (4 semesters)	4
Electives (4 hours credit from the following):	4
MUSI 101, MUSI 333, PEES 210, THTR 111	
TOTAL	23

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

### **MASS COMMUNICATION OR SPEECH AND THEATRE MINOR**

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

#### **Mass Communication Minor**

This minor requires 19 hours of course work as follows:

MEDA 201	3
MEDA 302	3
MEDA 350	4
MEDA 450	3

Six hours from the following:

ART 308	3
ART 203	3
MEDA 250	3
MEDA 490	1-6
THTR 390	3
THTR 201	<u>3</u>
TOTAL	19

#### **Speech and Theatre Minor**

This minor requires 18 hours of course work as follows:

SPCH 201	3
THTR 111 (complete two times) <sup>2</sup>	
THTR 202	4
THTR 250	3
THTR and/or SPCH electives (excluding THTR 416) —	6
TOTAL	18

## PROGRAM REQUIREMENTS

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

Course	Credit Hour
GENERAL EDUCATION REQUIREMENTS <i>(For approved courses see <a href="http://www.lander.edu/catalog/generaleducation">www.lander.edu/catalog/generaleducation</a>.)</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	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION REQUIREMENT</b>	<b>45-51</b>
CORE REQUIREMENTS	
JOUR 201	3
MEDA 101	3
MEDA 302	3
MEDA 340	3
SPCH 101	3
SPCH 102	3
SPCH 201	3
THTR 200	3
THTR 390	3
ADDITIONAL REQUIREMENTS	
ART 203	3
ART 204	3
BA 205	3
ENGL 275 OR 373 OR 350	3
JOUR 302	3
JOUR 303	3
JOUR 375	3
MCOM 499	1

## EMPHASIS REQUIREMENTS

MEDA 250	3
MEDA 290 OR 490	3
MEDA 341	3
MEDA 421	3
MEDA 450	3
ELECTIVES	9-15
TOTAL FOR BS DEGREE	124

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major. Students must earn a "C" or better in all program requirement courses.

## PROGRAM REQUIREMENTS

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

Course

Credit Hour

### GENERAL EDUCATION REQUIREMENTS *(For approved courses see [www.lander.edu/catalog/generaleducation](http://www.lander.edu/catalog/generaleducation).)*

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	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3

TOTAL GENERAL EDUCATION REQUIREMENT 45-51

### CORE REQUIREMENTS

JOUR 201	3
MEDA 101	3
MEDA 302	3
MEDA 340	3
SPCH 101	3
SPCH 102	3
SPCH 201	3
THTR 200	3
THTR 390	3

### ADDITIONAL REQUIREMENTS

THTR 103	3
THTR 110	2
THTR 111	8
THTR 203	4
THTR 221	3
THTR 301 OR 303 OR 320 OR 421	3



## EMPHASIS REQUIREMENTS

THTR 331	3
THTR 341	3
THTR 350	3
THTR 416	3
THTR 450	3
THTR 499	3

ELECTIVES 5-11

TOTAL FOR BS DEGREE 124

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

Students must earn a "C" or better in all program requirement courses.

# DEPARTMENT OF MUSIC

## MUSIC MAJOR

The following objectives are set forth for the degree program:

1. To broaden the student's awareness of music in a global construct,.
2. To develop a sense of professionalism within the discipline to include the highest possible performance standards, performance practice, stage department, and production,
3. To increase the musical and technical abilities of the student in performance, both solo and ensemble,.
4. To heighten the student's musical awareness and sensitivity to the broadest possible spectrum of music,.
5. To provide the student with a foundation of music theory and analytical skills, including the common practice period as well as jazz and the avant-garde,.
6. To provide the student with a foundation in the history of music,.
7. To provide the student with sound preparation for graduate study in music, and.
8. To provide experience in computer music/MIDI technology.

Teacher Certification Program Goals: Students graduating from Lander University with recommendation for teacher certification should meet the music education standards of the National Association of Schools of Music and the Lander University College of Education's conceptual framework: "Professional Instructional Leader." The conceptual model, which guides all Teacher Education Programs at Lander, is built upon the following learner outcomes.

The Professional Instructional Leader

- 1 integrates content knowledge and skills of scholarly inquiry to teach all students. (Content knowledge encompasses the goals of the music education program of studies.)
2. plans, provides and assesses learning experiences that are supported by research, knowledge of best practice and professional standards.
3. collaborates with diverse populations, including students, educators, community members, and families for the benefit of learners.
4. engages in reflection and professional development to assess and improve content knowledge and pedagogical skills.
5. exhibits dispositions that address the needs of all students and that provide leadership to the profession

Opportunities in the music profession are considerable:

- accompanying/collaborative performance
- advertising & public relations
- arranging
- broadcasting
- chamber musician
- church musician
- collegiate educator/administrator
- composition: radio, TV, movies, commercials
- computer musician (MIDI specialist)
- concert manager/artist representative
- conducting
- independent studio management
- instrumental manufacturer's representative
- instrumental or vocal soloist
- military band/chorus

- music administration/arts commissions
- music and copyright law
- music therapy
- opera & musical theater
- orchestral or band performer
- primary or secondary education and administration
- production and stage management
- recording technician and distribution
- recording engineer/producer
- teaching

## BACHELOR OF SCIENCE IN MUSIC

Conceived within the tradition of a liberal arts education, the Bachelor of Science in music degree program combines a strong music component with a broad menu of elective courses, allowing the student to tailor the program to individual needs and career goals. The program is divided into three components: 1) general education studies, 2) required music courses, and 3) electives, or teacher education concentration.

Students may choose *electives* from any combination of music and non-music courses. Elective hours may be used to satisfy requirements for a minor in a non-music field. For example, a minor in dance, media, or business may be used to satisfy part of the elective requirement. For a full list of possible minors, please see page 10.

## K-12 TEACHER CERTIFICATION

The Bachelor of Science in Music (K-12 teacher certification) curriculum prepares students for the organization and administration of school music programs in grades K-12. Upon completion of the program, the student will be certified in instrumental or choral music by the South Carolina State Department of Education. Students wishing certification in both areas will pursue a suitable course of study approved by the music faculty.

Music majors pursuing teacher certification will also be assigned co-advisors from the Department of Music and from the College of Education. Students are encouraged to become familiar with “Guidelines for All Teacher Education Programs” in this catalog.

## APPLIED MUSIC

Applied music is available in:

Voice	French Horn
Piano	Trombone
Organ	Baritone Horn, Euphonium
Guitar	Tuba
Flute	Percussion
Oboe	Violin
Bassoon	Viola
Clarinet	Cello
Saxophone	Double Bass
Trumpet	Cornet

The following is the standard sequence of private and class Applied Music Instruction for teacher certification

### Keyboard Majors

- Seven semester hours of private instruction in piano or organ.
- A total of six semester hours of class and/or private voice instruction. Students may satisfy all or part of the requirement by vocal audition. See voice instructor.

### Voice Majors

- Seven semester hours of private instruction.
- A total of six semester hours of class and/or private piano instruction. Students may satisfy all or part of the requirement by examination (Piano Proficiency Examination). See keyboard instructor.

### Instrumental Majors

- Six semester hours of private instruction in major area.
- One semester hour of emphasis *or* non-emphasis wind/percussion/piano private instruction.
- Three semester hours of non-emphasis wind/percussion/piano private instruction with advisor’s approval.

- d) One semester hour of MUSI 125.
- e) A total of two semester hours of piano class (MUSI 123-124). Students may satisfy all or part of the keyboard requirement by examination (Piano Proficiency Examination). See keyboard instructor.

All applied students pursuing the B.S. in Music must complete 8 semesters of study on the major instrument. They must also demonstrate keyboard proficiency by enrolling for piano class (MUSI 123-124) or by passing the Piano Proficiency Examination.

An applied music fee of \$40 is charged to music majors or minors for each semester of *private* study (in addition to tuition fees). A fee of \$130 is charged for private applied study as an elective. There is no additional fee for piano or voice classes.

### **SCHOLARSHIP, ENSEMBLE, & STUDIO AUDITIONS**

All students interested in being admitted to the music degree program are required to audition in order to demonstrate their level of performance and familiarity with music fundamentals. Information from auditions is used by faculty advisors to plan each student's course of study, to make recommendations for scholarships and other forms of financial aid, and to advise on performance opportunities and participation in choral and instrumental ensembles.

Auditions are required of all students who wish to be considered for music scholarships.

Interested students are encouraged to audition in the spring prior to the freshman year. Applicants may audition at other times by special arrangement with the music faculty. Audition information and dates may be obtained from the Department of Music, Lander University, Greenwood, South Carolina 29649, 864-388-8323, or on the website ([www.lander.edu](http://www.lander.edu)).

### **PERFORMANCE**

The University provides the following music performance opportunities for student participation:

- Old Main Singers (20-40)\*
- University Singers (100-plus)<sup>1</sup>
- Lander Wind Ensemble<sup>2</sup>
- Lander Jazz Ensemble
- Opera Scenes
- Brass Ensemble
- Percussion Ensemble
- Piano Ensemble
- Woodwind Ensemble
- Guitar Ensemble
- Minorities on the Move Gospel Choir
- Annual Honors Recital
- Junior/Senior Recitals
- Faculty and Guest Artist Recitals
- Annual Piano Showcase
- String Ensemble Chamber Winds

\* by audition

<sup>1</sup> required of choral emphasis students

<sup>2</sup> required of instrumental emphasis students

In addition, students regularly attend and gain valuable experience assisting with these on-campus activities:

- The Greenwood-Lander Performing Arts Series
- Music Educators National Conference
- South Carolina Music Teachers Association
- Lander Piano Festival
- Lander Choral Festival
- South Carolina Band Clinics

The Music Department provides many opportunities for students to participate in solo and chamber performances. Monthly recitals are scheduled throughout the academic year. Students are selected by competitive audition for Honors Recitals. Advanced students may, with their applied instructor's permission, perform a solo or chamber recital during their junior and/or senior year. Students in the Bachelor of Science program may obtain academic credit for a full recital by enrolling in MUSI 390. Specific regulations concerning recitals may be obtained from each applied music instructor.

## ENSEMBLE PARTICIPATION

Students pursuing the Bachelor of Science in Music degree participate in an appropriate principal ensemble every semester. Customarily the student must accumulate eight semester hours of ensemble credit. Because the program prepares students for a broad range of career options, a music faculty committee will consider requests for alternative ways to satisfy the ensemble requirement.

Students seeking teacher certification participate in the required ensemble every semester except when practice teaching. Customarily, music education students must take a minimum of seven semester hour of ensemble credit.

## MUSIC MINOR

The music minor is intended to serve students of other majors who wish to study music for personal enrichment. The program requires a minimum of 18 semester hours credit in music:

MUSI 017, two semesters	0
MUSI 111-112, 113-114	8
MUSI 201	3
Applied Music, two semesters	2
Music Ensemble	2
Electives in Music	<u>3</u>
TOTAL	18

Electives may be selected from courses in the following areas: theory, music history, applied music, ensemble, methods, or conducting.

Students interested in the Music Minor should contact the Music Department Chair for audition information and to be assigned a music faculty advisor.

## PART-TIME STUDENTS

A music major enrolled for less than 12 semester hours is classified as a part-time student and will be charged tuition at the rate specified on page 24 of this catalog. Each part-time music student will develop a long-range plan of study with his advisor to include a projected date of completion of studies. Part-time students are expected to demonstrate steady progress toward the completion of all general education, music, and for electives credit requirements.

## PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**

**MAJOR: MUSIC**

Course	Credit Hour
<b>GENERAL EDUCATION REQUIREMENTS</b> <i>(For approved courses see the General Education section.)</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	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness (PEES 165)	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION REQUIREMENT</b>	<b>45-51</b>
<b>CORE REQUIREMENTS</b>	
MUSI 111	3
MUSI 112	3
MUSI 113	1
MUSI 114	1
MUSI 201	3
MUSI 211	3
MUSI 212	3
MUSI 213	1
MUSI 214	1
MUSI 342	3
MUSI 343	3
MUSI 344	3
MUSI 401	2
Applied Music	8
Piano	0-2*
Ensemble	8
MUSI 017	0
MUSI 017	0
MUSI 017	0
MUSI 017	0
MUSI 017	0
MUSI 017	0
MUSI 017	0

ADDITIONAL REQUIREMENTS

SPCH 101	3
MUSI 499	1

ELECTIVES	22-30
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TOTAL FOR BS DEGREE	125
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## PROGRAM REQUIREMENTS

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

Course

Credit Hour

### GENERAL EDUCATION REQUIREMENTS *(For approved courses see the General Education Section)*

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	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness (PEES 165)	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3

TOTAL GENERAL EDUCATION REQUIREMENT 45-51

### CORE REQUIREMENTS

MUSI 111	3
MUSI 112	3
MUSI 113	1
MUSI 114	1
MUSI 201	3
MUSI 211	3
MUSI 212	3
MUSI 213	1
MUSI 214	1
MUSI 342	3
MUSI 343	3
MUSI 344	3
MUSI 401	2
Applied Music	7-13*
Piano	0-2*
Ensemble	7
MUSI 017	0
MUSI 017	0
MUSI 017	0
MUSI 017	0
MUSI 017	0
MUSI 017	0
MUSI 017	0

## ADDITIONAL MUSIC REQUIREMENTS

MUSI 131	1
MUSI 132	1
MUSI 222	2
MUSI 303	2
MUSI 304	2
MUSI 311	2
MUSI 315 OR 317	3

Music majors are expected to have some experience in the appropriate following ensembles:

MUSI 005	0
MUSI 006	0
MUSI 007	0
MUSI 008	0
MUSI 142	1
MUSI 145	1

## TEACHER CERTIFICATION REQUIREMENTS

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

TOTAL FOR BS DEGREE 132-145

Students must earn a "C" or better in all program requirement courses.

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

\*Students may satisfy the BSGuy Music piano requirement by completing MUSI 123-124 course in class piano or by passing the Piano Proficiency Examination. See keyboard instructor for evaluation and placement.

# COLLEGE OF BUSINESS AND PUBLIC AFFAIRS

W. Royce Caines, PhD  
Dean and Professor of Economics

## Department of Business Administration

**Deborah A. Natvig, RN, PhD**  
**Associate Professor of Health Care Management and Chair**

Karie A. Barrbour  
Assistant Professor of Economics

James E. Benton, JD, CPA  
Assistant Professor of Accounting  
and Legal Environment

Timothy A. DuPont, MBA  
Instructor of Economics

Willis Lewis, PhD  
Assistant Professor of Economics

T. Maurice Lockridge, PhD  
Assistant Professor of Accounting

Amber O. Morgan, MBA  
Instructor of Economics

Rosalind C. Paige, PhD  
Assistant Professor of Marketing

Juan Santandreu, PhD  
Professor of Marketing

Michael C. Shurden, DBA  
Professor of Business Administration

Stephanie C. Smith, DBA  
Associate Professor of Management

Uma V. Sridharan, PhD  
Associate Professor of Finance

Samuel H. Tolbert, MS  
Assistant Professor of Health Care Management

C. Justice Tillman, PhD  
Assistant Professor of Management

Carol P. Wood, MAcc  
Assistant Professor of Accounting

Colleen McGowan  
Student Services Specialist

Joyce L. Shelton  
Administrative Assistant

Lori McIntyre  
Administrative Specialist

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

**Daniel M. Harrison, PhD**

**Assistant Professor of Sociology and Acting Chair**

Linda Carson, MSW, LMSW

Instructor of Sociology

Yvonne Combs, PhD

Assistant Professor of Sociology

James Kier, MPA

Instructor of Political Science

Kimberly M. Richburg, Ph.D.

Assistant Professor of Political Science

Aron G. Tannenbaum, PhD

Professor of Political Science

Meredith Uttley, PhD

Professor of Anthropology

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

## **Department of Business Administration**

### **Degree Program**

B.S. in Business Administration

with Emphases in

Accounting

Finance/Economics

Health Care Management

Management/Marketing

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

### **Degree Programs**

B.S. in Political Science

B.S. in Political Science with Public Administration Emphasis

B.S. in Sociology

B.S. in Sociology with Criminal Justice Emphasis

B.S. in Criminal Justice Management

# DEPARTMENT OF BUSINESS ADMINISTRATION

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

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

The goals for the Department of Business Administration are that Lander business graduates will:

1. be effective communicators in both oral and written communication
2. be users of technology in decision-making
3. have a clear perception of business ethics
4. possess leadership skills
5. be capable problem solvers

## BUSINESS ADMINISTRATION MAJOR

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

### Accounting Emphasis

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

Students who apply to sit for the CPA exam must have 150 semester hours of education including a baccalaureate or higher degree. Lander University students may meet this requirement by following one of the options listed below.

1. Completion of the baccalaureate degree requirements at Lander including the business major and accounting emphasis (125 hours). Students may wish to add a minor outside of the Department of Business Administration as part of their course of study to fulfill the additional 25 hours.
2. Completion of the baccalaureate degree requirements at Lander plus additional credit hours sufficient to meet the 150-hour requirement. The number of business and accounting courses required varies depending upon whether they are taken at the undergraduate or graduate level. For more details, students should see their academic advisors.

Accounting students who pursue careers that do not require the CPA license are unaffected by the 150-hour requirement.

### Finance/Economics Emphasis

The finance/economics emphasis blends two closely related disciplines that focus on the proper use of scarce resources. Economics analyzes the use of alternative resources to produce and distribute private and public goods. Finance concentrates on the management of financial resources for accomplishing the objectives of businesses and individuals.

### Health Care Management Emphasis

The purpose of the health care management emphasis is to integrate the fundamentals of business administration with a comprehensive knowledge of the health care delivery system. The emphasis is designed to enable qualified students to acquire the skills and knowledge to assume management positions within various settings of the health care delivery system.

### Management/Marketing Emphasis

The management/marketing emphasis focuses on the ways in which organizational objectives are developed, implemented, and changed and on those processes that add value for stakeholders. Management courses emphasize decision-making skills and the selection, motivation, and development of human resources. Marketing courses focus on the ways an organization can meet customer needs through product development and distribution and through promotional and pricing strategies.

## Requirements for Major in Business Administration

### Pre-business majors

During the freshman and sophomore years, students interested in the business major are listed as pre-business majors. All students are assigned an advisor from the Department to ensure compliance with the requirements and procedures necessary to be accepted into the major.

When students enroll in their **first** 300-level business course, they are required to complete an Application for Admission form, which is available in the Department of Business Administration office. Applications are evaluated at the beginning of each academic term.

To be accepted into the major in business administration, a student must meet the regular university admission standards and must meet all of the following Department of Business Administration requirements. The student must

1. Have completed at least 54 hours at the end of the semester in which the application is made;
2. Have an average GPA of 2.00 or above on all courses attempted at Lander University; and
3. Have completed the following preadmission courses with a grade of "C" or better in each course: ENGL 101 and 102; MATH 121 and 123; ACCT 201 and 202; BA 205, 225, and 251; ECON 201 and 202; and ENGL 275. A student may repeat these courses only **once**.

Courses for pre-business majors may be repeated **only once**. A student **may not repeat more than two of these business courses**. A student who fails to complete these courses successfully ("C" or better) **may not continue in the business program**.

With the approval of the Chair of the Department of Business Administration, students may be allowed to take up to nine hours of the principles courses, MGMT 301, MKT301, and FINA301, in the semester in which they are completing the preadmission course work listed in #3 above.

If a student fails to complete a preadmission course successfully, then in the following semester, that student **must** repeat that preadmission course and **may not** take any new upper-level business courses.

#### **Transfer Students:**

Transfer students from other divisions within the University or from other accredited institutions are required to meet the requirements listed for current students. Grades of less than "C" will not be accepted for transfer credit from other institutions. Courses offered at the upper level (courses numbered 300 or above) at Lander University will not transfer from a junior or technical college.

#### **Requirements for Majors**

Business majors must maintain a cumulative GPA of 2.00 to remain in good standing. Students who fall below this level will **not** be allowed to enroll in any new upper-level business courses but will be allowed to repeat previous courses that meet the following conditions:

Courses in the business core and those taken as part of the emphasis may be repeated **only once**. A student who fails to complete a core course or an emphasis course successfully ("C" or better) **may not continue as a major in business**.

A student **may not repeat more than two upper-level business courses**.

For graduation, majors must earn a grade of "C" or better in each 300- and 400-level course in the business core. A minimum grade of "C" is required in each course taken as a part of the emphasis.

Students also must earn at least 50 percent of their combined upper-level Business Core Requirements and Emphasis Requirements through instruction from Lander University

#### **Students in Other Divisions**

Students in other divisions of the University who wish to take lower-level business courses are required to meet the prerequisite requirements for each course and the grade requirements as listed for those prerequisites. Students in other divisions who wish to take business courses at the 300 level or above must meet the prerequisites listed below for the minors in business administration or health care management.

The Chair of the Department of Business Administration will consider exceptions to all of the preceding requirements on an individual basis.

#### **BUSINESS ADMINISTRATION MINOR**

The DBA offers a minor in business administration. Students in other divisions who have declared a minor in business administration must complete the 18-credit program of study as shown below with a "C" or better in each course. Students must also meet the following requirements before enrolling in upper-level courses:

1. Have completed 54 semester hours by the first day of class;
2. Have and maintain an average GPA of 2.00 or above on all courses taken at Lander University;
3. Have completed each of the following prerequisites with a "C" or above: BA205 or proficiency in Word, Excel, and PowerPoint; BA 225 or MATH 211; ENGL 275.



<u>Courses</u>		<u>Credit Hours</u>
ACCT 201	Financial Accounting Principles	3
ECON 101 or 201	Economics in Society	3
MGMT 301	Organizational Management and Behavior	3
MKT 301	Principles of Marketing	3
FINA 301	Business Finance	3
Elective	Any business course at the 300 level or above	<u>3</u>
TOTAL		18

## HEALTH CARE MANAGEMENT MINOR

The DBA offers a minor in health care management. Students in other divisions who have declared a minor in health care management must complete the 18-credit program of study with a “C” or better in each course. Students must also complete the following requirements before enrolling in upper-level courses:

1. Have completed 54 semester hours by the first day of class;
2. Have and maintain a cumulative GPA of 2.00 or above on all courses taken at Lander University; and
3. Have completed each of these prerequisites with a “C” or above: BA205 or proficiency in Word, Excel, and PowerPoint; BA225 or MATH 211; ENGL 275.

<u>Courses</u>		<u>Credit Hours</u>
ACCT 201	Financial Accounting Principles	3
ECON 101 or 201	Economics in Society	3
HCMT 201	Health Care in America	3
HCMT 301	Foundations of Health Care Management	3
MGMT 301	Organizational Management and Behavior	3
MGMT 315	Human Resource Management	<u>3</u>
TOTAL		18

## HEALTH CARE MANAGEMENT CERTIFICATE

The Health Care Management certificate program is designed primarily for health care professionals who are interested in management positions and have not had formal education in health care management. Students who are not enrolled in HCMT emphasis program in the Department of Business may also take the courses to gain insight into management issues specific to health care. The certificate program is not designed for nor can the courses be used as a substitute for 300-level courses in the HCMT emphasis.

The Health Care Management certificate program includes the following courses:

<u>Courses</u>		<u>Credit Hours</u>
HCMT 280	Principles of Health Care Management	3
HCMT 281	Legal, Ethical, & Regulatory Aspects of Health Care	3
HCMT 282	Financial Aspects of Health Care	3
HCMT 283	Supervision and Human Resource Management	<u>3</u>
TOTAL		12

Students must earn at least a “C” in all courses to receive the Health Care Management certificate.

## PROGRAM REQUIREMENTS

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

Course

Credit Hour

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

Behavioral Science	3
FALS	1
Fine Arts	3
Foreign Language	0-6
Foreign Language	
Global Issues/ Nonwestern Studies (BA390 recommended)	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science	4
Laboratory Science	4
Logic & Analytical Thought (MATH 121)	3
Mathematics (MATH 123)	3
Political Economy (ECON 201)	3
Wellness	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3

TOTAL GENERAL EDUCATION REQUIREMENT 45-51

### CORE REQUIREMENTS

ACCT 201	3
ACCT 202	3
ECON 202	3
BA 205	3
BA 225	3
BA 251	3

Upper-level courses require admission into DBA:

MGMT 301	3
MKT 301	3
FIN 301	3
BA 304	3
BA 325	3
MGMT 330	3
BA 499	3

ADDITIONAL REQUIREMENTS	
SPCH 101	3
ENGL 275	3
Select three courses from the following list:	9
ACCT 307	
ACCT 312	
ACCT 322	
ACCT 332	
ACCT 403*	
BA 352	
HCMT 311	
*May be used as a substitute for BA 304	
EMPHASIS REQUIREMENTS	
ACCT 301	3
ACCT 302	3
ACCT 321	3
ACCT 331	3
ACCT 402	3
ELECTIVES	5-11
TOTAL FOR BS DEGREE	125

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

Students must earn a "C" or better in all program requirement courses and must have a GPA of 2.0 or above to enroll in business courses 300 level or above.

## PROGRAM REQUIREMENTS

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

Course

Credit Hour

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

Behavioral Science	3
FALS	1
Fine Arts	3
Foreign Language	0-6
Foreign Language	
Global Issues/ Nonwestern Studies (BA 390 recommended)	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science	4
Laboratory Science	4
Logic & Analytical Thought (MATH 121)	3
Mathematics (MATH 123)	3
Political Economy (ECON 201)	3
Wellness	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3

TOTAL GENERAL EDUCATION REQUIREMENT 45-51

### CORE REQUIREMENTS

ACCT 201	3
ACCT 202	3
ECON 202	3
BA 205	3
BA 225	3
BA 251	3

Upper-level courses require admission into DBA:

MGMT 301	3
MKT 301	3
FIN 301	3
BA 304	3
BA 325	3
MGMT 330	3
BA 499	3

### ADDITIONAL REQUIREMENTS

SPCH 101	3
ENGL 275	3

Select two courses from the following list:	6
BA 390	
ECON 311	
ECON 321	
ECON 350	
ECON 352	
FINA 352	

EMPHASIS REQUIREMENTS

ECON 301	3
ECON 315	3
FINA 310	3
FINA 351	3

ELECTIVES 11-17

TOTAL FOR BS DEGREE 125

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

Students must earn a "C" or better in all program requirement courses and must have a GPA of 2.0 or above to enroll in business courses 300 level or above.

## PROGRAM REQUIREMENTS

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

Course

Credit Hour

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

Behavioral Science	3
FALS	1
Fine Arts	3
Foreign Language	0-6
Foreign Language	
Global Issues/ Nonwestern Studies (BA 390 recommended)	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science	4
Laboratory Science	4
Logic & Analytical Thought (MATH 121)	3
Mathematics (MATH 123)	3
Political Economy (ECON 201)	3
Wellness	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION REQUIREMENT	45-51

### CORE REQUIREMENTS

ACCT 201	3
ACCT 202	3
ECON 202	3
BA 205	3
BA 225	3
BA 251	3
Upper-level courses require admission into DBA:	
MGMT 301	3
MKT 301	3
FIN 301	3
BA 325	3
BA 304	3
MGMT 330	3
BA 499	3

### ADDITIONAL REQUIREMENTS

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

## EMPHASIS REQUIREMENTS

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

ELECTIVES 10-16

TOTAL FOR BS DEGREE 125

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

Students must earn a "C" or better in all program requirement courses and must have a GPA of 2.0 or above to enroll in business courses 300 level or above.



## PROGRAM REQUIREMENTS

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

Course

Credit Hour

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

Behavioral Science	3
FALS	1
Fine Arts	3
Foreign Language	0-6
Foreign Language	
Global Issues/ Nonwestern Studies (BA 390 recommended)	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science	4
Laboratory Science	4
Logic & Analytical Thought (MATH 121)	3
Mathematics (MATH 123)	3
Political Economy (ECON 201)	3
Wellness	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3

TOTAL GENERAL EDUCATION REQUIREMENT	45-51
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### CORE REQUIREMENTS

ACCT 201	3
ACCT 202	3
ECON 202	3
BA 205	3
BA 225	3
BA 251	3
Upper-level courses require admission into DBA:	
MGMT 301	3
MKT 301	3
FIN 301	3
BA 304	3
BA 325	3
MGMT 330	3
BA 499	3

## ADDITIONAL REQUIREMENTS

SPCH 101	3
ENGL 275	3
Selective (MANAGEMENT/MARKETING 300-LEVEL OR ABOVE)	3
Selective (DBA COURSE 300-LEVEL OR ABOVE)	3

## EMPHASIS REQUIREMENTS

(Required courses in the management/marketing emphasis are offered in the fall and the spring.)

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

ELECTIVES 11-17

TOTAL FOR BS DEGREE 125

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

Students must have a minimum GPA of 2.0 to take 300-level DBA courses.

# DEPARTMENT OF POLITICAL AND SOCIAL SCIENCES

## POLITICAL SCIENCE MAJOR

Political science focuses on the structure, process, and outcomes of politics and government. The programs include courses in the areas of American politics, comparative politics, international relations, political philosophy, methodology, public administration, public policy, and public law.

### Goals and Objectives:

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

- a. attain a factual understanding in most of the generally-recognized areas of the discipline;
- b. be equipped with skills of political analysis;
- c. receive both the broad training and develop the general competence in the discipline required to equip them for successful careers in professions such as governmental service, politics and campaigning, legal practice, journalism, business, the ministry, military service, law enforcement, teaching, public relations, and service in public, quasi public, and private agencies;
- d. acquire skills and knowledge to enable them to be effective citizens; and
- e. exhibit their capacity to read quickly and retentively, to express their ideas in writing in a concise and lucid manner, and to speak with precision and cogency.

In addition, all students graduating from Lander University with a Bachelor of Science degree in political science will be equipped to undertake post-graduate professional study in political science, public administration, or related areas of study.

All students majoring in political science must successfully complete a core of seven courses. POLS 101 American Government and POLS 103 World Politics should be taken in the first semester or two after declaring a political science major. POLS 200 Introduction to Political Science should be taken after POLS 101 and 103 and before undertaking upper-level political science courses. POLS 421 Capstone Seminar should be taken shortly before graduation.

Students majoring in political science may choose one of two different degree programs (see below). Each of them has additional requirements.

Students majoring in political science are encouraged to take internships because they provide a real familiarity with employment in the public sector and with contacts for post-baccalaureate career development. Normally students may receive credit for no more than nine semester hours, but twelve semester hours of internship credit can be awarded for off-campus experiences such as a government internship in Washington, D.C. or in a state capital, or full-time activity in a political campaign. Only six semester hours of credit in internships may count toward fulfillment of major requirements.

### B.S. in Political Science

Students wishing to pursue careers in political science research, politics and campaigning, public administration, teaching, or other professions where social science skills are necessary should pursue the Bachelor of Science degree. See program requirements for courses.

### B.S. in Political Science - Public Administration Emphasis

Lander offers a political science major with a public administration emphasis for students interested in working in local government or social service organizations. Students will also be prepared to pursue the Master's Degree in Public Administration, the professional degree for government and non-profit administration. See program requirements for courses.

## POLITICAL SCIENCE MINOR

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

POLS 101 or 201	3
POLS 103	3
POLS electives (200 level or above)	<u>12</u>
TOTAL	18

## PUBLIC ADMINISTRATION MINOR

The public administration minor provides education in public service management for students who major in disciplines other than political science, such as the behavioral sciences or business. This minor provides background for students wishing to pursue a master's degree in public administration.

The eighteen hours of course requirements are:

POLS 317	3
POLS 318	3
POLS 382	3
POLS 383	3
POLS 386	3
POLS 490	<u>3</u>
TOTAL	18

## INTERNATIONAL STUDIES MINOR

The objective of the minor program in international studies is the employment of cross-cultural and cross-disciplinary perspectives to learn about contemporary (i.e., post-1900) world societies. A minor in international studies consists of 18-24 semester hours distributed as follows:

I. Intermediate level foreign language (200-level) or intermediate proficiency	0-6
II. Courses from first chosen area	9
III. Courses from second chosen area	<u>9</u>
TOTAL	18-24

Students can choose coursework in their own major subject or in the subject of a second minor so long as the same courses do not fulfill major or second minor requirements. Students must earn a grade of "C" or better in all minor courses.

### AREA A. History

GNE101	The Twentieth Century (HIST component)
GNE301	Global History (HIST component)
HIST 103	World since 1918
HIST 305	Africa and India
HIST 306	Latin America
HIST 307	Vietnam
HIST 308	Hitler
HIST 310	Late Imperial and Soviet Russia
HIST 321	The Middle East
HIST 322	African History and Culture
HIST 323	The Civilizations of India
HIST 325	History of Mexico...in the 20th Century
HIST 360	Revolution in the Modern World
HIST 365	Issues in 20th-century African History
HIST 366	History of Modern South Africa
HIST 370	Modern East Asia
HIST 383	Warfare in the Modern World

Special topics courses (HIST 371-76) are also acceptable if the contemporary age (1900-present) is the primary focus of an appropriate course content.

### AREA B. Political Science

POLS 103	World Politics
POLS 303	International Relations
POLS 310	Russian (Formerly Soviet) Politics
POLS 320	Environmental Politics
POLS 325	Nuclear Politics

Special topics courses (POLS 361-5) are also acceptable if the contemporary age (1900-present) is the primary focus of an appropriate course content.

### AREA C. Social Science and Business

ANTH 104	Cultural Anthropology
BA 390	International Business
GEOG 103	World Regional Geography
GEOG 304	Geography of the Developing World
NURS 310	Current Perspectives in World Health
SOCI 302	Comparative Social Institutions
SOCI 325	Asian Society
SOCI 355	AIDS and Society
SOCI 425	Human Ecology and Global Concerns Seminar

Special topics courses (SOCI 377-79) are also acceptable if the contemporary age (1900-present) is the primary focus of appropriate course content.

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

“. . . the ABA does not recommend any particular group of undergraduate majors, or courses, that should be taken by those wishing to prepare for legal education; developing such a list is neither possible nor desirable. The law is too multifaceted, and the human mind too adaptable, to permit such a linear approach to preparing for law school or the practice of law. Nonetheless, there are important skills and values, and significant bodies of knowledge, that can be acquired prior to law school and that will provide a sound foundation for a sophisticated legal education. . . . The following list of skills presents the recommendations of the American Bar Association Section of Legal Education and Admissions to the Bar concerning preparation for a good law school experience.” For a more detailed explanation of these recommendations, visit the ABA site at <http://www.abanet.org/legaled/prelaw/prep.html> Added to that list are some Lander classes believed to help students develop this knowledge.

### **SKILLS AND VALUES**

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

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

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

#### **Critical Reading Abilities:**

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

#### **Writing Skills:**

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

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

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

#### **General Research Skills:**

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

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

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

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

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

### **KNOWLEDGE**

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

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

1. A broad understanding of history, particularly American history, and the various factors (social, political, economic, and cultural) that have influenced the development of the pluralistic society that presently exists in the United States;” [HIST 111 - U.S. to 1850, HIST 113 - U.S. Since 1933, SOCI 204 - American Society, SOCI 205 - African-American Communities]
2. “A fundamental understanding of political thought and theory, and of the contemporary American political system;” [POLS 101 - American National Government, POLS 331 - Introduction to Political Philosophy, POLS 360 - Congress and the Presidency]. **An internship with a public defender’s office or a solicitor’s office is helpful.**
3. “A basic understanding of ethical theory and theories of justice;” [POLS 308 - Introduction to Law, SOCI 326 - Society and Law, POLS 311 - Constitutional Law, POLS 312 - Civil Rights and Civil Liberties, PHIL 302 - Ethics]
4. “A grounding in economics, particularly elementary micro-economic theory, and an understanding of the interaction between economic theory and public policy;” [ECON 202 - Micro Principles, POLS 317 - Introduction to Public Administration, POLS 318 - Public Budgeting]
5. “Some basic mathematical and financial skills, such as an understanding of basic pre-calculus mathematics and an ability to analyze financial data;” [MATH 121 - Math for Business, Life Science, and the Social Sciences, BA 201 - Introduction to Business, BA 225 - Business Statistics, BA 251 - Legal Environment of Business]
6. “A basic understanding of human behavior and social interaction;” [SOCI 101 - Introduction to Sociology, PSYC 101 - Introduction to Psychology] and
7. “An understanding of diverse cultures within and beyond the United States, of international institutions and issues, and of the increasing interdependence of the nations and communities within our world.” [ANTH 104 - Cultural Anthropology, ENGL 211 - Readings in Western Literature, ENGL 221 - Readings in World Literature]

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

### **PRE-LAW MINOR**

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

HIST 113	US History Since 1933
PHIL 103	Logic
POLS 311	Constitutional Law
POLS 312	Civil Rights and Civil Liberties
PHIL 302	Ethics
ENGL 373	Writing Across the Disciplines

## PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**

**MAJOR: POLITICAL SCIENCE**

Course	Credit Hour
<b>GENERAL EDUCATION REQUIREMENTS</b> <i>(For approved courses see <a href="#">the General Education section.</a>)</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	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics (MATH 211)	3
Political Economy	3
Wellness	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION REQUIREMENT</b>	<b>45-51</b>
<b>CORE REQUIREMENTS</b>	
POLS 101	3
POLS 103	3
POLS 200	3
POLS 310	3
POLS 331	3
POLS 345	3
POLS 360	3
POLS 499	1
<b>MAJOR ELECTIVES</b>	
(18 hours POLS courses, one of which must be in 300 or 400 level course)	18
<b>ELECTIVES</b>	<b>30-36</b>
<b>TOTAL FOR BS DEGREE</b>	<b>121</b>

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

If you intend to major in Political Science and go to Law School, see the recommendation for the pre-law program (pages 119).

## PROGRAM REQUIREMENTS

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

Course	Credit Hour
<b>GENERAL EDUCATION REQUIREMENTS</b> <i>(For approved courses see <a href="#">the General Education section.</a>)</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	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics (MATH 211)	3
Political Economy	3
Wellness	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION REQUIREMENT</b>	<b>45-51</b>
<b>CORE REQUIREMENTS</b>	
POLS 101	3
POLS 103	3
POLS 200	3
POLS 310	3
POLS 331	3
POLS 345	3
POLS 360	3
POLS 499	1
<b>EMPHASIS REQUIREMENTS</b>	
POLS 317	3
POLS 318	3
POLS 382	3
POLS 383	3
POLS 386	3
POLS 490	3
<b>ELECTIVES</b>	<b>30-36</b>
<b>TOTAL FOR BS DEGREE</b>	<b>121</b>

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

If you intend to major in Political Science and go to Law School, see the recommendations for the pre-law program (pages 119



## SOCIOLOGY MAJOR

Sociology is the science of the human condition, the study of society, and the analysis of social relations. While a major in sociology is useful regardless of career choice, our program also prepares students for a variety of more specialized occupational opportunities in fields such as journalism, social work, corrections, law enforcement, survey research, policy analysis, vocational guidance, counseling, human relations, and personnel management in industry and public health.

For the student with well-defined occupational goals, careful selection of cognates and electives provides the basis of a highly specialized and focused education, directed toward preparation for specific areas of occupation. For the student with loosely defined occupational goals, the major can serve as a broad-based educational experience in which many occupational opportunities can be explored.

The program is also designed to help the highly successful student in the pursuit of graduate work, not only in sociology but in allied fields such as social work, public health, and public administration.

Undergraduate majors in sociology will:

1. Be able to design and illustrate key sociological concepts.
2. Be able to design, implement, analyze, and interpret sociological research.
3. Be able to apply sociological theory to the analysis and understanding of particular social phenomena;
4. Be able to organize, analyze, and communicate both orally and in writing the central issues in the discipline;
5. Acquire an understanding of the cultural, economic, historical, political, and social contexts in which sociological phenomena emerge and are constructed;
6. Be exposed to career opportunities in the profession of sociology and related fields.

To insure competency in the basic sociological skills, a sociology major must earn at least a “C” in SOCI 101, 190, 202, 305, 312, 407, and 421, and have an average GPA of 2.0 in other sociology courses taken.

## AFRICAN AMERICAN STUDIES MINOR

The central objective of the African American Studies minor is to provide a program of focused intellectual inquiry into the African American experience. The African American Studies minor is open to students from majors throughout the University. The minor draws on courses from disciplines across the University curriculum to provide students with a deepened understanding of African American culture and the place of African Americans within the American social and cultural milieu. The minor will also expand students’ understandings of African influences in the New World, heighten students’ awareness of the challenges to African Americans in the political and economic arenas of contemporary society, and strengthen students’ appreciation of cultural diversity in our society. The minor in African American studies will be especially useful to students who intend to work in social services, counseling, law enforcement/criminal justice, K-12 teaching, and public health delivery.

The minor in African American Studies consists of 18 hours.

### I. Core Courses (6 hours)

SOCI 205, African American Communities	3
ENGL 204, Readings in African-American Literature	3

### II. African Influences in the New World (6 hours, 1 course from each area)

A. Fine Arts (3 hours)	3
ART 312, African Art and Its Influence	
MUSI 333, Music of the World	
B. <u>History</u> (3 hours)	3
HIST 316, A History of Black Experienc	
HIST 322, African History and Culture	
HIST 325, History of Mexico, Cuba, and Central America in the 20 <sup>th</sup> Century	

### III. Comparative Topics (6 hours, from 2 of the 3 areas)

6

- A. Behavioral Science  
SOCI 204, American Society  
SOCI 301, Race and Ethnic Relation
- B. Humanities/Literature  
ENGL 221, Readings in World Literature  
ENGL 325, Ethnic/Regional Literatures
- C. History/Political Science  
POLS 312, Civil Rights and Civil Liberties

### ANTHROPOLOGY MINOR

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

A minor in anthropology consists of 18 semester hours.

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

ANTH 103	3
ANTH 104	3

Students will take 9 semester hours from the following courses:

ANTH 309	3
ANTH 325	3
ANTH 335	3
ANTH 371	3

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

BIOL 306	4
GEOG 101, 103	3
HIST 306, 321, 322	3
PHIL 203	3
SOCI 301, 361	3

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

### Criminal Justice Management Major

The criminal justice management major focus on the management of law enforcement processes and agencies. The program includes course work in public budgeting, incident command, human resource management, research, and policy analysis in addition to background subjects in sociology and political science.

#### Goals and Objectives

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

1. be capable of management level decision-making.
2. understand the issues of human resource management in a public agency.

3. comprehend the complexity of social and political issues related to law enforcement activities.
4. be capable of researching criminal justice issues.
5. understand the legal and ethical issues related to race and class in criminal justice management.

The criminal justice management major is designed as a degree completion program for individuals who hold a two-year degree in criminal justice and who are currently employed in the criminal justice field.

### **CRIMINAL JUSTICE EMPHASIS**

The criminal justice emphasis requires the sociology core courses, 15 semester hours of criminal justice requirements, and 9 additional semester hours of upper level (300 or 400 level) sociology electives. An internship in the criminal justice or related field (490) is highly recommended.

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

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

To insure competency in the basic sociological skills, a major with the criminal justice emphasis must earn at least a “C” in SOCI 101, 190, 202, 209, 214, 303, 305, 326 and 407, and have an average GPA of 2.0 in all other sociology courses taken.

#### **Criminal Justice Requirements: 15 credit hours**

SOC 209	3
SOCI 210	3
SOCI 214	3
SOCI 303	3
SOCI 326	3
TOTAL	<u>15</u>

### **GERONTOLOGY MINOR**

The gerontology minor program is designed for Lander University students who are currently enrolled in a major program. It requires three semester hours of internship and six core courses: PSYC 303, SOCI 361, HCMT 201, PEES 330, PSYC 405, and an economics class.

### **SOCIOLOGY MINOR**

A minor in sociology consists of 18 semester hours distributed as follows:

SOCI 101	3
SOCI 202	3
SOCI 305	3
SOCI 312	3
SOCI Electives (300 or 400)	<u>6</u>
TOTAL	18

To insure competency in the basic sociological skills, a sociology minor must earn at least a “C” in SOCI 101, 202, 305, and 312, and have an average GPA of 2.0 in sociology electives.

## PROGRAM REQUIREMENTS

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

Course	Credit Hour
<b>GENERAL EDUCATION REQUIREMENTS</b> ( <i>For approved courses see <a href="#">the General Education section.</a></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	4
Laboratory Science	4
Logic & Analytical Thought (MATH 121 or 212 or PHIL 103 or 203)	3
Mathematics (MATH 211)	3
Political Economy	3
Wellness	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION REQUIREMENT</b>	<b>45-51</b>
 <b>CORE REQUIREMENTS</b>	
SOCI 101	3
SOCI 190	1
SOCI 202	3
SOCI 305	3
SOCI 312	3
SOCI 499	3
 <b>ADDITIONAL REQUIREMENTS</b>	
ENGL 275 or ENGL 373	3
SOCI 421	3
200 Level Sociology Elective	3
200 Level Sociology Elective	3
300 or 400 Level Sociology Elective	3
300 or 400 Level Sociology Elective	3
300 or 400 Level Sociology Elective	3
300 or 400 Level Sociology Elective	3
300 or 400 Level Sociology Elective	3
<b>ELECTIVES</b>	<b>27-33</b>
<b>TOTAL FOR BS DEGREE</b>	<b>121</b>

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

## PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**

**MAJOR: SOCIOLOGY**

**EMPHASIS: CRIMINAL JUSTICE**

Course	Credit Hour
GENERAL EDUCATION REQUIREMENTS <i>(For approved courses see <a href="#">the General Education section.</a>)</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	4
Laboratory Science	4
Logic & Analytical Thought (MATH 121 OR 212 OR PHIL 103 or 203)	3
Mathematics (MATH 211)	3
Political Economy	3
Wellness	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION REQUIREMENT</b>	<b>45-51</b>
CORE REQUIREMENTS	
SOCI 101	3
SOCI 190	1
SOCI 202	3
SOCI 305	3
SOCI 312	3
SOCI 499	3
ADDITIONAL REQUIREMENTS	
ENGL 275 or ENGL 373	3
300 OR 400 Level Sociology Elective	3
300 OR 400 Level Sociology Elective	3
300 OR 400 Level Sociology Elective	3
EMPHASIS REQUIREMENTS	
SOCI 209	3
SOCI 210	3
SOCI 214	3
SOCI 303	3
SOCI 326	3
ELECTIVES	27-33
<b>TOTAL FOR BS DEGREE</b>	<b>121</b>

## PROGRAM REQUIREMENTS

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

Course	Credit Hour
GENERAL EDUCATION REQUIREMENTS <i>(For approved courses see <a href="#">the General Education section.</a>)</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	4
Laboratory Science	4
Logic & Analytical Thought (MATH 121 OR 212 OR PHIL 103 or 203)	3
Mathematics (MATH 211)	3
Political Economy	3
Wellness	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION REQUIREMENT</b>	<b>45-51</b>
CORE REQUIREMENTS	
SOCI 209	3
SOCI 301	3
POLS 317	3
POLS 318	3
CJM 300	3
CJM 305	3
CJM 401	3
CJM 402	3
CJM 403	3
CJM 408	3
CJM 421	3
CJM 499	3
ADDITIONAL REQUIREMENTS	
Criminal Justice transfer hours	24
ELECTIVES	10-16
<b>TOTAL FOR BS DEGREE</b>	<b>121</b>

# COLLEGE OF EDUCATION

Sandra M. Lemoine, PhD  
Dean, and Professor of Physical Education

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Director of Montessori Program

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Jill C. Hunter, PhD  
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Judith Neufeld, PhD  
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Mary Jane Trainor, MED  
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Coordinator of Field Experiences

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Patrick W. Edwards, PhD

Professor of Psychology

Timothy L. Snyder, PhD

Professor of Psychology

Alisa M. VanLandingham, MSW

Instructor of Psychology

Jennifer Stroud

Administrative Specialist



# PROGRAMS OF STUDY IN THE COLLEGE OF EDUCATION

## Department of Teacher Education

### Degree Programs

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

## Department of Physical Education and Exercise Studies

### Degree Programs

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

## Department of Psychology

### Degree Programs

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

# Department of Teacher Education

The primary mission of the Lander University Department of Teacher Education is the development of each student as a Professional Instructional Leader. In an ethical, caring environment, the Professional Education Unit seeks to empower and encourage students to become competent professionals, lifelong learners and responsible citizens. The programs within the Professional Education Unit are designed to help students gain knowledge, skills and preferred dispositions that characterize Professional Instructional Leaders. All Teacher Education Programs are accredited by the appropriate profession association and the University is accredited by the National Council for Accreditation of Teacher Education (NCATE).

All teacher education programs at Lander University are guided by Lander's conceptual framework for teacher education. This framework provides direction for programs, courses, teaching and teacher candidate assessment. The following 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 48) 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

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 202 and EDUC 203).

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. 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.
4. The student has satisfactorily completed the Praxis I (PPST) (see advisor for details) and/or other state mandated examinations.
5. The student has completed at least 45 semester hours of course work that will apply to degree requirements of the University.

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

6. The student has completed requirements of the Department of Education Screening Committee. In order to schedule a screening interview the student must:
  - a. Successfully meet requirements 1-5 above;
  - b. Complete the screening interview application packet by the date specified prior to a scheduled interview.
7. The student must successfully pass written and oral components of screening process.
8. The student is approved by the Teacher Education Committee.

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

1. Maintain a cumulative grade point average of at least 2.65.
2. Maintain a grade point ratio of at least 2.75 in all professional education courses (300 and 400 level).
3. Achieve a grade of B or higher in each 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 (Directed Teaching)**

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

1. Submit an Application for Educator Certificate and required documentation to the State Department of Education six (6) months prior to scheduled student teaching semester. **For Spring student teaching, these applications are due to the Department of Teacher Education by April 1<sup>st</sup>. For Fall student teaching, applications are due January 15<sup>th</sup>. Late applications cannot be accepted.** In addition, a separate Student Teaching Request Form must be submitted to the Department of Teacher Education by February 1<sup>st</sup> for fall and October 1<sup>st</sup> for spring.
2. Be 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.
  - c. PLT
3. Minimum GPA of 2.65
4. The student must present his or her portfolio for review by Department of Teacher Education faculty. The portfolio must provide evidence of competency in addressing all learner outcomes of the Professional Instructional Leader.

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

## **Certification Area**

Art (K-12)  
Early Childhood  
Elementary  
English (Secondary)  
Mathematics (Secondary)  
Music (choral or instrumental) (K-12)  
Physical Education (K-12)  
Social Studies - History (Secondary)  
Spanish (K-12)  
Special Education (Multi-categorical) (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 Observation & 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: Physical & 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.

Application for the Teaching Fellows Program must be submitted to the CERRA by November 1<sup>st</sup> of their 12<sup>th</sup> grade year.

## **TEACHER EDUCATION MAJORS**

Students enrolled in the teacher education program take a sequence of courses from general education, specialized content, professional education, and a series of 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 multi-categorical certification.

Program requirements for secondary education programs are delineated in this catalog within each major offering teacher certification. Each program includes study and practice of teaching methods and content appropriate for the subject area.

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

## PROGRAM REQUIREMENTS

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

Course	Credit Hour
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GENERAL EDUCATION REQUIREMENTS *(For approved courses see the General Education section.)*

Behavioral Science (PSYC 101)	3
FALS	1
Fine Arts	3
Foreign Language	0-6
Foreign Language	
Global Issues/ Nonwestern Studies	3
History (HIST 111 or 112 or 113)	3
Humanities/Literature (ENGL 214 or 221)	3
Humanities	3
Laboratory Science (CHEM, PHYS, PSCI, GEOL)	4
Laboratory Science (BIOL)	4
Logic & Analytical Thought (MATH)	3
Mathematics	3
Political Economy	3
Wellness (PEES 165)	3
Writing (ENGL 101)	3
Writing (ENGL 102)*	3

TOTAL GENERAL EDUCATION REQUIREMENT	45-51
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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 499	1**
EDUC 461	11**

ADDITIONAL REQUIREMENTS

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

ELECTIVES	0-6
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TOTAL FOR BS DEGREE	125.5
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†Student must maintain GPA of 2.75 or better in all professional education courses with no grade below a “C” in any professional education course. Grades of “B” or better are required in EDUC 203, ECED 329, ECED 429, and EDUC 499.

\* Grade of "C" or better required.

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

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

**EARLY CHILDHOOD EDUCATION  
SEQUENCE OF COURSES**

**FRESHMAN YEAR**

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
PSYC 101	3	ENG 102	3
Fine Arts	3	PEES 165	3
BIOL	4	Fine Arts	3
ENGL 101	3	MATH	3
HIST 101, 102, or 103	<u>3</u>	Political Economy	3
		HIST 111, 112, or 113	<u>3</u>
 Total	 16	 Total	 18

Freshman Year Teacher Ed./Graduate Requirements

State Basic Skills Exam (Praxis I, PPST)

Cumulative GPA of 2.65 or higher

FALS

**SOPHOMORE YEAR**

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

Sophomore Year Teacher Ed./Graduate Requirements

Application for Teacher Education

Screening Interview

Cumulative GPA of 2.65 or higher

FALS



## JUNIOR YEAR

<u>First Semester</u>	<u>Hrs.</u>	<u>Second Semester</u>	<u>Hrs.</u>
ART 221	3	SPED 223	3
ECED 321	4	ECED 305	3
ECED 329	1	Log/Analy Thought (MATH)	3
ECED 472	3	ECED 327	4
EDUC 204	3	ECED 429	<u>1</u>
EDUC 240	<u>3</u>		
Semester Total	17	Semester Total	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

## SENIOR YEAR\*\*

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
ECED 307	2	EDUC 499	1
EDUC 322	3	EDUC 461	11
ECED 323	3	FALS	<u>1</u>
PEES 201	3		
Global Issues	<u>3</u>		
Semester Total	14	Semester Total	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

\*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.

## PROGRAM REQUIREMENTS

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

Course	Credit Hour
<b>GENERAL EDUCATION REQUIREMENTS</b> ( <i>For approved courses see <a href="#">the General Education section.</a></i> )	
Behavioral Science (PSYC 101)	3
FALS	1
Fine Arts	3
Foreign Language	0-6
Foreign Language	0-6
Global Issues/ Nonwestern Studies	3
History (HIST 111 or 112 or 113)	3
Humanities/Literature (ENGL 214 or 221)	3
Humanities	3
Laboratory Science (BIOL)	4
Laboratory Science (CHEM, PHYS, PSCI, GEOL)	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness (PEES 165)	3
Writing (ENGL 101)	3
Writing (ENGL 102)*	3
<b>TOTAL GENERAL EDUCATION REQUIREMENT</b>	<b>45-51</b>
<b>CORE REQUIREMENTS</b>	
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 499	1**
EDUC 461	11**

ADDITIONAL REQUIREMENTS

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

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**

TOTAL FOR BS DEGREE 137.5-143.5

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

\* Grade of "C" or better required.

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

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

**EARLY CHILDHOOD EDUCATION  
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
Fine Arts	3	PEES 165	3
BIOL	4	Fine Arts	3
ENGL 101	3	MATH 101	3
HIST 101, 102, or 103	<u>3</u>	Political Economy	3
		HIST 111, 112, or 113	<u>3</u>
 Semester Total	 16	 Semester Total	 18

Freshman Year Teacher Ed./Graduate Requirements

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

**SOPHOMORE YEAR**

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

Sophomore Year Teacher Ed./Graduate Requirements

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

**\*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.**

**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	Log/Analy Thought (MATH)	3
EDUC 240	3	ECED 327	3
ECED 472	<u>3</u>	ECED 429	1
		SPED 223	<u>3</u>
Semester Total	17	Semester Total	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

**MONTESSORI SUMMER SESSION (Senior Status)**

	<u>Hrs</u>
ECED 473	3
ECED 474	3
ECED 473	<u>3</u>
	<b>9</b>

**SENIOR YEAR\*\***

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
ECED 307	2	EDUC 499	1
ECED 323	3	EDUC 461	11
EDUC 322	3	ECED 478	1
PEES 201	3	FALS	1
ECED 476	1	ECED 477	<u>1</u>
Global Issues	<u>3</u>		
Semester Total	16	Semester Total	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 137.5-143.5

**Montessori classes are not taken concurrently.**

## PROGRAM REQUIREMENTS

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

Course	Credit Hour
GENERAL EDUCATION REQUIREMENTS <i>(For approved courses see <a href="#">the General Education section.</a>)</i>	
Behavioral Science (PSYC 101)	3
FALS	1
Fine Arts	3
Foreign Language	0-6
Foreign Language	0-6
Global Issues/ Nonwestern Studies	3
History (HIST 111 or 112 or 113)	3
Humanities/Literature (ENGL 214 or 221)	3
Humanities	3
Laboratory Science (CHEM, PHYS, PSCI, GEOL)	4
Laboratory Science	4
Logic & Analytical Thought (MATH)	3
Mathematics	3
Political Economy	3
Wellness (PEES 165)	3
Writing (ENGL 101)	3
Writing (ENGL 102)*	3
<b>TOTAL GENERAL EDUCATION REQUIREMENT</b>	<b>45-51</b>

### CORE REQUIREMENTS

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**
EDUC 499	1**

ADDITIONAL REQUIREMENTS

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

ELECTIVES 0-6

TOTAL FOR BS DEGREE 125.5

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

\* Grade of "C" or better required.

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

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

**ELEMENTARY EDUCATION  
SEQUENCE OF COURSES**

**FRESHMAN YEAR**

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
PSYC 101	3	ENGL 102	3
Fine Arts	3	POLITICAL ECONOMY	3
MATH	3	Fine Arts	3
ENGL 101	3	BIOL	4
HIST 111, 112, or 113	<u>3</u>	HIST 101, 102, or 103	<u>3</u>
<b>Total</b>	<b>15</b>		<b>16</b>

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 or GEOL	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*	<u>3</u>	For Lang if required*	<u>3</u>
<b>Semester Totals</b>	<b>16.5</b>		<b>17</b>

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	Log/Analy Thought (MATH) 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	<u>3</u>	EDUC 329	1
		Global Issues	<u>3</u>
Semester Total	18	Semester Total	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 499	1
EDUC 322	3	EDUC 461	11
PEES 201	3	FALS Credit	1
EDUC 421	3		
EDUC 424	3		
EDUC 429	1		
EDUC 430	<u>3</u>		
Semester Total	19	Semester Total	3

Senior Year Teacher Ed./Graduate Requirements

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

Total Hours Required 127.5-133.5

## PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**

**MAJOR: SPECIAL EDUCATION**

Course

Credit Hour

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

Behavioral Science (PSYC 101)	3
FALS	1
Fine Arts	3
Foreign Language	0-6
Foreign Language	
Global Issues/ Nonwestern Studies	3
History (HIST 111 or 112 or 113)	3
Humanities/Literature (ENGL 214 or 221)	3
Humanities	3
Laboratory Science (CHEM, PHYS, PSCI, GEOL)	4
Laboratory Science (BIOL)	4
Logic & Analytical Thought (MATH)	3
Mathematics	3
Political Economy	3
Wellness (PEES 165)	3
Writing (ENGL 101)	3
Writing (ENGL 102)*	3

TOTAL GENERAL EDUCATION REQUIREMENT 45-51

### CORE REQUIREMENTS

ART 221 or MUSI 221	3
MATH 203	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 329	1**
ECED 321	4**
EDUC 202	3
EDUC 203	0.5
EDUC 204	3
EDUC 210	2
EDUC 223	3
EDUC 240	3
EDUC 320	1**
EDUC 322 or 424	3**
EDUC 327	3**
EDUC 345	3**
EDUC 421	3**
EDUC 499	1**
EDUC 461	11**

ADDITIONAL REQUIREMENTS

Fine Arts (Second Area)	3
HIST 101 or 102 or 103	3
Elective	1

TOTAL FOR BS DEGREE 124.5-130.5

†Student must maintain GPA of 2.75 or better in all professional education courses with no grade below a “C” in any professional education course. Grades of “B” or better are required in EDUC 203, ECED 329, SPED 429, SPED 430, and EDUC 499.

\*Grade of “C” or better required.

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

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

**SPECIAL EDUCATION  
SEQUENCE OF COURSES**

**FRESHMAN YEAR**

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
PSYC 101	3	ENGL 102	3
Fine Arts	3	PEES 165	3
MATH 101	3	Fine Arts	3
ENGL 101	3	Political Economy	3
HIST 101, 102, or 103	3	BIOL	4
Semester Totals	<u>15</u>		<u>16</u>

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	Log/Analy Thought (math)	3
CHEM or PHYS or PSCI, GEOL	4	ENGL 214 or 221	3
HIST 111, 112, or 113	3	EDUC 202	3
Humanities	3	EDUC 203	.5
MATH 203	3	EDUC 210	2
For Lang if required	<u>3</u>	SPED 223	3
		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>
ART or MUSI 221	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)	3
SPED 240 (Fall)	3	SPED 429 (Fall)	1
		Elective	1
Semester Total	17	Semester Total	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 499	1
EDUC 332 or 424	3	EDUC 461	11
SPED 430 (Spring)	1	FALS Credit	1
SPED 434 (Spring)	3		
SPED 451 (Spring)	3		
ART 221 or MUSI 221	3		
Global Issues	3		
Semester Total	17	Semester Total	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 124.5-130.5

†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

(Social Studies,, 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, Spanish, 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.**

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

**JUNIOR YEAR\***

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

Other General Studies or content major courses\*

Junior Year Teacher Ed./Graduate Requirements

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

**SENIOR YEAR\***

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
EDUC 429***	1	EDUC 499***	1
††Contents Methods	3	EDUC 461***	11
		ALS Credit	1

Other General Studies or content major courses\*

Senior Year Teacher Ed./Graduate Requirements

- Content Area 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 499 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 HIST 451
- English Majors take ENGL 451
- Math Majors take MATH 451
- Spanish Majors take SPAN 451

# Department of Physical Education and Exercise Studies

Three degrees are offered by the Department of Physical Education and Exercise Studies; the Bachelor of Science in Physical Education-Teacher Education, the Bachelor of Science in Exercise Science, and the Bachelor of Science in Athletic Training.

The degree programs are uniquely designed to thoroughly prepare students in their chosen professions. The goals listed for each program will be fostered through a carefully arranged and diverse variety of educational and practical opportunities.

Students majoring in Physical Education-Teacher Education, Exercise Science, or Athletic Training must earn a grade of "C" or higher in all major program requirements.

Further, all students majoring in Physical Education-Teacher Education, Exercise Science, or Athletic Training must complete all University and Departmental assessment requirements. This includes passing the PEES Professional Knowledge Inventory test and demonstrating proficiency and certification in cardiopulmonary resuscitation (CPR) and standard first aid. *Assessment activities will be administered in the PEES 499 Capstone Course and satisfactory performance on each assessment criteria is required to receive a passing grade for the course.*

## ATHLETIC TRAINING

A major in Athletic Training is designed to provide the undergraduate student with a blend of academic coursework and clinical experiences in appropriate athletic training settings. Major emphasis is placed on the development of cognitive knowledge 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 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 24-hours of major core courses, 49 hours of additional courses for the major (including a three-hour computer course), 46-52 hours of general education courses, and 0-6 elective hours.

### Program Goals

The goals of the Lander University Athletic Training Major prepare students to be able to:

1. Identify and discuss major factors in the evolution in the field of athletic training from its early historical roots to its present position in the American health care system.
2. Identify, develop, and utilize a variety of instructional methods and directed learning experiences that address the cognitive, psychomotor, and affective learning needs of the students.
3. Experience a broad variety of clinical learning experiences utilizing University and Greenwood area allied health resources.
4. Possess competencies and clinical proficiencies (as specified by NATA and CAATE) necessary to meet the challenging sports injury management need of our rapidly changing society.



## Student Eligibility

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

1. Submission of a completed application form and technical standards by the application deadline.
2. Completion of a minimum of 30 semester hours of coursework including BIOL 101, BIOL 202, PEES 165, and PEES 221.
3. A minimum GPA of: 2.25 with 30-44 hours earned; 2.35 with 45-59 hours earned; and 2.50 with 60 or more hours earned.
4. 25 hours of observation and work in the Lander University Athletic Training Room.
5. Current CPR-FPR-AED certification.
6. Proof of professional liability insurance coverage.
7. Completion of a medical history and medical exam.
8. Completion of the Hepatitis B vaccination series.
9. Three letters of recommendation from outside the Lander Athletic Training education program.
10. Successful interview with the Athletic Training education screening committee.

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

**Transfer and Second Degree Students:** Transfer and second degree students will be considered for admission to Level II of the Athletic Training major upon the completion of the above admission criteria. The Athletic Training education screening committee reserves the right to determine what (if any) coursework from other colleges and universities will be accepted toward satisfaction of these requirements.

## PROGRAM REQUIREMENTS

Students applying for 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 Level II of the Athletic Training major may re-submit their application materials upon successful completion of all admission requirements.

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

## 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 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 Level II of the Athletic Training major must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments, and to distinguish deviations from the norm; sufficient postural and neuromuscular examinations using accepted techniques and accurately, safely and efficiently to use equipment and materials during the assessment and treatment of patients;

2. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice;
3. The ability to record the physical examination results and a treatment plan clearly and accurately;
4. The capacity to maintain composure and continue to function well during periods of high stress;
5. The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced;
6. The flexibility and the ability to adjust to changing situations and uncertainty in clinical situations; and
7. Affective skills and appropriate demeanor and rapport that positively relate to professional education and quality patient care.

## **Health Requirements**

Athletic training is a very physically demanding profession. It is important that the student understand the need to be physically able to handle these demands. To ensure the safety of the student, a 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**

Level II Athletic Training majors will have one or more off-campus clinical experiences. Each student is responsible for his/her own transportation to and from off-campus clinical sites.

## **EXERCISE SCIENCE**

The Exercise Science program is designed to prepare students for careers in public, private, hospital, and corporate wellness programs, industrial and cardiac rehabilitation programs as well as fitness and conditioning programs. The student will also be well prepared for graduate study in areas such as cardiac rehabilitation, exercise physiology, physical therapy, and occupational therapy.

### **Curriculum**

A Bachelor of Science in Exercise Science consists of 26 hours of major core courses, 24 hours of additional courses for the major (including a three-hour computer course), 46-52 hours of general education courses, and 23-29 hours of electives.

### **Program Goals**

The goals of the Lander University Exercise Science Major prepare students to be able to:

1. Identify and discuss major factors in the evolution of the field of exercise science from its early historical roots to its present position in exercise related careers.
2. Describe and apply bioscience (anatomical, physiological/biochemical, and biomechanical) concepts and changes occurring in the human organism to physical activity, conditioning, and health-related fitness across the lifespan.
3. Describe and utilize a variety of methods, techniques, and procedures to assess the health related components of fitness and subsequently develop appropriate exercise prescriptions that address physical activity, conditioning, and health-related fitness in diverse populations.
4. Understand the scientific method of conducting research and possess the ability to utilize discipline-based research in order to analyze the validity of health-related consumer information.
5. Exhibit professional dispositions in the exercise-related community conducive to promoting healthy lifestyles.

## PHYSICAL EDUCATION TEACHER CERTIFICATION

The Bachelor of Science in Physical Education-Teacher Education (K-12) prepares a student for teaching careers in the public schools. The Physical Education-Teacher Education (K-12) is guided by the National Association of Sport and Physical Education and The National Council for Accreditation of Teacher Education (NASPE/NCATE) standards for beginning physical education teachers and aligned with Lander University's conceptual framework for teacher education.

### Accreditation

The Physical Education-Teacher Education (K-12) major is recognized and accredited by NASPE/NCATE.

### Curriculum

A Bachelor of Science in Physical Education-Teacher Education (K-12) consists of 22 hours of major core courses, 31 hours of additional courses for the major (including a three-hour computer course), 26 hours of teacher certification requirements, and 46-52 hours of general education courses.

### Student Eligibility

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

1. The Praxis I (PPST) examination series for entry into the Department of Education Teacher Education Program;
2. The Subject Assessment/Specialty Area Tests (content and video analysis) of the Praxis II series of examinations for completion of the teacher education major;
3. The General Education Principles of Learning and Teaching Test (PLT) of the Praxis II series of examinations for completion of the teacher education major.

### Program Goals

The goals of the Lander University Physical Education-Teacher Education Major prepare students to be able to:

1. Identify and discuss major factors in the evolution of the field of Physical Education-Teacher Education from its early historical roots to its present position in the teaching profession.
2. Describe and apply bioscience (anatomical, physiological/biochemical, and biomechanical) concepts and changes occurring in the human organism to skillful movement, physical activity, conditioning, and fitness across the lifespan.
3. Identify, develop, and utilize a variety of instructional methods and assessment strategies that address the diverse cognitive, psychomotor, and affective learning needs of all students.
4. Describe knowledge of and apply experiences in planning, implementing, and assessing/evaluating a total school program of physical education in accordance with approved national/state content standards and the state physical education assessment program.
5. Exhibit dispositions in the physical education community that provide leadership to the profession.

## PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**

**MAJOR: ATHLETIC TRAINING**

Course	Credit Hour
<b>GENERAL EDUCATION REQUIREMENTS</b> <i>(For approved courses see the General Education section.)</i>	
Behavioral Science (PSYC 101)	3
FALS	1
Fine Arts	3
Foreign Language	0-6
Foreign Language	0-6
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
Wellness (PEES 165)	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION REQUIREMENT</b>	<b>45-51</b>
<b>CORE REQUIREMENTS</b>	
PEES 219	3
PEES 221	4
PEES 323*	4
PEES 327*	4
PEES 328*	4
PEES 350*	1
PEES 425*	4
PEES 350*	1
PEES 350*	1
PEES 350*	1
PEES 350*	1
PEES 360*	1
PEES 404*	1
PEES 410*	1
PEES 460*	1
<b>ADDITIONAL REQUIREMENTS</b>	
PEES 165 Lab	1
PEES 144	1
100-Level Aquatics	1
100-Level Sport/Fitness	1
BIOL 202	4
BIOL 203	4
PEES 202	3
PEES 308	3
PEES 310	3
PEES 311	4

PEES 326	3
PEES 341	3
PEES 361	3
PEES 406	3
PEES 424	3
PEES 499	1
CIS 101	3

ELECTIVES 0-6

TOTAL FOR BS DEGREE 125

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

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

## PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**

**MAJOR: EXERCISE SCIENCE**

Course	Credit Hour
<b>GENERAL EDUCATION REQUIREMENTS</b> <i>(For approved courses see the General Education section.)</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	4
Logic & Analytical Thought (MATH 211)	3
Mathematics	3
Political Economy	3
Wellness (PEES 165)	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION REQUIREMENT</b>	<b>45-51</b>
<b>CORE REQUIREMENTS</b>	
PEES 210	4
PEES 219	3
PEES 310	3
PEES 311	4
PEES 341	3
PEES 362	3
PEES 406	3
PEES 490	3
<b>ADDITIONAL REQUIREMENTS</b>	
PEES 165 Lab	
PEES 144	1
100-Level Aquatics	1
100-Level Sport/Fitness	1
PEES 202	3
PEES 308	3
PEES 326	3
PEES 330	3
PEES 361	3
PEES 490	3
PEES 499	1
CIS 101	3
<b>ELECTIVES</b>	<b>23-29</b>
<b>TOTAL FOR BS DEGREE</b>	<b>125</b>

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

## PROGRAM REQUIREMENTS

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

Course	Credit Hour
<b>GENERAL EDUCATION REQUIREMENTS</b> <i>(For approved courses see the General Education section.)</i>	
Behavioral Science	3
FALS	1
Fine Arts (ART 101 OR MUSI 101)	3
Foreign Language	0-6
Foreign Language	0-6
Global Issues/ Nonwestern Studies	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 (MATH 211)	3
Mathematics	3
Political Economy	3
Wellness (PEES 165)	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION REQUIREMENT</b>	<b>45-51</b>
<b>CORE REQUIREMENTS</b>	
PEES 219	3
PEES 226	3
PEES 305	3
PEES 310	3
PEES 311	4
PEES 320*	3
PEES 422*	3
<b>ADDITIONAL REQUIREMENTS</b>	
PEES 165 Lab	1
PEES 144	1
100-Level Aquatics	1
100-Level Sport/Fitness	1
PEES 204	2
PEES 210	4
PEES 222	2
PEES 223	2
PEES 224	2
PEES 308	3
PEES 318	3
PEES 324*	1
PEES 420* or SPED 223	3
PEES 451*	3
PEES 499	1
CIS 101 or EDUC 204	3

TEACHER CERTIFICATION REQUIREMENTS

EDUC 202	3
EDUC 203	0.5
EDUC 240	3
PSYC 203	3
EDUC 320	1
EDUC 329	0.5
EDUC 351	3
EDUC 499	1
EDUC 461	11

TOTAL FOR BS DEGREE

125-131



# Department of Psychology

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

## PSYCHOLOGY MAJOR

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

The program is also designed to help the highly successful student in the pursuit of graduate work, not only in psychology, but also in other disciplines, such as law, medicine, and social work.

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

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

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

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

Most 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; and

Most graduate programs expect candidates to have strong letters of recommendation from the psychology faculty.

The undergraduate major in psychology is expected to have:

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

## COUNSELING EMPHASIS

Students majoring in psychology can choose the counseling emphasis. This requires the psychology core courses, 17 semester hours of counseling emphasis core courses and 12 hours of psychology electives.

In addition to the psychology program objectives, students in the counseling emphasis will:

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; and
4. Understand the basic format of psychological reports and demonstrate an ability to design and write simple case studies.

### **Counseling Emphasis Core Courses 17 hours**

PSYC 212	3
PSYC 251	3
PSYC 299 (1 hour course taken twice)	2
PSYC 312	3
PSYC 400	3
PSYC 490	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, 17 semester hours of developmental emphasis courses, and 12 hours of psychology electives. In addition to the psychology program objectives, students in the developmental emphasis will:

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; and
4. Be able to recognize developmental problems/issues that can occur over the lifespan.

### **Developmental Emphasis Courses 17 hours**

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

### **PSYCHOLOGY MINOR**

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

#### **Core: 10 credit hours**

PSYC 101	3
PSYC 203	3
PSYC 330	4

#### **Electives: 9 credit hours**

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

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

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

### **CHILD AND FAMILY STUDIES MINOR**

The objective of the child and family studies program is to encompass the entire life cycle while examining the childhood and family as a developmental process. A major focus of the program is to facilitate an understanding of the entire developmental process through the dynamics of relationships within family units and through a cross-cultural analysis of the diversity of the family systems.

#### **Core: 15 credit hours**

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

**Electives: Minimum of six credit hours from two disciplines**

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

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

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

## PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: PSYCHOLOGY**

Course	Credit Hour
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### GENERAL EDUCATION REQUIREMENTS *(For approved courses see the General Education section.)*

Behavioral Science (SOC 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
Wellness	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION REQUIREMENT</b>	<b>45-51</b>

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

A four-year plan detailing the requirements of the major semester-by-semester can be found [www.lander.edu/psychology](http://www.lander.edu/psychology)

### CORE REQUIREMENTS

PSYC 101	3
PSYC 190	1
PSYC 203	3
PSYC 330	4
PSYC 331	4
PSYC 499	1

### ADDITIONAL REQUIREMENTS

ENGL 275 or 373	3
MATH 111, 121, 131 or 212	3

### MAJOR ELECTIVES

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

## AREA REQUIREMENTS

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

ELECTIVES 22-28

TOTAL FOR BS DEGREE 124

## PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**

**MAJOR: PSYCHOLOGY**

**EMPHASIS: COUNSELING**

Course	Credit Hour
<b>GENERAL EDUCATION REQUIREMENTS</b> <i>(For approved courses see the General Education section.)</i>	
Behavioral Science (SOC 101 OR ANTH 104)	3
FALS	1
Fine Arts	3
Foreign Language	0-6
Foreign Language	0-6
Global Issues/ Nonwestern Studies	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science	4
Laboratory Science	4
Logic & Analytical Thought (PHIL 103 OR 203)	3
Mathematics (MATH 211)	3
Political Economy	3
Wellness	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION REQUIREMENT</b>	<b>45-51</b>
<b>CORE REQUIREMENTS</b>	
PSYC 101	3
PSYC 190	1
PSYC 203	3
PSYC 330	4
PSYC 331	4
PSYC 499	1
<b>ADDITIONAL REQUIREMENTS</b>	
ENGL 275 or 373	3
MATH 111, 121, 131 or 212	3
<b>MAJOR ELECTIVES</b>	
PSYC	3
PSYC	3
PSYC (300 level or above)	3
PSYC (300 level or above)	3
<b>EMPHASIS REQUIREMENTS</b>	
PSYC 212	3
PSYC 251	3
PSYC 299	1
PSYC 299	1
PSYC 312	3
PSYC 400	3
PSYC 490	3

ELECTIVES 22-28

TOTAL FOR BS DEGREE 124

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

A four-year plan detailing the requirements of the major semester-by-semester can be found [www.lander.edu/psychology](http://www.lander.edu/psychology)

## PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**

**MAJOR: PSYCHOLOGY**

**EMPHASIS: DEVELOPMENTAL**

Course	Credit Hour
<b>GENERAL EDUCATION REQUIREMENTS</b> <i>(For approved courses see the General Education section.)</i>	
Behavioral Science (SOC 101 OR ANTH 104)	3
FALS	1
Fine Arts	3
Foreign Language	0-6
Foreign Language	0-6
Global Issues/ Nonwestern Studies	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science	4
Laboratory Science	4
Logic & Analytical Thought (PHIL 103 OR 203)	3
Mathematics (MATH 211)	3
Political Economy	3
Wellness	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION REQUIREMENT</b>	<b>45-51</b>
 <b>CORE REQUIREMENTS</b>	
PSYC 101	3
PSYC 190	1
PSYC 203	3
PSYC 330	4
PSYC 331	4
PSYC 499	1
 <b>ADDITIONAL REQUIREMENTS</b>	
ENGL 275 or 373	3
MATH 111, 121, 131 or 212	3
 <b>MAJOR ELECTIVES</b>	
PSYC	3
PSYC	3
PSYC (300 level or above)	3
PSYC (300 level or above)	3
 <b>EMPHASIS REQUIREMENTS</b>	
PSYC 299	1
PSYC 299	1
PSYC 303	3
PSYC 314	3
PSYC 315, 470-479, or 405	3
PSYC 315, 470-479, or 405	3
PSYC 490	3



ELECTIVES

22-28

TOTAL FOR BS DEGREE

124

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

A four-year plan detailing the requirements of the major semester-by-semester can be found [www.lander.edu/psychology](http://www.lander.edu/psychology)

# COLLEGE OF SCIENCE & MATHEMATICS

David A. Slimmer, PhD  
Dean and Professor of Physics

## Department of Biology

### Fordyce G. Lux, III, PhD, Chair

Richard S. Fox, PhD  
Professor of Biology  
Steven A Kuhl, PhD  
Assistant Professor of Biology  
Leonard E. Lundquist, PhD  
Professor of Biology  
Fordyce G. Lux, III, PhD  
Professor of Biology  
Martha Maddy, MS  
Instructor of Biology  
Jennifer J. Maze, PhD  
Assistant Professor of Biology  
Timothy D. Maze, PhD  
Assistant Professor of Biology  
F. Andy Norris, PhD  
Assistant Professor of Biology  
Deborah H. Runyan, BS  
Lecturer  
Michael E. Runyan, MS  
Associate Professor of Biology  
Elisabeth Zimmerman, MS  
Visiting Instructor of Biology  
Jamie G. Collier  
Administrative Assistant

## Department of Physical Sciences

### **Ralph C. Layland, PhD, Chair**

K. Lisa Brodhacker, PhD

Assistant Professor of Chemistry

M. Lynn Deanhardt, PhD

Professor of Chemistry

David E. Gardner, PhD

Assistant Professor of Chemistry

Mark E. Hemric, PhD

Assistant Professor of Chemistry

Ralph C. Layland, PhD

Associate Professor of Chemistry

Linda H. Lucas, M.ED

Laboratory Supervisor in Chemistry

M. Paige Ouzts, PhD

Assistant Professor of Physics

Daniel L. Pardieck, PhD

Assistant Professor of Environmental Geology

Jonathan D. Poore, BS

Assistant Coordinator of Chemistry Laboratories

David Z. Red, MS

Instructor of Physics

David A. Slimmer, PhD

Professor of Physics

Peter A. Vahjen, PhD

Professor Emeritus of Chemistry

Jamie G. Collier

Administrative Assistant

## **Department of Mathematics & Computing**

### **André M. Lubecke, PhD, Chair**

Farha Ali, MS  
Instructor of Computer Information Science

Patricia M. Blich, PhD  
Professor of Mathematics

Kevin Dove, PhD  
Assistant Professor of Mathematics

Glen D. Granzow, PhD  
Assistant Professor of Mathematics

Gillian Lee, PhD  
Assistant Professor of Computer Information Science

André M. Lubecke, PhD  
Professor of Mathematics

Beth S. Lundquist, MS  
Instructor of Mathematics

Gina P. Dunn, MED  
Instructor of Mathematics

Charles W. Schlindwein, PhD  
Associate Professor of Mathematics and Computer Information Science

Dale O. Shaffer, PhD  
Professor of Computer Information Science

Kelly C. Young, MS  
Instructor of Mathematics

Julia M. Strom  
Administrative Specialist

## **Department of Nursing**

### **Betsy M. McDowell, PhD, MSN, RN, CCRN, Chair**

Lester Brigman, BSN, Rn  
Lecturer of Nursing

Bernice P. Daugherty, MSN, SPRN, BC, FNP  
Associate Professor of Nursing

Barbara T. Freese, EdD, MSN, RN, FRCNA  
Professor of Nursing

Sandra G. Hale, MSN, RN, BC  
Assistant Professor of Nursing

Leslie MacTaggart Myers, MSN, RN  
Lecturer of Nursing

Robbie South, MSN, APRN  
Assistant Professor of Nursing

Sue W. Bishop  
Administrative Specialist

# **PROGRAMS OF STUDY IN THE COLLEGE OF SCIENCE AND MATHEMATICS**

## **Department of Biology**

### **Degree Programs**

B.S. in Biology  
B.S. in Biology with Genetics Emphasis  
B.S. in Biology with Medical Technology Emphasis

## **Department of Physical Sciences**

### **Degree Programs**

B.S. in Chemistry  
B.S. in Engineering/Chemistry Dual Degree  
B.S. in Environmental Science

## **Department of Mathematics & Computing**

### **Degree Programs**

B.S. in Computer Information Systems with Software Development Emphasis  
B.S. in Computer Information Systems with Networking Emphasis  
B.S. in Computer Engineering/Computer Information Systems Dual Degree  
B.S. in Engineering/Mathematics Dual Degree  
B.S. in Mathematics  
B.S. in Mathematics Secondary Teacher Certification

## **Department of Nursing**

### **Degree Programs**

B.S. in Nursing  
B.S. in Nursing (Completion for Registered Nurses)

# Department of Biology

The Department of Biology offers the following undergraduate degree programs:

**BS in Biology**

**BS in Biology with an emphasis in genetics**

**BS in Biology with an emphasis in medical technology**

**The course requirements for each of these degree programs are on the respective program work sheets (See pages 156-158).**

Curricular programs are offered in pre-medicine, pre-veterinary medicine, pre-pharmacy, pre-dentistry, and other pre-professional allied health science fields. Courses in physics, geology, and physical science are offered as support courses for professional, pre-professional, and general education areas of study.

The department also offers an honors program for outstanding biology majors as well as a minor for students majoring in other areas.

## BIOLOGY MAJOR

Lander's degree program in biology provides comprehensive training in varied areas within the field of biology. Lander's biology graduates have many career options. They are well prepared for positions in government and industry laboratories, medical and pharmaceutical sales, and emerging biotechnology companies. They compete successfully for entry into graduate and professional schools.

Students graduating from Lander University with a Bachelor of Science in Biology should:

1. Understand the scientific method and be able to use it to investigate questions in field and laboratory biology;
2. Understand the underlying concepts of biology;
3. Know and understand the factual and conceptual foundations of general biology, zoology, botany, genetics, cell biology, molecular biology, and ecology;
4. Have a background in chemistry, mathematics, and statistics sufficient to support a thorough understanding of biological principles;
5. Be able to communicate effectively the results of scientific inquiries;
6. Have a knowledge and understanding of literature, arts, language, and political and social science sufficient to permit rational and meaningful participation in a democratic society; and
7. Have the ability to consider novel ideas critically but without prejudice.

The goal of the biology program is to train biologists and to produce graduates who are prepared for post-baccalaureate pursuits including graduate or professional schools and employment in various biological disciplines. Program graduates will:

1. possess an understanding of a broad spectrum of the accumulated knowledge in the field of biology.
2. possess a working understanding of the application and performance of technologies and laboratory skills in the discipline.
3. be able to successfully enter and compete in graduate or professional school programs, or be able to secure employment in an area of science.
4. possess an understanding of the vocabulary of the discipline and be able to communicate concepts in biology through the proper use of this vocabulary.

The requirements for a Bachelor of Science degree in biology are BIOL 111, 112, 213, 306, 312, 401, 403 and 499 plus 16 hours of approved 300 or 400 level elective biology courses. Biology major electives must be 4 credit hour courses that include both lecture and laboratory components. A biology major must also successfully complete CHEM 111, 112, 221, and 222. Additional course requirements for the emphasis in genetics include BIOL 301, 307, 412, and 498 as well as PHYS 201 and 202. Additional course requirements for the emphasis in medical technology include BIOL 301, 421, 422, 430 and 431. BIOL 301 and PHYS 201-202 or 211-212 are strongly recommended and may be required for students anticipating secondary school teaching or admission to professional or graduate school.

A minimum grade of "C" must be earned in all Biology courses counted toward the degree in Biology. In addition, a minimum cumulative GPA of 2.0 must be earned for all major program requirements (including CHEM 221-222).

It is the student's responsibility to be knowledgeable of the schedule of offerings and to plan carefully so that all requirements for the degree can be fulfilled by the desired graduation date. Biology courses are normally offered according to the following schedule:

**Each Fall**

BIOL 111  
 BIOL 213  
 BIOL 311  
 BIOL 306  
 BIOL 403  
 BIOL 415  
 BIOL 421  
 BIOL 499

**Each Spring**

BIOL 112  
 BIOL 301  
 BIOL 307  
 BIOL312  
 BIOL 312  
 BIOL 401  
 BIOL 422

**Odd Year Springs**

BIOL 310

**Even Year Springs**

BIOL 308

**BIOLOGY DEGREE WITH AN EMPHASIS IN GENETICS**

The genetics emphasis is designed for students interested in careers in genetics or biomedical science. Beginning with the solid foundation in biological sciences provided by the standard Bachelor of Science in biology, this program includes additional coursework and experiences in biochemistry, animal development and genetics. All students in the emphasis will complete a laboratory research project in genetics, the results of which will be presented in a public seminar.

**BIOLOGY DEGREE WITH AN EMPHASIS IN MEDICAL TECHNOLOGY**

Upon completion of a minimum of 93 semester hours of approved courses with a grade point average of at least 3.0, students may enroll in a medical technology internship program at an accredited hospital. Thirty (30) of the ninety-five semester hours must be earned at Lander University. Internship students will train for a period of twelve months under the direction of the hospital instructional staff.

Admission into a medical technology internship program is at the discretion of the instructional staff of the affiliated hospital or institution.

A total of 30 semester hours of coursework completed in an accredited internship program will count toward the Bachelor of Science degree in Biology.

A minimum grade of “C” earned in all courses counted toward the BS degree in Biology with an emphasis in Medical Technology.

Following completion of the internship program, students will be awarded the Bachelor of Science degree in Biology with an emphasis in Medical Technology. Students completing the program will also be eligible to take the national certification examination in Medical Technology. The exam is not a requirement for the degree.

**Biology Honors Program**

Students majoring in biology will qualify for a B.S. with Honors in Biology if the following requirements are met:

1. Successful completion of the program for biology majors;
2. Cumulative overall grade point average of 3.5 or better;
3. Cumulative grade point average of 3.5 in all biology courses; and
4. Completion of BIOL 301 and PHYS 201-202 or 211-212 with a grade of “C” or better.
5. Completion of a laboratory or field research project in which:
  - (a) The research proposal is approved by a majority of the biology faculty. (*This would normally occur in the fall semester of the junior year.*)

The research is of sufficient quality to justify four semester hours credit (BIOL 410).

- (c) The research results are presented as follows:
  1. by public seminar at Lander University
  2. at a scientific meeting and/or by submission of a paper for publication in an appropriate scientific journal.

Transfer students may graduate with Honors in Biology if they fulfill the above requirements and have a 3.5 GPA overall and in biology from their former institution(s) and complete their last 64 hours, including at least 20 hours of biology, at Lander University

## **BIOLOGY MINOR**

A *minor in biology* includes BIOL 111 plus a minimum of 16 hours of biology courses. Advisors and prospective minors should note that most biology courses have prerequisites and/or corequisites which must be met. A grade of “C” or better is required in all biology courses taken for the minor.

## **PRE-ALLIED HEALTH SCIENCE CURRICULA**

Lander University offers curricular programs in the following areas: Pre-Medicine, Pre-Dentistry, Pre-Optometry, Pre-Veterinary Medicine, Pre-Pharmacy, Pre-Physical Therapy, and Pre-Occupational Therapy. Students fulfilling the requirements of these programs most often major in Biology or Chemistry.

\*Application to veterinary and optometry schools can be made after accumulating 90 semester hours of undergraduate courses.

Although most professional schools have common core curriculum requirements, there are variances. In addition, some schools have regular admission programs, early decision programs, and early admission programs. In the early admission program, the student can be accepted as early as the third semester of undergraduate study. There are variations in the number of hours and courses required by similar programs offered at different institutions. To better serve Lander’s students, each program has a designated faculty advisor. As soon as the decision to enter one of the health-related programs is made, the student and his/her advisement records should be turned over to the appropriate health program advisor in the department.

## **Department of Biology or the Department of Physical Sciences.**

Because of the variation in programs, it is imperative that students work closely with the advisor. The student needs to choose the school of transfer early, with MUSC and USC being the logical choice for South Carolina residents. The Medical College of Georgia no longer accepts out-of-state students into Physical and Occupational Therapy, and few slots are reserved for such students by schools that do. Students must recognize the very competitive nature of these programs and are therefore strongly encouraged to choose a major as a back-up plan. To have a reasonable chance of being accepted, students applying to Physical Therapy or Occupational Therapy programs will need both a science GPA and an overall GPA of 3.0 or higher. GRE scores are also required for admission into either program.

Students applying to MUSC or USC for Physical Therapy and Occupational Therapy **MUST** have a Bachelor of Science degree at the time they matriculate at MUSC or USC. Applications for both programs are made in the fall. For early admission into both programs applications **MUST** be received by November 1. For regular admission, applications **MUST** be received by January 15.

**Lander’s pre-medical program has two objectives: To prepare students to score well on the MCAT and to make the student very competitive once admitted to a school of medicine. The program consists of the following courses.**

<b>Courses</b>	<b>Hrs.</b>
BIOL 111 and 112	8
CHEM 111 and 112	8
MATH 121 or 131 and 211	6
ENGL 101 and 102	6
BIOL 312	4
CHEM 221 and 222	8
BIOL 421 and 311	8
BIOL 307 and 308	8
BIOL 301 or CHEM 301	3
PHYS 201 and 202 or 211 and 212	8
BIOL 401, 403, and 422	12



Students in Lander's pre-dental program and preveterinary programs will take all of the courses that are in the pre-medical program except for BIOL 307.

**Requirements for the Pre-Physical Therapy program:**

<b>Courses</b>	<b>Hrs.</b>	
ENGL 101, 102	6	
MATH 121 or 131, 211	6	
CHEM 111-112	8	
BIOL 111-112	8	
BIOL 202, 203, and 307	12	
PHYS 201, 202	8	
PSYC 101, 251, 314	9	
Medical Terminology	1	
Humanities	9	
Computer Information Systems	3	
CPR Certification		N/A*
Volunteer Work		N/A*

**Requirements for the Pre-Occupational Therapy Program:**

<b>Courses</b>	<b>Hrs.</b>	
ENGL 101, 102	6	
MATH 121 or 131, 211	6	
CHEM 111, 112	8	
BIOL 111, 112	8	
BIOL 202 and 203	8	
PHYS 201	4	
PSYC 101, 203, 251	9	
SOCI 101	3	
Humanities	9	
Computer Information Systems	3	
CPR Certification		N/A*
Volunteer Work		N/A*

\* N/A = Not Applicable

## PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**

**MAJOR: BIOLOGY**

Course	Credit Hour
<b>GENERAL EDUCATION REQUIREMENTS</b> <i>(For approved courses see the General Education section.)</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 (CHEM 111)	4
Laboratory Science (CHEM 112)	4
Logic & Analytical Thought (MATH 211)	3
Mathematics (MATH 121 OR 131)	3
Political Economy	3
Wellness (PEES 165)	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION REQUIREMENT</b>	<b>45-51</b>
 <b>CORE REQUIREMENTS</b>	
BIOL 111	4
BIOL 112	4
BIOL 213	4
BIOL 306	4
BIOL 312	4
BIOL 401	4
BIOL 403	4
BIOL 499	1
CHEM 221	4
CHEM 222	4
 <b>MAJOR ELECTIVES*</b>	
Biology 300 or Above	16
<b>ELECTIVES</b>	<b>17-23</b>
<b>TOTAL FOR BS DEGREE</b>	<b>121</b>

\*Biology major electives must be 4 credit hour courses that include both lecture and laboratory components.

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

## PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**

**MAJOR: BIOLOGY**

**EMPHASIS: GENETICS**

Course Credit Hour

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

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 (CHEM 111)	4
Laboratory Science (CHEM 112)	4
Logic & Analytical Thought (MATH 211)	3
Mathematics (MATH 121 OR 131)	3
Political Economy	3
Wellness (PEES 165)	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3

TOTAL GENERAL EDUCATION REQUIREMENT 45-51

### CORE REQUIREMENTS

BIOL 111	4
BIOL 112	4
BIOL 213	4
BIOL 306	4
BIOL 312	4
BIOL 401	4
BIOL 403	4
BIOL 499	1
CHEM 221	4
CHEM 222	4

### MAJOR ELECTIVES\*

Biology 300 or Above	8
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### EMPHASIS REQUIREMENTS

BIOL 301	3
BIOL 307	4
BIOL 412	4
BIOL 498	1

ADDITIONAL REQUIREMENTS

PHYS 201 OR 211	4
PHYS 202 OR 212	4

ELECTIVES 5-11

TOTAL FOR BS DEGREE 121

\*Biology major electives must be 4 credit hour courses that include both lecture and laboratory components.

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

## PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: BIOLOGY**  
**EMPHASIS: MEDICAL TECHNOLOGY**

Course	Credit Hour
<b>GENERAL EDUCATION REQUIREMENTS</b> <i>(For approved courses see the General Education section.)</i>	
Behavioral Science	3
FALS	1
Fine Arts	3
Foreign Language	0-6
Foreign Language	0-6
Global Issues/ Nonwestern Studies	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science (CHEM 111)	4
Laboratory Science (CHEM 112)	4
Logic & Analytical Thought (MATH 211)	3
Mathematics (MATH 121 OR 131)	3
Political Economy	3
Wellness (PEES 165)	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION REQUIREMENT</b>	<b>45-51</b>
<b>CORE REQUIREMENTS</b>	
BIOL 111	4
BIOL 112	4
BIOL 213	4
BIOL 306	4
BIOL 312	4
BIOL 401	4
BIOL 403	4
BIOL 499	1
CHEM 221	4
CHEM 222	4
<b>EMPHASIS REQUIREMENTS</b>	
BIOL 301	3
BIOL 421	4
BIOL 422	4
<b>ADDITIONAL REQUIREMENTS</b>	
(clinical experience at a participating accredited hospital)	
BIOL 430	15**
BIOL 431	15**
<b>TOTAL FOR BS DEGREE</b>	<b>123-129</b>

\*The Professional Concerns requirement is an integral component of the senior year internship program.

\*\*Internship

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

# Department of Physical Sciences

The Department of Physical Sciences offers the following undergraduate degree programs:

**BS in Chemistry**

**BS in Chemistry-Chemical Engineering** (offered as a dual degree program with Clemson University)

**BS in Environmental Science**

**The course requirements for each of these degree programs are on the respective program worksheets on the following pages.**

The Department's Web page ([www.lander.edu/science](http://www.lander.edu/science)) contains information about the individual programs of study, scholarships available for students majoring in Chemistry, Engineering/Chemistry Dual Degree, or Environmental Science, a link to an on-line application for these scholarships, and links to the home pages of faculty members.

An honors program is available in chemistry. Minors are available in chemistry and environmental science.

Curricular programs are also offered in pre-medicine, pre-pharmacy, pre-dentistry, and other pre-professional allied health science fields.

Courses in physics, geology, and physical science are offered as support courses for professional, pre-professional, and general education areas of study.

## CHEMISTRY MAJOR

Chemistry is an experimental science that has as its goal the development of an atomic and molecular interpretation of the properties and behavior of matter. The fundamental nature and extensive application of chemistry to other fields of science gives the chemistry graduate a variety of career choices and advanced study opportunities. Among these are industrial chemistry, government service, sales or supervision, secondary school teaching and entry into graduate or professional schools. A program of maximum flexibility can best serve this wide variety of potential interests.

The student will have competency in the following areas prior to graduating from Lander University with a degree in Chemistry:

1. Chemistry: Fundamental principles of analytical, inorganic, organic, and physical chemistry;
2. Mathematics: Fundamental principles of differential, integral, and multivariable calculus; and
3. Physics: Fundamental principles of mechanics, heat, electricity, magnetism and waves.

Goals for the program are that all students majoring in chemistry will:

1. have been conveyed a body of knowledge and provided experiences with the tools and techniques used by a chemist, including the use of modern technology and instrumentation, and communication skills appropriate to the discipline.
2. be able to successfully enter and perform in either graduate school or the job market.
3. have been effectively advised.
4. have been offered a variety of courses exposing students to all areas of chemistry.
5. have been provided a safe environment for the instruction and learning of chemistry.

The core requirements for a Bachelor of Science degree in chemistry are CHEM 111-112, 221-222, 330, 331, 401-402, plus a minimum of seven hours of elective courses from the following: CHEM 301, 311, 351, 390, 407-410, or 420. Required cognates include BIOL 111, MATH 131-132, PHYS 201-202 or 211-212 and a minimum of six hours of electives from the following: BIOL 112 or higher, CHEM 300 or higher, CIS 101 or higher, MATH 211 or higher, PHYS 203 or 213, ES 300 or higher, or GEOL 111 or higher. The program features extensive student participation in experimental laboratory work. In many instances, experiments are chosen to coincide with a student's specific needs and interests.

Chemistry courses are normally offered according to the following schedule:

### Every Fall

CHEM 111  
CHEM 221  
CHEM 330  
CHEM 401  
CHEM 411

### Every Spring

CHEM 112  
CHEM 222  
CHEM 301  
CHEM 331  
CHEM 351  
CHEM 402  
CHEM 420

**Even Year Fall**

CHEM 311

Other specialized courses may be offered as needed.

**Odd Year Spring**

CHEM 341

**Chemistry Honors Program**

A student graduating from Lander University with the Bachelor of Science degree in chemistry may qualify for the “Honors Degree in Chemistry” if the following conditions have been met:

1. Upon graduation, the student must have a GPA of 3.5 in both overall course work and chemistry with no D’s in any chemistry courses.
2. In addition to the normal course requirements, the following courses must be taken:

Multivariable Calculus	MATH 232
Chemistry Elective	CHEM 300 or above
Computer Info. Systems	CIS 130
3. The student must complete a research project in which:
  - (a) The research is of sufficient quality to receive four semester hours credit in CHEM 410,
  - (b) The results are submitted for publication in a scientific journal or presentation at a scientific meeting (such as the South Carolina Academy of Science), and
  - (c) The results are presented in seminar format to the science faculty, students, and invited guests.

The project may be completed entirely at Lander or initiated off campus during a summer research program (for example, programs at Argonne, Brookhaven, and Oak Ridge National Laboratories).

Transfer students entering this program must have a 3.5 GPA overall and in chemistry from their former institution(s) and must meet the above guidelines.

**ENGINEERING/CHEMISTRY DUAL DEGREE**

Students who wish to combine study in chemistry with further study in chemical engineering may do so under the Clemson University-Lander University Engineering Dual Degree Program. Under this cooperative agreement students will spend the first three years of their college career at Lander University in a chemistry program of study and the remaining two years at Clemson University in chemical engineering.

A student who completes this five-year program of study will have had the experience of dividing his or her academic career between the liberal arts environment of a small university campus and the engineering climate of a large technically oriented university. This unique combination of study on two differently oriented campuses will provide a student with excellent engineering and chemistry training, complemented by study in the humanities and social sciences. Thus, a graduate from this dual degree program will be well trained to pursue a technical career strongly oriented to problems relevant to today’s society.

Students apply to Clemson for admission in their third academic year at Lander. They must be recommended by the Lander faculty. Those students who do not maintain a GPA which would be competitive for entrance to Clemson may not be recommended. A grade of “C” or better is required in all courses transferred to Clemson.

Acceptance into the Clemson engineering program is at the discretion of Clemson University. Clemson recommends that the prospective student attend summer school at Clemson following the sophomore or junior year at Lander.

All dual degree engineering majors will be able to enter Clemson University at a level competitive with students already at that university.

The student will have competency in the following areas prior to leaving for Clemson University:

1. Chemistry: Fundamental principles of analytical, inorganic, organic, and physical chemistry.
2. Mathematics: Differential, integral, and multivariable calculus, and differential equations.
3. Physics: Mechanics, fluids, heat, electricity, magnetism, atomic and nuclear physics.
4. Engineering: Engineering problem analysis, material and mass balances on chemical process

systems, and engineering case studies.

5. Calculator: Proficiency in the use of an advanced scientific calculator.

## **ENVIRONMENTAL SCIENCE MAJOR**

Public and legislative concern for environmental quality and its protection has created a growing demand for college graduates trained in environmental science. The Environmental Science major at Lander University is an interdisciplinary program drawing on courses in biology, chemistry, geology, environmental science, physics, mathematics, computer information systems, political science, and economics designed to meet this demand. Graduates are qualified for careers with industry, governmental service, and environmental consulting firms as well as entry into graduate or professional schools.

The core requirements for a Bachelor of Science degree in Environmental Science are BIOL 111, 306, and 421, CHEM 111, 112, 221, 330, and 331, CIS 101, ES 300, 301, 302, 310, 415, and 420, and GEOL 111 and 405.

It is the student's responsibility to be aware of the schedule of course offerings and to plan carefully so that all requirements for the degree can be completed in the desired time. Major courses are normally offered according to the following schedule.

### **Every Fall Semester**

BIOL 111  
BIOL 306  
BIOL 421  
CHEM 111  
CHEM 221  
CHEM 330  
ES 415

### **Every Spring Semester**

CHEM 112  
CHEM 331  
ES 300  
ES 420  
ES 499  
GEOL 111

### **Even Year Fall**

ES 301

### **Odd Year Spring**

ES 302

### **Odd Year Fall**

ES 310

### **Even Year Spring**

GEOL 405

Students graduating from Lander University with a Bachelor of Science in Environmental Science should:

1. Understand the scientific method and be able to use it to formulate questions and design experiments to answer them;
2. Understand the underlying concepts and accumulated knowledge of the field of environmental science;
3. Understand and be capable of applying field and laboratory methodology and technology to assess environmental conditions;
4. Know and understand the factual and conceptual foundations of biology, chemistry, physics, geology, mathematics, and ecology as they apply to environmental science;
5. Be able to communicate effectively the results of scientific inquiries;
6. Have knowledge and understanding of literature, arts, language, economics, and the political and social sciences sufficient to permit rational and meaningful participation in a democratic society;
7. Have the ability to consider novel ideas critically and without bias;
8. Be able to use mathematics, statistics, and computer technology to capture, analyze, graph, and manage data; and
9. Understand the legal, ethical, social, political, and economic ramifications of environmental problems, policy, and decisions.

The goal of the Environmental Science program is to train Environmental Scientists and to produce graduates who are prepared for post-baccalaureate pursuits including graduate or professional schools and employment in the discipline. Program graduates will:

1. possess an understanding of a broad spectrum of the accumulated knowledge and methodology in the discipline.
2. be able to enter and compete in graduate or professional school programs, or be able to secure employment in the discipline.
3. possess an understanding of the vocabulary of the discipline and be able to communicate concepts through the proper use of this vocabulary.



## CHEMISTRY MINOR

A minor in chemistry consists of 24 hours of the following: CHEM 111-112 and 16 hours from 200 level courses or above. A GPA of 2.0 or better is required for courses applied to the chemistry minor.

## ENVIRONMENTAL SCIENCE MINOR

A minor in environmental science consists of 22 hours comprising BIOL 111, BIOL 306, CHEM 111, GEOL 111, ES 301, and ES 302.

## PRE-ALLIED HEALTH SCIENCE CURRICULA

The Department of Physical Sciences offers curricular programs in the following areas: Pre-Medicine, Pre-Dentistry, and Pre-Pharmacy. Students fulfilling the requirements of these programs major in Chemistry.

All pharmacy degree programs in the State of South Carolina are now 6-year Pharm. D. programs. As such, they require students to have a minimum of 67 semester hours before applying to pharmacy school.

Although most professional schools have common core curriculum requirements, there are variances. In addition, some schools have regular admission programs, early decision programs, and early admission programs. In the early admission program, the student can be accepted as early as the third semester of undergraduate study. There are variations in the number of hours and courses required by similar programs offered at different institutions. To better serve Lander's students, each program has a designated faculty advisor. As soon as the decision to enter one of the health-related programs is made, the student and his/her advisement records will be turned over to the appropriate health program advisor in the Department of Physical Sciences.

**Successful completion of the following Lander courses will allow a student to apply to pharmacy programs at both the Medical University of South Carolina and the University of South Carolina:**

<b>Courses</b>	<b>Hours</b>
CHEM 111-112	8
BIOL 111-112	8
MATH 111 OR 112 AND 131 OR MATH 121 AND 123	6
ENGL 101-102	6
MATH 211	3
CHEM 221-222	8
ECON 201 OR 202	3
PHYS 201-202 OR 211-212	8
SPCH 101	3
BIOL 202	4
BIOL 203 or 311	4
BIOL 421	4
HISTORY	3
FINE ARTS	3
PSYC	3
ELECTIVES (must be in social sciences)	9

**Successful completion of the following Lander courses will prepare students to score well on the MCAT and will make the students very competitive once admitted to a school of medicine. The prerequisites for medical school include:**

<b>Courses</b>	<b>Hours</b>
CHEM 111-112	8
BIOL 111-112	8
MATH 131-132	6
CHEM 221-222	8
PHYS 201-202 OR 211-212	8
ENGL 101-102	6

Other science courses are recommended in order to better prepare the student.

## PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**

**MAJOR: CHEMISTRY**

Course	Credit Hour
GENERAL EDUCATION REQUIREMENTS <i>(For approved courses see the General Education section.)</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 (PHYS 201 OR 211) <sup>1</sup>	4
Laboratory Science (PHYS 202 OR 212) <sup>1</sup>	4
Logic & Analytical Thought (MATH 131)	3
Mathematics (MATH 132)	3
Political Economy	3
Wellness	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION REQUIREMENT	45-51
CORE REQUIREMENTS	
CHEM 111	4
CHEM 112	4
CHEM 221	4
CHEM 222	4
CHEM 330	5
CHEM 331	5
CHEM 401	4
CHEM 402	4
CHEM 499	1
ADDITIONAL REQUIREMENTS	
BIOL 111	4
CHEM 300 or above	4
CHEM 300 or above (except CHEM 381)	3-4
CHEM 341	4

MAJOR ELECTIVES

Choose two of the following:

- BIOL 112 or higher
- CHEM 300 or higher
- CIS 101 or higher
- MATH 211 or higher
- PHYS 203 or 213
- ES 300 or higher
- GEOL 111 or higher

6-8

ELECTIVES

15-24

TOTAL FOR BS DEGREE

125

<sup>1</sup>Students who plan to attend graduate school should take PHYS 211-212.

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

## PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**

**MAJOR: CHEMISTRY**

**PROGRAM: DUAL ENGINEERING**

Course

Credit Hour

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

Behavioral Science	3
FALS	1
Fine Arts	3
Foreign Language	0-6
Foreign Language	
Global Issues/ Nonwestern Studies (ECON 321)	3
History (101, 102, 111, OR 112)	3
Humanities/Literature	3
Humanities	3
Laboratory Science (PHYS 211)	4
Laboratory Science (PHYS 212)	4
Logic & Analytical Thought (MATH 131)	3
Mathematics (MATH 132)	3
Political Economy (ECON 201)	3
Wellness	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3

TOTAL GENERAL EDUCATION REQUIREMENT 45-51

### CORE REQUIREMENTS

CHEM 111	4
CHEM 112	4
CHEM 221	4
CHEM 222	4
CHEM 330	5
CHEM 331	5
CHEM 401	4
CHEM 402	4
CHEM 499	1

### ADDITIONAL REQUIREMENTS

MATH 133	1
MATH 231	3
MATH 232	3
MATH 240	4
CHEM 351	4
PHYS 314	4

### **SENIOR YEAR: STUDENT TRANSFERS TO CLEMSON UNIVERSITY.**

In completing the Chemical Engineering degree at Clemson, 11 semester hours of engineering courses will count toward the major requirements and 9-15 semester hours will apply toward the general requirements for a B.S. in Chemistry from Lander. Students must complete the Clemson degree requirements for a B.S. in Chemical Engineering to obtain the B.S. degree from Lander. This option is available **ONLY** to students who pursue a degree in CHEMICAL engineering at Clemson.

TOTAL FOR BS DEGREE 125

## PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: ENVIRONMENTAL SCIENCE**

Course	Credit Hour
<b>GENERAL EDUCATION REQUIREMENTS</b> <i>(For approved courses see the General Education section.)</i>	
Behavioral Science	3
FALS	1
Fine Arts	3
Foreign Language	0-6
Foreign Language	
Global Issues/Nonwestern Studies (ECON 321 OR CHEM 381)	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science (PHYS 201 OR 211)	4
Laboratory Science (PHYS 202 OR 212)	4
Logic & Analytical Thought (MATH 121 OR 131*)	3
Mathematics (MATH 211)	3
Political Economy	3
Wellness	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION REQUIREMENT</b>	<b>45-51</b>
<b>CORE REQUIREMENTS</b>	
BIOL 111	4
BIOL 306	4
BIOL 421	4
CHEM 111	4
CHEM 112	4
CHEM 221	4
CHEM 330	5
CHEM 331	5
CIS 101	3
ES 300	4
ES 301	3
ES 302	3
ES 310	3
ES 415	4
ES 420	4
ES 499	1
GEOL 111	4
GEOL 405	3
<b>ELECTIVES</b>	<b>8-14</b>
<b>TOTAL FOR BS DEGREE</b>	<b>125</b>

\*Students anticipating graduate studies in Environmental Science are strongly encouraged to choose MATH 131.

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

# DEPARTMENT OF MATHEMATICS & COMPUTING

The Department of Mathematics and Computing provides students with opportunities to earn bachelor of science degrees in computer information systems or in mathematics. Honors programs and minors are also offered in both disciplines. A degree in engineering is available through Lander University's dual-degree program with Clemson University. Students who complete this five-year dual-degree program receive a bachelor's degree in Engineering from Clemson University and a bachelor's degree in either computer information systems or mathematics from Lander University.

The Department's Web page ([www.lander.edu/mathcis](http://www.lander.edu/mathcis)) contains information about the individual programs of study, scholarships available for students majoring in computer information systems or mathematics, a link to an on-line application for these scholarships, and links to the home pages of faculty members.

## COMPUTER INFORMATION SYSTEMS MAJOR

Computer information systems are prominent in the modern world. The Computer Information Systems (CIS) major allows students to develop the knowledge and skills required to understand these systems and participate in their creation and maintenance.

The Computer Information Systems major at Lander has three components: core courses, an emphasis within CIS, and a minor outside CIS. The core requirements form the basis of the program by providing the fundamentals necessary for advanced study. The emphasis allows a student to develop a specialization within computer information systems. The minor provides a domain where CIS can be put into practice.

The CIS core includes courses in problem solving and programming skills (CIS 130, 230, 231), productivity tools, (CIS 102), information management (CIS 120, 320), data communications (CIS 240), computer organization (CIS 235), information analysis and design (CIS 321), and database design (CIS 360). It also includes the senior level capstone experience (CIS 499).

Students can choose an emphasis in software development, in networking, or in computer engineering. The software development emphasis requires advanced courses in software development. The networking emphasis covers data communications and computer networking in depth.

The computer engineering emphasis is part of Lander's dual-degree program with Clemson University. Students in the computer information systems/computer engineering dual-degree program must complete specific mathematics and science courses at Lander in order to meet the program requirements of Clemson University. Students completing this program will be awarded both a B.S. in computer information systems from Lander University with a minor in mathematics, and a B.S. in computer engineering from Clemson University.

The computer information systems major requires that each student complete a minor; this minor will provide competency in a secondary area where CIS can be applied. Students may choose from a number of minors, as indicated in the table below. Other minors (or a second major) offered across campus are eligible for consideration as well. The mathematics minor is suggested for students interested in pursuing graduate studies, and is required for students in the computer engineering emphasis.

Minor	Software Development	Networking	Dual Degree
Business	√	√	
Health Care Management	√		
Mathematics	√	√	√
Public Administration	√		
Electronic Art	√		

In order to complete a computer information system degree program in a timely fashion, students should complete the problem solving and programming skills sequence (CIS 130, 230, 231), along with CIS 102 and CIS 120, by the end of their third or fourth semester.

A grade of "C" or better is required in all computer information systems courses applied to the major, with the following exception: a grade of "D" will be allowed in at most one CIS course at the 300- or 400-level. Courses in oral and/or written communication skills (SPCH 101 and ENGL 275) are strongly encouraged.

All students pursuing a degree in computer information systems are required to have an exit interview with the computer information systems faculty during their final year at Lander University. They will also participate in program assessment activities.

The program requirements for the CIS major and the dual-degree program are articulated on the individual program worksheets. A successful graduate in the computer information systems major will have competency in the following areas:

*Information System Principles.* This includes systems theory and concepts, information systems in organizations, decision support systems, and evaluation of systems performance.

*Programming Principles.* This includes problem solving, algorithm development, and application programming using structured and object-oriented approaches that stress abstraction, programming style, two or more high-level languages, and various software development environments.

*Data Organization and Management.* This includes data and file structures, access methods, algorithm design and analysis, and relational database organization and design.

*Computer Organization.* This includes logical organization of computers, levels of abstraction, machine and assembly languages, data representation and addressing, and memory management.

*Data Communications and Networking.* This includes networking and telecommunications concepts and standards, distributed computing, networked information technologies, protocols, and e-commerce.

*System Development Methodology.* This includes requirements specifications, analysis, design, implementation, and testing. Also included are software tools, system prototyping, robustness of systems, documentation, efficiency, ethics, human-computer interaction, and software development in a team environment.

*Information Systems Applications.* Each student will have demonstrated competency in an approved application area, through completion of a minor or second major in that area.

## **Computer Information Systems Honors Program**

Students majoring in computer information systems may earn a “B.S. Degree with Honors” in computer information systems. To qualify, a student must:

1. Complete the following courses:  
MATH 131, MATH 132, MATH 325, CIS 330, CIS 498, and any two of CIS 340, CIS 341, or CIS 440.
2. Complete six semester hours of a foreign language. This foreign language may not be English or the student’s native language.
3. Submit a research proposal by January 15 of the junior year. The proposal must be approved by a majority of the computer information systems faculty and result in a finished product of sufficient quality to:
  - (a) Receive three semester hours credit (CIS 390), and
  - (b) Be accepted for publication or presented at a meeting of a computing society such as the Association for Computing Machinery; or be presented as a seminar to faculty, students, and guests.
4. Graduate with a B.S. degree in computer information systems with a grade point average of 3.5 in both overall course work and in computer information systems course work.

## **ENGINEERING DUAL-DEGREE PROGRAM**

Students who wish to combine study in a liberal arts program with further study in an engineering discipline may do so under the Lander University-Clemson University Engineering Dual-Degree Program. Under this cooperative agreement, students spend the first three years of their college career at Lander University and then two years at Clemson University in the engineering discipline of their choice.

Students who complete this five-year program of study will have the experience of dividing their academic career between the liberal arts environment of a small university campus and the engineering climate of a large, technically-oriented university. This unique combination of study on two differently oriented campuses provides students with excellent engineering training strongly complemented by study in the humanities and social sciences.

This program can be applied to the following engineering disciplines at Clemson: biosystems and materials,, ceramic, chemical, civil, computer, electrical, industrial, and mechanical. Chemical engineering is available only through a program in which the student majors in chemistry at Lander (see page 160). Computer engineering may be combined with either a mathematics or a computer information systems major at Lander. All other engineering disciplines are coupled with a mathematics major at Lander.

Students apply for admission to Clemson during their third academic year at Lander University. Acceptance into the Clemson engineering program is at the discretion of that university. Clemson recommends that prospective students take a class *at Clemson* during the summer school session following their sophomore or junior year at Lander.

A grade of “C” or better is required in all courses applied to the dual-degree program and in all courses which must transfer to Clemson University.

Dual-degree engineering majors enter Clemson University at a level competitive with students already at that university. Successful completion of the program will result in the student being awarded a Bachelor of Science degree in Engineering from Clemson University and a Bachelor of Science degree in their major from Lander University.

Students will have competency in the following areas prior to leaving for Clemson University:

#### **A. ENGINEERING/COMPUTER INFORMATION SYSTEMS DUAL DEGREE**

*Information System Principles.* This includes systems theory and concepts, information systems in organizations, decision support systems, and evaluation of systems performance.

*Programming Principles.* This includes problem solving, algorithm development, and application programming using structured and object-oriented approaches that stress abstraction, programming style, two or more high-level languages, and various software development environments.

*Data Organization and Management.* This includes data and file structures, access methods, algorithm design and analysis, and relational database organization and design.

*Computer Organization.* This includes logical organization of computers, levels of abstraction, machine and assembly languages, data representation and addressing, and memory management.

*Data Communications and Networking.* Includes networking and telecommunications concepts and standards, distributed computing, networked information technologies, protocols, and electronic commerce.

*System Development Methodology.* This includes requirements specifications, analysis, design, implementation, and testing. Also included are software tools, system prototyping, robustness of systems, documentation, efficiency, ethics, human-computer interaction, and software development in a team environment.

#### **B. ENGINEERING/MATHEMATICS DUAL DEGREE**

*The Foundations of Mathematics.* This includes first and foremost a firm grounding in the major concepts of mathematics needed for continued learning in the field of engineering. Students must learn to analyze a given situation, extract the pertinent facts, and then draw correct conclusions. Specifically included are basic algebraic operations, the elements of set theory, and the fundamentals of logic.

*Advanced Algebra* This includes knowledge of the basic constructs of linear algebra.

*Analysis.* This includes both calculus and differential equations. Students must have knowledge of continuity, differentiation, integration, sequences and series, and multivariable calculus. Students must be able to solve the basic differential equations that arise in engineering applications.

*Probability and Statistics.* This includes the acquisition and analysis of data, probability, discrete and continuous probability distributions, estimation using confidence intervals, testing of hypotheses, and linear regression.



## MATHEMATICS MAJOR

Mathematics is fundamental to both the theoretical and the practical problem-solving components of virtually every field of study. The purpose of the mathematics major at Lander University is to provide students with the opportunity and the direction to enjoy the intellectual challenges of mathematics, and also to provide them with the mathematical knowledge necessary to function competently in graduate school and/or in employment requiring mathematical skills.

A successful graduate with a mathematics major will have specific competency in:

1. *The Foundations of Mathematics.* This includes first and foremost a firm grounding in the major concepts and applications of mathematics needed for successful continued learning in the field. Students must learn to analyze a given situation, extract the pertinent facts, and then draw correct conclusions. Specifically included are basic algebraic operations, the elements of set theory, and the fundamentals of logic.
2. *Advanced Algebra.* This includes the fields of linear and abstract algebra. Specifically, the student must know the basic concepts and applications in these fields, including a basic understanding of groups, rings, fields, and vector spaces.
3. *Analysis.* This includes calculus and at least one of the fields of real or complex analysis. Students must know the basic concepts and applications of continuity, differentiation, integration, sequences and series, and multivariable calculus. Additionally, all students will be able to solve the basic differential equations that arise in common applications.
4. *Probability and Statistics.* Students must know the basic concepts and applications of acquisition and analysis of data, probability, discrete and continuous probability distributions, estimation using confidence intervals, testing of hypotheses, and linear regression.

The requirements for a degree in mathematics are as follows: twelve hours of calculus (MATH 131-132, 231-232), differential equations (MATH 240), linear algebra (MATH 308), discrete mathematics (MATH 325), probability and statistics (MATH 311), modern algebra (MATH 321), real analysis (MATH 431), the capstone course (MATH 400), calculus-based physics (PHYS 211-212), and two courses in computer information systems (CIS 130 and one of CIS 102, 202, or CIS 230).

A minimum of 39 semester hours in mathematics courses is required and must consist of the core courses listed above, completion of either the modern algebra or analysis sequence (MATH 322 or MATH 432), plus at least nine hours selected from MATH 204, MATH 212, or any content electives at the 300 level or above. Students obtaining secondary teacher certification are required to take courses in math history, geometry, and teaching methods (MATH 350, MATH 351, and MATH 451, respectively).

A grade of 'C' or better is required in all mathematics courses applied to the major.

During their final year at Lander University, all students seeking a degree in mathematics are required to take an assessment exam in mathematics and to have an exit interview with the mathematics faculty.

The following mathematics courses will be offered as indicated.

Every Fall  
MATH 125  
MATH 231  
MATH 308

Every Spring  
MATH 232  
MATH 240

Even Year Fall  
MATH 300  
MATH 351  
MATH 431

Odd Year Spring  
MATH 325  
MATH 350  
MATH 432

Odd Year Fall  
MATH 204  
MATH 311  
MATH 321

Even Year Spring  
MATH 322  
MATH 412

## Mathematics Honors Program

Students majoring in mathematics may earn a “B.S. Degree with Honors” in mathematics. To qualify, a student must meet the following conditions:

1. In addition to the normal course requirements for a B. S. degree in mathematics, the student must complete the following courses:  
MATH 322, MATH 351, MATH 412, and two computer information systems courses chosen from:  
CIS 231, CIS 235, CIS 330, and CIS 340.
2. The student must complete six semester hours of a college level language. This language may not be English or the student’s native language.
3. The student must submit a project proposal no later than January 15 of the junior year. The proposal must be approved by a majority of the full-time mathematics faculty and result in a finished product of sufficient quality to:
  - (a) Receive a grade of “A” or “B” (MATH 499) and
  - (b) Be accepted for publication or presented at a meeting of a mathematical society; or be presented as a seminar to mathematics faculty, students, and guests.
4. Upon graduation, the student must have a cumulative GPA of 3.5 or better in both overall course work and in mathematics course work.

NOTE: In lieu of requirement 2 above, the student may complete an engineering degree at Clemson University under the engineering/mathematics dual-degree program. The student may then substitute an approved engineering project at Clemson for requirement 4 above.

Special situations may require a deviation from these requirements (such as for students seeking teacher certification in mathematics or those in the engineering program). All deviations must be approved by a majority of the mathematics faculty.

Transfer students who wish to pursue an Honors Program in Mathematics must spend at least four full-time semesters (fall or spring) at Lander University and complete at least 21 semester hours of mathematics courses at Lander University. They must also have an overall GPA of 3.5 on all courses transferred and a GPA of 3.5 on mathematics courses transferred.

### MINORS OFFERED

#### Computer Information Systems Minor

A minor in computer information systems consists of

- CIS 102, CIS 120, CIS 130, CIS 230, CIS 231, CIS 321,
- one of the following courses: MATH 125, MATH 204, MATH 212, MATH 308, MATH 311, MATH 325, or BA325.

A grade of “C” or better is required in each course applied to the computer information systems minor.

#### Mathematics Minor

A minor in mathematics consists of

- the calculus sequence (MATH 131-132, MATH 231-232),
- probability and statistics (MATH 311 or 211-212 which counts as three hours toward minor requirements),
- CIS 130 or above,
- one course from the following: MATH 204, 240, or any three hour 300 or 400 level mathematics content course.

A grade of ‘C’ or better is required in each course applied to the mathematics minor.

## PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: COMPUTER INFORMATION SYSTEMS**  
**EMPHASIS: SOFTWARE DEVELOPMENT**

Course

Credit Hour

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

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	4
Laboratory Science	4
Logic & Analytical Thought (MATH 121 or 131)	3
Mathematics (MATH 125 or 132)	3
Political Economy*	3
Wellness	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3

TOTAL GENERAL EDUCATION REQUIREMENT 45-51

### CORE REQUIREMENTS

CIS 120	3
CIS 130	4
CIS 230	4
CIS 231	4
CIS 235	3
CIS 240	3
CIS 320	3
CIS 321	3
CIS 360	3
CIS 499	3

### EMPHASIS REQUIREMENTS

CIS 102 or CIS 202	3
CIS 250	3
CIS 330	3
CIS 498	3

ADDITIONAL REQUIREMENTS

MATH 204, MATH 240, or BA 325 *	3-4
MATH 211-212 or 311	3-6

ELECTIVES (Including required minor *)	19-29
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TOTAL FOR BS DEGREE	125**
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\*Select appropriate courses according to the minor chosen. Approved minors are listed in the description for the major.

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

## PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: COMPUTER INFORMATION SYSTEMS**  
**EMPHASIS: NETWORKING**

Course

Credit Hour

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

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	4
Laboratory Science	4
Logic & Analytical Thought (MATH 121 or 131)	3
Mathematics (MATH 125 or 132)	3
Political Economy*	3
Wellness	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3

TOTAL GENERAL EDUCATION REQUIREMENT 45-51

### CORE REQUIREMENTS

CIS 120	3
CIS 130	4
CIS 230	4
CIS 231	4
CIS 235	3
CIS 240	3
CIS 320	3
CIS 321	3
CIS 360	3
CIS 499	3

### EMPHASIS REQUIREMENTS

CIS 102 or CIS 202	3
CIS 250	3
CIS 340	3
CIS 341	3
CIS 440	3

ADDITIONAL REQUIREMENTS

MATH 204, MATH 240, or BA 325 *	3-4
MATH 211-212 or 311	3-6

ELECTIVES (Including required minor *)	16-26
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TOTAL FOR BS DEGREE	125
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Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

\*Select appropriate courses according to the minor chosen. Approved minors are listed in the description for the major.

## PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: COMPUTER INFORMATION SYSTEMS**  
**EMPHASIS: DUAL ENGINEERING**

Course

Credit Hour

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

Behavioral Science	3
FALS	1
Fine Arts	3
Foreign Language	0-6
Foreign Language	
Global Issues/ Nonwestern Studies (ECON 321)	3
History (HIST 101, 102, 111, 112)	3
Humanities/Literature	3
Humanities/Literature	3
Laboratory Science (CHEM 111)	4
Laboratory Science (CHEM 112)	4
Logic & Analytical Thought (MATH 131)	3
Mathematics (MATH 132)	3
Political Economy (ECON 201)	3
Wellness (PEES 165)	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3

TOTAL GENERAL EDUCATION REQUIREMENT 45-51

### CORE REQUIREMENTS

CIS 120	3
CIS 130	4
CIS 230	4
CIS 231	4
ECE 272 (at Clemson)	4
CIS 240	3
CIS 320	3
CIS 321	3
CIS 360	3
CIS 499	3

*NOTE: Students must take ECE 272 (Computer Organization) at Clemson in place of CIS 235, which is a core requirement at Lander.*

### ADDITIONAL REQUIREMENTS

CIS 202	3
MATH 308, 311, or 325 *	3
MATH 133	1
PHYS 211	4
PHYS 212	4

*NOTE: Computer Engineering courses at Clemson complete the requirements in this area.*

## ELECTIVES

### REQUIRED MATHEMATICS MINOR

MATH 231	3
MATH 232	3
MATH 240	4

TOTAL FOR BS DEGREE 125

\* These three Mathematics courses are all required for the Computer Engineering Degree from Clemson. Students should take at least one at Lander. The others will be taken at Clemson.

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

\*\*Students in this program must complete Clemson University requirements for a BS in Computer Engineering. Credits transferred from Clemson complete the required hours for graduation at Lander.



## PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: MATHEMATICS**

Course	Credit Hour
<b>GENERAL EDUCATION REQUIREMENTS</b> <i>(For approved courses see the General Education section.)</i>	
Behavioral Science (PSYC 101)	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 (PHYS 211)	4
Laboratory Science (PHYS 212)	4
Logic & Analytical Thought (MATH 131)	3
Mathematics (MATH 132)	3
Political Economy	3
Wellness (PEES 165)	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION REQUIREMENT</b>	<b>45-51</b>
<b>CORE REQUIREMENTS</b>	
CIS 130	4
MATH 231	3
MATH 232	3
MATH 240	4
MATH 308	3
MATH 311	3
MATH 325	3
MATH 400	1
<b>ADDITIONAL REQUIREMENTS</b>	
CIS 102, 202, or 230	3-4
MATH 321	3
MATH 431	3
MATH 322 or 432	3
Major Electives	9
<b>ELECTIVES</b>	<b>28-35</b>
<b>TOTAL FOR BS DEGREE</b>	<b>125</b>

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

## PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: MATHEMATICS**  
**CERTIFICATION: SECONDARY TEACHER**

Course

Credit Hour

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

Behavioral Science (PSYC 101)	3
FALS	1
Fine Arts (ART 101, MUSI 101 OR THTR 201)	3
Foreign Language	0-6
Foreign Language	
Global Issues/ Nonwestern Studies	3
History	3
Humanities/Literature (ENGL 214 or ENGL 221)	3
Humanities (PHIL 102)	3
Laboratory Science (PHYS 211)	4
Laboratory Science (PHYS 212)	4
Logic & Analytical Thought (MATH 131)	3
Mathematics (MATH 132)	3
Political Economy	3
Wellness (PEES 165)	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3

TOTAL GENERAL EDUCATION REQUIREMENT	45-51
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### CORE REQUIREMENTS

CIS 130	4
MATH 231	3
MATH 232	3
MATH 240	4
MATH 308	3
MATH 311	3
MATH 325	3
MATH 400	1

### ADDITIONAL REQUIREMENTS

CIS 102, 202, or 230	3-4
MATH 321	3
MATH 350	3
MATH 351	3
MATH 431	3
MATH 322 or 432	3
MATH 451	3
BIOL	4

## TEACHER CERTIFICATION REQUIREMENTS

EDUC 202	3
EDUC 203	0.5
EDUC 240	3
EDUC 320	1
EDUC 329	.5
EDUC 351	3
EDUC 429	1
EDUC 499	1
EDUC 461	11
PSYC 203	3
SPED 223	3
Fine Arts	1

TOTAL FOR BS DEGREE 125-132

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

## PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**

**MAJOR: MATHEMATICS**

**PROGRAM: DUAL ENGINEERING**

Course

Credit Hour

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

Behavioral Science	3
FALS	1
Fine Arts	3
Foreign Language	0-6
Foreign Language	
Global Issues/ Nonwestern Studies (ECON 321)	3
History (HIST 101, 102, 111, or 112)	3
Humanities (Literature)	3
Humanities (Literature)	3
Laboratory Science (PHYS 211)	4
Laboratory Science (PHYS 212)	4
Logic & Analytical Thought (MATH 131)	3
Mathematics (MATH 132)	3
Political Economy (ECON 201)	3
Wellness (PEES 165)	3
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION REQUIREMENT</b>	<b>45-51</b>

### CORE REQUIREMENTS

CIS 130	4
MATH 231	3
MATH 232	3
MATH 240	4
MATH 308	3
MATH 311	3
MATH 325	3
MATH 400	1

### ADDITIONAL REQUIREMENTS

MATH 321 or 431	3
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### MAJOR ELECTIVES

6

### EMPHASIS REQUIREMENTS

CIS 202	3
MATH 133	1
CHEM 111	4
CHEM 112	4

ELECTIVES

0-4

TOTAL FOR BS DEGREE

125-127

**SENIOR YEAR: STUDENT TRANSFERS TO CLEMSON UNIVERSITY.** 31 semester hours required to complete the engineering degree at Clemson will count toward the requirements for the BS degree in mathematics at Lander. Of these, 5 semester hours of engineering courses will count toward the mathematics requirements. Students must complete the Clemson degree requirements for a BS in Engineering to obtain the BS degree from Lander University.

Speech 101 and CIS 230 are strongly encouraged for all engineering dual-degree majors.

CIS 231 is recommended for computer engineering and electrical engineering.

Math 204 is recommended for industrial engineering.

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

# DEPARTMENT OF NURSING

The Lander University Department of Nursing offers a baccalaureate nursing program which prepares men and women who demonstrate evidence of potential academic success to provide high quality, holistic nursing care in a variety of settings to diverse clients across the lifespan. The purpose of the Department of Nursing program is to prepare graduates for the professional nursing roles of caregiver, leader, and consumer of research through didactic and clinical learning experiences, and to provide the foundation for advanced studies in nursing.

The graduates are prepared to:

1. Apply the nursing process within the Neuman Systems Model to promote an optimal level of wellness through the use of primary, secondary, and tertiary prevention/intervention strategies for individuals, families and communities;
2. Synthesize nursing theory with knowledge from selected other disciplines as a basis for care giving, communication, therapeutic interventions, and critical thinking;
3. Use appropriate problem-solving approaches in varied settings to promote wellness for diverse client systems;
4. Demonstrate leadership strategies to advance nursing practice and the nursing profession;
5. Utilize nursing research findings to improve the quality of nursing practice; and
6. Incorporate established standards of professional nursing as the foundation for own nursing practice.
7. Generic program graduates are eligible to take the licensing examination to qualify as registered nurses.

## Accreditation

The Bachelor of Science in Nursing program is approved by the State Board of Nursing for South Carolina and is accredited by the National League for Nursing Accrediting Commission (61 Broadway- 33<sup>rd</sup> floor, New York, NY, 10006, Ph. 212-363-5555).

## Curriculum

The generic nursing curriculum is designed for completion in four academic years. Registered nurses may complete an RN to BSN option (see page 216). Generic students are admitted to the nursing major following completion of 30 semester hours college credit. Students who do not enroll in required English, science, and mathematics courses in their first year may require additional time for completion.

## NURSING MAJOR

### Admission Requirements

Department of Nursing criteria for admission, progression, and graduation differ from those of Lander University. The nature of nursing as an applied discipline requiring mastery of complex academic and clinical knowledge for entry into practice necessitates different criteria.

### Application Procedure

Application materials are obtained from the Lander University Admissions Office. The completed application must be returned to the Admissions Office. It is the applicant's responsibility to ensure that all materials are received by the specific dates required.

Students who meet the admission qualifications listed below are admitted first into prenursing. Following successful completion of courses required in the freshman year, students are admitted into the nursing major at the sophomore level, and progress through the program of study based on meeting the MINIMUM progression requirements at each level. (In the event there are more qualified applicants than available space, admission will be determined by the nursing faculty based on the cumulative Lander grade point average of each student.)

### **Eligibility to become licensed as a registered nurse in South Carolina**

Students are advised that the following requirements apply to persons seeking to become licensed as registered nurses in South Carolina

1. Age – at least eighteen years (filing of birth certificate required).
2. Completion of all requirements for graduation from an approved school of nursing.
3. The State Board of Nursing for South Carolina “has determined that criminal convictions or pending criminal charges for any of the following crimes should be treated as prima facie evidence that an applicant or lapsed licensee is unfit or unsuited to engage in the profession of nursing:
  - a. Crimes of violence (e.g. murder, manslaughter, criminal sexual assault, crimes involving the use of deadly force, assault and battery of a high and aggravated nature, assault and battery with intent to kill)
  - b. Crimes involving the distribution of illegal drugs
  - c. Crimes that involve moral turpitude (excluding fraudulent checks and shoplifting).” (See South Carolina Board of Nursing website [www.lnr.state.sc.us](http://www.lnr.state.sc.us)).
4. Earned a passing grade on the NCLEX-RN examination.

### **Requirements to qualify for admission to prenursing**

#### **A. Generic Students**

1. A Verbal SAT score of 450 or better plus a Math SAT score of 450 or better or an ACT score of 19 or better.
2. Proof of high school graduation or equivalent (GED of 200 or better).
3. Completion of high school chemistry and biology.
4. Completion of three (3) units of high school math.

The specified SAT scores of 450 Verbal and 450 Math or ACT of 19 are required because these tests are established indicators of academic ability. The prenursing curriculum coursework emphasizes chemistry, math, and other applied sciences which require a high level of cognitive ability.

#### **B. Transfer Students (Internal and External)**

1. A cumulative grade point average (GPA) of 2.6 (not rounded) or better on twelve (12) hours of graded college course work.

#### **C. Second Degree Students**

1. A cumulative grade point average (GPA) of 2.6 (not rounded) or better in first degree.

The 2.6 (not rounded) GPA is required for transfer students and second degree students because the prenursing course work emphasizes chemistry, math, and other applied sciences which require a high level of cognitive ability.

### **Requirements for continuation in prenursing**

- A. Maintain a cumulative Lander grade point ratio (institutional) of 2.6 (not rounded) by the end of the second semester.
- B. A minimum grade of “C” in all required nursing, writing (ENGL 101, 102), mathematics (MATH 121, 211), and science (CHEM 105/111, 106/112, BIOL 202, 203, 204, 304) courses.
- C. Maintain enrollment at LANDER UNIVERSITY during both semesters of the academic year, or be on official leave-of-absence status.

Failure to meet these requirements will result in reclassification as a general education major after the student’s second semester at Lander. Those students failing to meet ONLY the GPA requirement must reapply to the Department of Nursing to be considered for readmission to prenursing once a 2.6 (not rounded) cumulative Lander (institutional) GPA is reached again.

A minimum cumulative Lander 2.6 (not rounded) (institutional) GPA is required for continuation in the prenursing curriculum because the academic requirements of the nursing program are rigorous, become progressively more difficult, and require strong academic ability.

### **Requirements for admission into the nursing major**

Students who wish to be considered for admission to the nursing major as a sophomore must apply in writing to the Department of Nursing. New classes are admitted twice each year, once in the fall and once in the spring. Applications for admission to the major are due by April 30 for fall admission and by October 15 for spring admission. Applications may be downloaded from the Department of Nursing website or obtained from the Department of Nursing office.

Applicants must meet all 3 of these requirements to be considered for admission to the nursing major as a sophomore.

1. "C" or higher in these 6 required courses - ENGL 101-102, MATH 121, CHEM 105/111, CHEM 106/112, BIOL 202 (Human Anatomy).
2. GPA requirement
  - If a - current Lander student (prenursing or other major): cumulative Lander GPA (Institutional GPA on Bearcat Web) of at least 2.6 (not rounded) on 30 semester hours at Lander (not counting developmental courses)
  - If a transfer student: at least 30 semester hours (not counting developmental courses) of college work including 12 semester hours at Lander with a cumulative Lander GPA (Institutional GPA on Bearcat Web) of at least 2.6 (not rounded).
  - If already possess a baccalaureate degree: at least cumulative GPA of 2.6 (not rounded) on previous college work; otherwise, must meet transfer student GPA requirements
3. Application to Nursing Major submitted by the respective deadline (April 30 or October 15)
  - Deadline for completed application is **April 30**
  - Admission decisions made by **May 31**
  - Completed clinical clearance materials due by July 1; any student not meeting this deadline will forfeit his/her seat in the class
  - Admission contingent on maintaining GPA >2.6 in any summer school courses
  - Start sophomore nursing courses in fall semester; complete 6 semesters of nursing courses in sequence and graduate in December two years later (example: begin courses January 07 & graduate December 09)

A grade of "C" or above is required in mathematics, writing, chemistry, biology, and required nursing courses. Nursing education is a cumulative process, in which the prerequisite course sequence establishes a foundation for subsequent content mastery in nursing courses and successful entry into practice.

#### **Requirements for progression in the nursing major**

- A. Maintain a cumulative Lander grade point average (institutional) of 2.6 (not rounded) assessed each semester including summers.
- B. Complete the following required courses on schedule with a grade of "C" or above)
  - MATH 211
  - BIOL 203, 204, 304
  - NURS 165, 232, 233, 235, 240, 242
  - NURS 303, 345, 346, 392, 393
  - NURS 408, 409, 412, 414, 415, 416, 419, 460

*Students must adhere to course repeat limitations as listed in the section on Graduation Requirements.*

*A grade of "C" or above must be earned in all required courses prior to enrolling in subsequent nursing courses.*

- C. Complete and return required annual documentation providing coverage for the complete academic year, including summer as applicable, by July 1 or November each year on the Department of Nursing Health Screening form for the following:
  1. CPR: Certification for Healthcare Provider/Professional Rescuers (valid through April/December as appropriate)
  2. Current health and accident insurance (valid through April/December as appropriate)
  3. Current professional student liability insurance (valid through April/December as appropriate)
  4. Acceptable health status based on physical examination by a nurse practitioner or physician.
  5. Current immunity to meet clinical agency requirements.

*Forms are available from the Department of Nursing.*

- D. Maintain enrollment at Lander University during both semesters of the academic year, or be on official leave-of absence status.
- E. Accepted by all affiliated clinical agencies after SCLED background checks. (Students denied access to clinical sites as a result of criminal background check will be transferred to General Education.)

Any student who fails to meet the cumulative grade point average requirement each semester will be reclassified as prenursing and must reapply to the Department of Nursing to be considered for readmission to the nursing major upon attainment of the requirements and space available in that class. Any student who exceeds the graduation limitation of number and/or type of course repeats will be reclassified as a general education major.



*NOTE: Exceptions to the above requirements will be considered based on written letter of petition to the nursing faculty.*

### **Out of Sequence Students**

Following admission to the nursing major, students who earn a “D” or below in a required nursing, science, writing, or mathematics course will be classified internally as “prenursing/out of sequence”. Such students may rejoin the sequence on a space available basis when course prerequisite criteria have been successfully met. In the event there is insufficient space available in that class, the student who is out of sequence is obliged to make alternative academic decisions (i.e., delay major, change major, take other courses, etc.) Students already progressing in the class have priority for space in a class. Students returning to the nursing program after having been out of sequence as a result of withdrawal, required course repeats, or GPA less than 2.6 (not rounded) must be advised by their nursing faculty advisor before registering for any course.

### **Advanced Placement**

Prenursing students may qualify for advanced placement into a nursing major class already in progress on a space available basis. (For example, a prenursing student may be placed into the current sophomore class.)

Students who meet requirements for admission to the nursing major will be considered for advanced placement based on the following criteria:

1. The number of students selected to progress will be determined by the number of spaces available in the class in progress.
2. Generic students must have earned at least 24 hours credit from Lander University; transfer or second degree students must have earned at least 12 hours from Lander University.
3. Students must have completed (or be enrolled in) all required courses for the class in progress.
4. Students will be prioritized for advanced progression based on cumulative grade point average at Lander University (institutional).

### **Graduation Requirements**

A. Completion of Lander University requirements for graduation.

In addition students:

- B. must complete required nursing, mathematics (MATH 121, 211), writing (ENG 101, 102), and science (CHEM 105/111, 106/112, BIOL 202, 203, 204, 304), courses with a minimum grade of “C”.
- C. must complete required nursing major courses within five years prior to graduation.
- D. may not repeat any required course more than one time each.
- E. may not repeat more than two (2) required courses, in which a grade below “C” was earned, with ONLY one required nursing (NURS/NURN) course repeat. (Students wishing to repeat required nursing courses in which a grade of C or above was earned must request approval by letter of petition to the nursing faculty.)
- F. must successfully complete (excluding registered nurse students) a comprehensive standardized nursing content examination (see Comprehensive Exit Examination under Department of Nursing Policies).

Nursing program graduation requirements exceed those of the university as indicators that the student has developed a current (within five years after admission to the sophomore level) and comprehensive nursing knowledge base supported by an adequate foundation in science and mathematics.

### **NURSING HONORS PROGRAM**

Lander University offers a Bachelor of Science in Nursing Honors Program. The purpose is to promote development of the graduate nurse as scholar, leader, and world citizen. The requirements for a Bachelor of Science in Nursing with Honors degree include:

1. Cumulative Lander GPA (institutional) of 3.3 or better in both overall course work and nursing upon graduation.
2. Completion of a nursing honors synthesis project (NURS 480) that exemplifies scholarship within the discipline of nursing through discovery (research), practice (application), teaching, or integration.

This project will be guided by a nursing faculty member who is designated as the honors chairperson for the project, and is selected by the student. The proposal for this project will be developed before the end of the senior fall semester and will be approved by a majority vote of the nursing faculty.

The project will be of sufficient quality to receive three (3) hours credit in NURS 480: Nursing Honors Synthesis and will be submitted for publication in a professional journal or be submitted for presentation at a professional meeting, and will be presented to nursing faculty, students, and practicing nurses.

Students interested in participating in the Bachelor of Science in Nursing with Honors degree program must submit a completed application form to the Department of Nursing office prior to the end of their junior year in the Department of Nursing.

## **DEPARTMENT OF NURSING POLICIES**

### **Faculty Advisors**

A faculty advisor within the College of Science and Mathematics is assigned to each prenursing student for academic planning. A nursing faculty advisor is assigned to each nursing major for academic planning. The advisor serves as a resource person for academic and other concerns related to student experiences while enrolled in the nursing program.

### **Comprehensive Exit Examination**

Generic nursing students must successfully complete a comprehensive nursing content examination as one of the requirements in NURS 460: Clinical Problem Solving. This examination is required to support successful and timely entry into practice following graduation.

### **NURS Hours Required for Transfer Students**

A maximum of 93 semester hours will be accepted for graduation credit for students transferring from regionally accredited four year colleges. Students must complete at least 25% of the total semester hours through instruction by Lander University. (Lander University policy)

- Generic nursing students who transfer nursing credits from other institutions must complete a minimum of 23 semester hours (including 7 laboratory hours\*) of required nursing major courses through Lander University in order to earn a Bachelor of Science degree at Lander University.

\*A laboratory hour is defined as the semester hour credit allocated for the campus or clinical laboratory component of required nursing courses. For example, NURS 412 (four semester hours) allocates 2 credit hours to lecture and 2 credit hours to clinical laboratory.

The nursing courses required for transfer and second degree students will be determined on an individual basis based on review of transcript(s) and course syllabi by the Chair with input from the Academic Concerns Committee.

### **Special Expenses**

In addition to University tuition and fees, expenses for nursing students include tort and professional liability insurance (approximate cost is \$40 per year --\$2,000,000/\$4,000,000 required); criminal background check (\$18.00- \$25.00), health insurance coverage; Hepatitis B vaccine in accord with clinical agency policy (approximate cost varies \$115/\$180 series if not already immunized); nursing uniforms (approximate cost is \$200); travel to and from hospitals, health centers, and other clinical agencies; fees for professional achievement examinations administered by the school, professional workshop fees; and fees for the National Council Licensure Examination administered by the South Carolina State Board of Nursing. Also, students must become certified in CPR (for Healthcare Providers/Professional Rescuers) prior to entering the clinical nursing courses and must maintain CPR certification throughout the clinical experiences (approximate cost \$40 per year).

### **Core Performance Standards.**

In order to perform safe patient care, students must meet core performance standards and functional abilities for admission and progression, as published by the Southern Council on Collegiate Education for Nursing (SCCEN). A copy is available from the Department of Nursing.

### **Drug Screening.**

Students are required to comply with any clinical agency requirements for drug screening.

### **Petitioning**

Students have the right to request an exception to the application of academic policies of the Department of Nursing. To do so, the student must submit the request in writing to the Nursing Faculty Organization.

## Scholarships/Awards

All nursing students are eligible to be considered for scholarships available through the Department of Nursing. These scholarships are listed in the *Nursing Student Handbook* at <http://www.lander.edu/nursing>; additional information is available from faculty advisors.

## Student Organizations and Activities

All nursing students are encouraged to participate in the pre-professional nursing organization through membership in the local, state, and national levels of the Student Nurses' Association. Annual dues are approximately \$35.00 to \$45.00. Registered nurse students are encouraged to participate in the American Nurses Association.

The Department of Nursing provides the academic base for the Mu Zeta Chapter of the Honor Society of Nursing, Sigma Theta Tau International. Students are invited to membership based on academic and leadership criteria in their senior year.

Nursing students are eligible to join University student organizations and committees.

## Regulations for Clinical Nursing Courses

In addition to the regulations of the University as a whole, the following additional regulations apply to students in nursing. These provisions are required to meet regulations of health care agencies used for clinical laboratory experiences.

### 1. Attendance at Clinical Laboratories.

Students must meet all Department of Nursing requirements for clinical nursing courses, as listed on the Initial Health Screening Form and the Annual Update Form. These requirements must be met each year by July 1. Students are required to attend all nursing laboratories with absences permitted only because of sickness or other unavoidable occurrence which course faculty determine make it impossible to attend the laboratory.

### 2. Criminal Background Checks

Students denied access to a clinical site based upon the results of the Criminal Background Check (SCLED/FBI) will be transferred to General Education.

Students must update their Criminal Background Checks each semester in which they take clinical courses

### 3. Health Requirements.

In addition to meeting the health requirements of the University, students entering the clinical nursing courses are required to provide evidence of annual tuberculosis (TB) screening; documentation of rubella (measles) immunization or titer (if titer is negative rubella vaccine is required); evidence of varicella (chicken pox) immunization or titer; and current immunization against tetanus (tetanus-toxoid within 10 years), polio, and Hepatitis B, and annual physical examination by a nurse practitioner or physician.

### 4. Insurance Requirements.

Students enrolled in clinical nursing courses must carry tort and professional liability insurance (information available through the Department of Nursing) and personal health and accident insurance.

### 5. Transportation to Clinical Practice Sites.

Each student is responsible for transportation to and from hospital and other clinical resources. Each student is expected to have access to an automobile to permit experience with home care of clients in both urban and rural areas. Each student is expected to have a valid driver's license.

## PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**

**MAJOR: NURSING**

Course

Credit Hour

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

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 (CHEM 105 OR 111)	4†
Laboratory Science (CHEM 106 OR 112)	4†
Logic & Analytical Thought (MATH 121)	3†
Mathematics (MATH 211)	3†
Political Economy	3
Wellness	3
Writing (ENGL 101)	3†
Writing (ENGL 102)	3†

TOTAL GENERAL EDUCATION REQUIREMENT 45-51

### CORE REQUIREMENTS

BIOL 202	4†
BIOL 203	4†
BIOL 204	4†
<b>BIOL 304</b>	<b>3†</b>
NURS 232	1†
NURS 233	3†
NURS 235	4†
NURS 242	5†
NURS 345	5†
NURS 346	5†
NURS 392	4†
NURS 393	4†
NURS 408	4†
NURS 409	4†

## ADDITIONAL REQUIREMENTS

NURS 165	2†
NURS 240	3†
NURS 303	3†
NURS 412	4†
NURS 415	3†
NURS 416	2†
NURS 419	1†
NURS 460	2†
NURS 499	1†
ELECTIVES	0-6
TOTAL FOR BSN DEGREE	126

†Must earn a "C" or better in each course.

Clinical Laboratory Credit Ratio: 1 hour credit for 3 hours contact time per week.

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

## BSN COMPLETION FOR REGISTERED NURSES

Lander University offers an option for licensed registered nurses to complete a Bachelor of Science in Nursing degree with learning experiences concentrated in community health, leadership, management, and research. The BSN completion option for Registered Nurses is offered in an online format. The online option is available to registered nurses and features web based delivery that will enable registered nurse students to attend class at home and at their convenience via the Internet. Graduates will acquire professional level knowledge and skills to practice nursing in traditional and diverse settings and to enter graduate study in nursing and related fields. The option is approved by the State Board of Nursing for South Carolina and accredited by the National League for Nursing Accrediting Commission (61 Broadway, New York, NY 10006, phone: 212-363-5555).

### Admission and Progression Policies

Complete Lander University admission process. Transfer credit from previous schools will be evaluated at this time.

Requirements for admission as **RN/BSN** student.

1. Current nursing license as an RN in state where student will be doing clinicals.
2. "C" or higher in these 5 required courses – ENGL 101-102, BIOL 202 (Human Anatomy), BIOL 203 (Human Physiology) (2 semesters combined A&P course OK), BIOL 204 (Microbiology)
3. GPA requirement: Cumulative GPA of at least 2.6 (not rounded) at last school attended
4. Application to Lander University submitted by respective deadline (July 15 for fall, November 15 for spring, April 15 for summer)

### Timeline and additional information about RN/BSN admission:

- Admission to the major is done year round.
- Deadlines for completed applications are listed above. It is possible to complete nursing courses in one calendar year if starting in the summer.
- Most RN's choose to take courses part-time since they are working full-time
- Start online nursing courses (NURN 307) any semester, although remaining courses only taught online once a year.
- Graduate after all required Nursing and Biology courses plus all general education courses completed, including a minimum of 32 semester hours from Lander.

Registered nurses earn advanced standing credit that satisfies up to 39 hours of required nursing courses upon the successful completion of the bridging course NURN 307: Professional Transition for Registered Nurses with a grade of B or above.

### RN to BSN Completion Option Courses Offered Online

<u>Course</u>	<u>Credit Hours</u>
NURN 340: Enhanced Physical Assessment for RN's	3*
NURN 303: Research	3
NURN 307: Professional Transition/RN	4
NURN 412: Leadership & Management	4*
NURN 414: Prof. Development in Nursing	1
NURN 415: Community Health Nursing	3*
NURN 416: Community as Client	2*
NURN 420: Nursing Seminar for RNs	1
BIOL 304: Pathophysiology	3
NURN 310: Global/Nonwestern Studies	3
NURN 203: Wellness	2**
<u>NURN 290 (Electives-maximum of 3 credit)</u>	<u>2</u>
Total	31

\* One (1) credit hour is earned for three (3) contact hours of laboratory.

\*\*One (1) additional credit hour of wellness activity (PEES) is required for this course.

- Complete FALS (1 Lander credit hour)
- Complete at Lander University or any accredited institution of higher learning the following general education core requirements:

<b>Course</b>	<b>Credit Hours</b>
Behavioral Science	3
Fine Arts	3
Foreign Language	0-6*
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science (CHEM)	4
Logical & Analytical Thought	3
Math (MATH 211)	3
Political Economy	3
Wellness Lab	1
<u>Electives</u>	<u>0-6</u>
Total	35

\*If foreign language is exempted, student needs an additional 6 hours of electives.

**NOTE:** All degree requirements must be completed within 5 years of admission to the RN/BSN Completion Option. A total of 126 semester hours is needed to graduate from the nursing program.

### **Lander University Policies**

Lander University offers proficiency examinations and advanced placement in General Education subject areas. Students may acquire up to 30 hours of credit through advanced placement. Contact Instructional Services in the Carnell Learning Center for further information about testing.

Credit may be earned by transfer credits from other colleges and universities:

- A maximum of 64 semester hours from a regionally accredited technical or two-year college will be accepted as credit.
- A maximum of 93 semester hours from a regionally accredited four-year institution will be accepted as credit.

For degree completion, at least 25% (32 hours) of total semester credit hours must be earned through instruction by Lander University. A minimum of 12 semester hours in required nursing courses must be earned through instruction by Lander University.

Registered nurses may meet the Lander University general education core curriculum requirement in laboratory science by completing a minimum of 16 hours of laboratory science courses that include 4 hours of chemistry.

### **Department of Nursing Policies for RN/BSN Students**

**Faculty Advisors.** A nursing faculty advisor is assigned to each student for academic planning. The advisor serves as a resource person for academic and other concerns related to student experiences while enrolled in the nursing program.

**Special Expenses.** In addition to University tuition and fees, expenses for nursing students include tort and professional liability insurance; health insurance coverage; travel to and from hospitals, health centers, and other clinical agencies; and professional workshop fees and criminal background check course fee. Students must become certified in CPR (Healthcare Provider/Professional Rescuer) prior to entering the clinical nursing courses and must maintain CPR certification throughout the clinical experiences.

**Scholarships/Awards.** All nursing students are eligible to be considered for scholarships available through the Department of Nursing. These scholarships are listed in the *Nursing Student Handbook* at <http://www.lander.edu/nursing>; additional information is available from faculty advisors.

**Student Organization and Activities.** Registered nurse students are encouraged to participate in the American Nurses Association and other professional nursing organizations.

The Department of Nursing provides the academic base for Mu Zeta Chapter of the Honor Society of Nursing, Sigma Theta Tau International. Students are invited to membership based on academic and leadership criteria in the fall of their senior year.

Nursing students are eligible to join University student organizations and committees.

**Attendance at Clinical Laboratories.** In addition to the regulations of the University as a whole, the following additional regulations apply to students in nursing. These provisions are required to meet regulations of health care agencies used for clinical laboratory.

**Clinical Laboratory Experiences** Clinical experiences for RN/BSN students will be arranged collaboratively with the student, course faculty, and health care agencies. Students are expected to adhere to any arranged schedule unless other arrangements are made prior to a scheduled experience. Unavoidable absences will be made up based on the availability of clinical facilities.

**Core Performance Standards.** In order to perform safe patient care, students must meet core performance standards and functional abilities for admission and progression, as published by the Southern Council on Collegiate Education for Nursing (SCCEN). A copy is available from the Department of Nursing.

**Drug Screening.** Students are required to comply with any clinical agency requirements for drug screening.

#### **Criminal Background Checks**

Students denied access to a clinical site based upon the results of the Criminal Background Check will be transferred to General Education.

**Health Requirements.** In addition to meeting the health requirements of the University, students entering the clinical nursing courses are required to provide evidence of annual tuberculosis (TB) screening; documentation of rubella (measles) immunization or titer (if titer is negative, rubella vaccine is required); evidence of varicella (chicken pox) immunization or titer; and current immunization against tetanus (tetanus-toxoid within 10 years), polio, Hepatitis B, and a physical examination by a nurse practitioner or physician, criminal background check (SLED/FBI).

**Insurance Requirements.** Students enrolled in the clinical nursing courses must carry tort and professional liability insurance and personal health and accident insurance.

**Transportation to Clinical Practice Sites.** Each student is responsible for transportation to and from hospital and other clinical resources. Each student is expected to have access to an automobile to permit experience with home care of clients in both urban and rural areas. Each student is expected to have a valid driver's license.

**Clinical Laboratory Exemption** Students may exempt the clinical laboratory requirement of BSN completion courses based on professional certification or validated clinical competence. In order to exempt, the student must apply in writing to the Department of Nursing and document certification or clinical competence equivalent to the clinical objectives for the course for which an exemption is requested.

#### **Degree and General Policies**

##### **Graduation Requirements**

A. Completion of Lander University requirements for graduation.

In addition, students:

- B. must complete required nursing, mathematics (MATH 211), writing (ENGL 101, 102), and science (CHEM 105/111, BIOL 202, 203, 204, 304), with a minimum grade of "C";
- C. must complete required nursing major courses within five years prior to graduation;
- D. may not repeat any required courses more than one time each; and
- E. may not repeat more than two (2) required courses, ONLY one of which can be a nursing (NURS/NURN) course.



## **FALS Requirements for the RN/BSN Completion Options**

FALS Requirements for the RN/BSN Completion Option are listed below. (For details, see page 45).

- Attendance at Lander-approved, main campus FALS events;
- completion and submission of required documentation (FALS cards);

Attendance at events of cultural/aesthetic value at theaters, museums and galleries in the students' home areas:

- attendance validation by tickets and memo on institution's letterhead;
- completion of response forms on the events attended;
- submission of response forms for approval by the Director of the RN/BSN Completion Option and/or the FALS Committee.

*This FALS option is open ONLY to registered nurse students enrolled in the RN/BSN Completion Option.*

Attendance at non-credit bearing professional conferences of an hour or more in duration and approved by professional nursing organizations or the faculty of the Department of Nursing:

- Submission of certificates of attendance for approval by the FALS Committee at the end of each semester.

*This FALS option is open ONLY to registered nursing students enrolled in the RN-to-BSN Completion Option.*

- Students may not earn more than 1 FALS point for each conference attended regardless of total conference length.

## PROGRAM REQUIREMENTS

**DEGREE: BACHELOR OF SCIENCE**  
**MAJOR: NURSING**  
**PROGRAM: COMPLETION FOR REGISTERED NURSES**

Course

Credit Hour

### GENERAL EDUCATION REQUIREMENTS

Required for graduation from Lander University (may be taken at any regionally accredited college or university).

*For approved courses see the General Education section.*

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 (CHEM 105 OR 111)	4*
Laboratory Science	4*
Logic & Analytical Thought	3†
Mathematics (MATH 211)	3
Political Economy	3
Wellness	3
Writing (ENGL 101)	3#†
Writing (ENGL 102)	3#†
TOTAL GENERAL EDUCATION REQUIREMENT	45-51

### CORE REQUIREMENTS

BIOL 202	4*#†
BIOL 203	4*#†
BIOL 204	4*#†
BIOL 304	3†
NURS 232	1Δ
NURS 233	3Δ
NURS 235	4Δ
NURS 242	5Δ
NURS 345	5Δ
NURS 346	5Δ
NURS 392	4Δ
NURS 393	4Δ
NURS 408	4Δ
NURS 409	4Δ

## ADDITIONAL REQUIREMENTS

NURN 303	3†
NURN 307	4†
NURN 340	3†
NURN 412	4†
NURN 415	3†
NURN 416	2†
NURN 420	1†
NURN 499	1†

ELECTIVES 0-6

TOTAL FOR BS DEGREE 126

\*Registered nurses may meet the Lander University general education requirement in laboratory science by completing a minimum of 16 hours of laboratory science courses that include 4 hours of chemistry.

# Prerequisite courses for admission to the BSN Completion Option

†Must earn a "C" or better in each course

Δ Earned advanced standing credit based on current nursing license and completion of NURN 307 with a grade of "B" or better

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

## **Interdisciplinary Studies**

# Interdisciplinary Studies

## INTERDISCIPLINARY STUDIES MAJOR

The interdisciplinary studies program (IDS) is designed to accommodate students interested in fields that lie beyond the purview of traditional major programs. Students with an IDS major design their own programs of study in conjunction with faculty sponsors and follow the general guidelines specified below. Each program of study must be approved by the IDS Program Advisory Committee which oversees this major. An IDS major reflects a commitment to the value of a liberal arts education while providing the skills and knowledge essential to pursuing specific career goals.

Programs of study have included concentrations in scientific illustration, ministry, public administration, interior design, childcare management, industrial technology management, and engineering technology management. Some non-traditional students pursuing degrees for personal interest or for job advancement have accomplished their objectives by means of an IDS major.

In keeping with the goals of Lander University, the IDS Program seeks to help its students:

1. Acquire competence in the principles and accumulated knowledge of the discipline or disciplines underlying the student's major and minor emphases;
2. Develop written and oral skills that complement the student's unique career goals; and
3. Develop a love for inquiry and learning intended to endure throughout life.

Applicants who show promise of success and who are motivated to pursue an individually designed program of study will be considered for the IDS program. Faculty and staff advisors are available to provide direction and guidance at all phases of the process, beginning with application procedures.

A student interested in the IDS program must have completed at least 45 semester hours of course work, have a cumulative GPA of at least 2.0, and have the commitment of two faculty members willing to serve as sponsors. The sponsors must represent each discipline emphasized in the student's program of study. One of these sponsors will serve as the student's academic advisor.

You may consult the Office of Academic Affairs for the application process. Documentation includes a written statement explaining the rationale for entering the IDS program, written support by the student's academic sponsors, a proposed program of study specifying areas of major concentration and related electives, and a justification of the course selections made. The student's program of study must be approved by the student's academic sponsors and be accepted by the Interdisciplinary Studies Program Advisory Committee before the student is officially considered an IDS major. Deadlines for submission of applications are September 1, October 15, January 15, and March 15.

An Interdisciplinary Studies major requires a student to:

- meet all general academic requirements, propose a program of study with a minimum of 36 semester hours of credit, of which at least 27 hours must be selected from courses at the 300-level or above, including a capstone experience, (a block of at least 15 hours must be taken in one discipline, and another block of at least 9 semester hours must be taken in at least one other discipline),
- enroll in and complete at least 30 semester hours of credit AFTER acceptance into the program (i.e., normally not including semester hours earned during the semester of acceptance), including a MINIMUM of 18 hours in proposed major courses,
- [EXCEPTION: International Dual-Degree Students pursuing a year of study at Lander may exempt the 30 hour requirement if they initiate enrollment in the IDS program within the first month on campus]
- maintain a minimum GPA of 2.0 in the major courses,
- complete IDS 499, the capstone integrative experience. (This course requires the student to integrate the various disciplinary perspectives represented in the program of study. This requirement can be satisfied by an independent study experience evaluated by the student's advisors, or by participation in an existing capstone course in one of the disciplines represented in the program of study and evaluated by the instructor of that course. This option is subject to

the approval of the appropriate division chair. This experience should be of substantial academic rigor and may entail a research paper, an original work of art, a computer program project, a draft of legislation, a grant proposal, etc.) A student portfolio is also required. In some circumstances, specific IDS program requirements can be waived by petition to the Interdisciplinary Studies Committee.

An IDS major is required to graduate under the catalog current at the time of ADMISSION to the IDS program OR under any subsequent catalog. Transfer students from other divisions within the University or from other accredited institutions will be required to meet the requirements outlined above.

# UNDERGRADUATE COURSES

## ACCOUNTING

To enroll in accounting classes numbered 300 or above, a student must be classified as a junior or senior and must meet admission requirements of the Department of Business Administration (see page 106)

### ACCT 201.FINANCIAL ACCOUNTING PRINCIPLES

The study of accounting principles underlying financial reporting of organizations to external users. The accounting model for capturing and processing the economic effects of financing, investing, and operating activities as well as the financial statements provided by the model are developed. Focus is placed on reading, interpreting, and applying the financial information in decision-making process. Prerequisite: "C" or better in MATH 121. *Three semester hours.*

### ACCT 202.MANAGERIAL ACCOUNTING PRINCIPLES

The study of accounting information underlying financial reporting of organizations to internal users. Topics include product costing, cost systems, and cost behavior. Focus is placed on management use of accounting information in decision-making. Prerequisite: "C" or better in ACCT 201. *Three semester hours.*

### ACCT 301,302.INTERMEDIATE ACCOUNTING

The study of financial accounting theory and problems for the corporate form of organization. Preparation and presentation of financial statements according to generally accepted accounting principles. The analysis and interpretation of financial statements and other accounting problems are emphasized. Prerequisite: A "C" or better in a course is required to enroll in the next course in the sequence beginning with a "C" in ACCT 202 to enroll in ACCT 301. *Three semester hours per course.*

### ACCT 307.GOVERNMENTAL AND INSTITUTIONAL ACCOUNTING

The study of fund accounting and reporting with primary emphasis on governmental entities. Prerequisite: "C" or better in ACCT 202. *Three semester hours.*

### ACCT 312.ADVANCED ACCOUNTING

Study of accounting and reporting for selective complex topics with primary emphasis on business combinations, partnerships, and trusts and estates. Prerequisite: "C" or better in ACCT 301. *Three semester hours.*

### ACCT 321.INCOME TAX I

The study of the Internal Revenue Code related to the determination of individual income tax liability. Major topics include filing status, gross income, exemptions, and deductions. Prerequisite: "C" or better in ACCT 202. *Three semester hours.*

### ACCT 322.INCOME TAX II

A continuation of ACCT 321 with emphasis upon the Internal Revenue Code sections related to the determination of the income tax liability for corporations, partnerships, estates, and trusts. Prerequisite: "C" or better in ACCT 321. *Three semester hours.*

### ACCT 331.COST/MANAGEMENT ACCOUNTING I

The study of cost concepts and their role in the planning, controlling, and decision-making of internal users of accounting. Major topics include cost terminology and behavior, cost systems, and budgeting. Prerequisite: "C" or better in ACCT 202. *Three semester hours.*

### ACCT 332.COST/MANAGEMENT ACCOUNTING II

A continuation of ACCT. 331 with primary emphasis placed on performance measurement, inventory management techniques, transfer pricing, and quality issues. Prerequisite: "C" or better in ACCT 331. *Three semester hours.*

### ACCT 402.AUDITING I

The study of the authoritative literature generally accepted auditing standards, providing guidance for the independent audit of financial statements. The process used by the independent auditor to conduct an examination of and render a report on a set of financial statements is reviewed. Prerequisite: "C" or better in ACCT 302. *Three semester hours.*

### ACCT 403.ACCOUNTING INFORMATION SYSTEMS

The study of the design and operation of the accounting information systems that collect, process, and report economic data generated by the major transaction cycles. Additionally, examine the system controls necessary for information integrity. This course may substitute for BA 304 for Accounting Emphasis students or those students who have met the prerequisites. Prerequisites: "C" or better in ACCT 301 and BA 205. *Three semester hours.*

## ANTHROPOLOGY

### ANTH 103.PHYSICAL ANTHROPOLOGY

The study of humankind through time and space: an integrated biocultural approach. The course draws on material from archaeology, genetics, medical epidemiology, the fossil record, our primate cousins, and elements of culture. Required for the minor. *Three semester hours.*

### **ANTH 104.CULTURAL ANTHROPOLOGY**

Anthropological concepts and techniques for understanding world cultural similarities and differences. The course focuses on universal aspects of the human experience including language, kinship, marriage and family patterns, worldwide migration, and culture change. Required for minor. *Three semester hours.*

### **ANTH 309.NORTH AMERICAN INDIANS**

The course examines the origins and distribution of New World populations. Representative groups are studied with an emphasis on traditional adaptation to the environment, contact and acculturation. ANTH 103, 104, or SOCI 101 and junior/senior status recommended. (Global Issues/Non-Western Studies) *Three semester hours.*

### **ANTH 325.PRIMATE BEHAVIOR**

Anthropological concepts and techniques are used for understanding the diverse behavior of our hairy cousins. An ecological approach is used to study the behavior of non-human primates. Non-human primates provide a valuable service in medical research. Primatologists suggest that our cousins also provide a model for the behavior of our earliest human behavior. ANTH 103, 104, or SOCI 101 recommended. *Three semester hours.*

### **ANTH 335.HUMAN PREHISTORY**

The course provides a general introduction to archaeology. The focus is the evolution of prehistoric cultures in adaptive response to changing natural and social environments from the early Paleolithic to the emergence of urban civilizations. ANTH 103, 104, or SOCI 101 recommended. *Three semester hours.*

### **ANTH 371.SPECIAL TOPICS IN ANTHROPOLOGY**

Course designed to allow in-depth study of topics in anthropology. May be taken for additional credit as topic changes. Prerequisite: ANTH 103 or ANTH 104 or permission of instructor. *Three semester hours.*

## **ART**

### **ART 101.INTRODUCTION TO ART**

A study of the basic visual vocabulary of art; line, tone, color, shape, and texture, etc. A study of the development by artists in various periods and cultures from prehistoric to contemporary times. *Three semester hours.*

### **ART 103.DRAWING FUNDAMENTALS**

Development of basic visual awareness as it relates to two and three-dimensional structure. Problems in line, form, and space with various media. Two three-hour labs. *Three semester hours.*

### **ART 104.DRAWING DEVELOPMENT**

Exploration of drawing ideas with emphasis on developing contrasting systems of materials and media. Experimentation in generating alternative approaches to drawing problems. *Three semester hours.*

### **ART 105.BASIC DESIGN I**

A general studio course in the creative use of the elements of two and three-dimensional design. Two three-hour labs. *Three semester hours.*

### **ART 106.BASIC DESIGN II**

Introduction to the visual organization of 3-dimensional form and space; and the use of hand and power tools. Two three-hour labs. *Three semester hours.*

### **ART 203.PHOTOGRAPHY I**

Fundamental nature of black and white photography, including the camera, film exposure, darkroom procedures, evaluating prints and creative experiments. *Three semester hours.*

### **ART 204.COMMERCIAL ART**

Introduction to advertising design and illustration. Students will explore tools, techniques and ideas of a broad spectrum of the graphic arts. *Three semester hours.*

### **ART 205.DRAWING AND PAINTING**

Basic approaches to painting including color theory and interaction of materials, tools and expressive concerns. Prerequisite(s): ART 103 or 104 and ART 105 or equivalents. *Three semester hours.*

### **ART 206.PRINTMAKING**

Materials and methods of printmaking techniques; relief, intaglio, collagraph, and silkscreen. *Three semester hours.*

### **ART 221.ART FOR THE ELEMENTARY TEACHER**

Materials and methods of teaching art to children. Three two-hour labs per week. *Three semester hours.*

### **ART 301.SCHOOL ARTS PROGRAM**

A study of essential components of art programs in the public schools, including perception and sensitivity, art history as heritage, making and evaluating art. Also includes a study of the relationship of art to other components of curriculum in the schools, as well as art for the handicapped. Prerequisite: ART 221. *Three semester hours.*



**ART 302.SCULPTURE**

Introduction to sculptural materials, techniques, and processes. *Three semester hours.*

**ART 303.ADVANCED PHOTOGRAPHY**

Alternative photographic media. Experimental studies in the personal and imaginative use of photographic materials. Black and white and color. Prerequisite(s): ART 203 *Three semester hours.*

**ART 304,404.ADVANCED COMMERCIAL ART**

Studio graphics course in advanced advertising and illustration. Greater specialization and individual problem solving in areas dependent on student's strengths and interests such as medical illustrations, fashion design, architectural rendering, children's book illustrations, logos and trademarks, etc. Art 404 may be repeated for additional credit. Prerequisite(s): Art 204 is a prerequisite for ART 304. ART 304 is a prerequisite for ART 404. *Three semester hours.*

**ART 305,405.ADVANCED DRAWING AND PAINTING**

Exploration and development of color relationships and compositional forms. Six contact hours per week. ART 405 may be repeated for additional credit. Prerequisite(s): ART 205 is a prerequisite for ART 305. ART 305 is a prerequisite for ART 405. *Three semester hours.*

**ART 306,406.ADVANCED PRINTMAKING**

Further exploration of materials and methods of printmaking and personal expression in the media. ART 406 may be repeated for additional credit. Prerequisites: ART 206 and 306 are prerequisites for ART 406. *Three semester hours.*

**ART 307.CERAMICS**

Introduction to ceramic processes: handbuilding, wheel-throwing, clay-mixing, mold-making, and glazing and firing. May be repeated for additional credit. *Three semester hours.*

**ART 308.COMPUTER ART GRAPHICS**

Introduction to computer imaging for graphic design applications. Studio lab experience in creatively using various software applications for desktop publishing, drafting, illustration and typography. Prerequisite: ART 103, 104 or 105, or permission of instructor. *Three semester hours.*

**ART 309.WESTERN ART FROM PREHISTORY TO THE RENAISSANCE**

Studies in ancient, medieval, Gothic and early Renaissance periods of Art History. *Three semester hours.*

**ART 310.WESTERN ART FROM THE RENAISSANCE TO THE TWENTIETH CENTURY**

Studies beginning with High Renaissance and continuing to the present. *Three semester hours.*

**ART 311.ART OF THE TWENTIETH CENTURY**

Major developments in painting and sculpture from Impressionism to the present. *Three semester hours.*

**ART 312.AFRICAN ART AND ITS INFLUENCES**

A look at primitive African art, with concern for social, religious, and other such influences that affect the art. The study of the influences African art has had on western art and artists. Junior/senior status recommended. (Global Issues/Non-Western Studies) *Three semester hours.*

**ART 314.FAR EASTERN ART HISTORY**

A survey of the art and culture of China, Japan, Korea, and India. Junior/senior status recommended. (Global Issues/Non-Western Studies) *Three semester hours.*

**ART 320.ADVANCED DRAWING**

Studio course for majors and minors. Designed to further develop drawing skills, with exploration of ideas, materials and media. Experimentation in generating alternative approaches to drawing problems also stressed. May be repeated for additional credit up to a total of six credit hours. Prerequisite: ART 103 or 104 or 105 or 106 or permission of instructor. *One credit hour per semester.*

**ART 350.ADVANCED STUDIO**

Studio course for majors and non-majors who have taken an art studio 200-level course. Emphasis on individual creative solutions of visual problems in one area of art. Two three-hour labs. May be repeated for additional credit. Prerequisite: Permission of instructor. *Three semester hours.*

**ART 371, 372, 373, 374, 375.TOPICS IN ART HISTORY**

These special courses in art history are to be announced by the department. They include subjects unlikely to be offered more than once in a great while. These courses are not sequential. *Three semester hours.*

**ART 401.SENIOR EXHIBITION**

This course fulfills the senior exhibition requirement for visual art majors. Course content will include practical experience in installing an exhibition, which will encompass such things as matting and framing, publicity, labeling, and hanging the actual exhibition. It is restricted to visual art majors who have applied to the art faculty. Normally taken during semester of graduation. Prerequisites: Approval by art faculty. *One semester hour.*

**ART 402.ADVANCED CERAMICS/SCULPTURE**

Further exploration in ceramics and/or sculpture, materials, techniques, form problems and personal expression. ART 402 may be repeated for additional credit. *Three semester hours.*

### **ART 403.ADVANCED PHOTOGRAPHY**

This course is designed to provide students experiences in identifying the characteristics of successful photographic themes, developing personal thematic elements through repetition and emphasis, editing and organizing images, and creating a portfolio of meaningful images. Prerequisites: ART 203 or equivalent. *Three semester hours.*

### **ART 408.ADVANCED COMPUTER GRAPHICS**

A course in advanced professional practices of graphic design. Class will focus on exploration of complex design projects from concept to final product. Class is structured as a professional design studio. Designs will be produced through the introduction of advanced techniques in a variety of computer software. Prerequisite: ART 308 or permission of instructor. *Three semester hours. May be repeated for additional credit.*

### **ART 451.SECONDARY METHODS FOR THE ART TEACHER**

Involves the student in creative activities with a variety of media, as well as the process of designing lesson plans, curriculum structures, and classroom spaces. Also includes structural clinical experiences in the public school art classrooms. A one hour/week lab, Technology and the Computer in the Art Classroom, is a requirement of this course. The lab will involve students in experiences with computer graphics, desktop publishing, review of existing software for children, and Internet research. The development of multi-media packages for instruction and assessment purposes will be an integral part of the lab component. Prerequisite: ART 221 or permission of instructor. *Three semester hours.*

### **ART 490.INTERNSHIP**

Student participates in practical work experience related to the field of art. Internship is supervised by one faculty member. *One to nine semester hours.*

### **ART 499.ART ISSUES**

A capstone professional practices course in visual art. Team-taught as seminars and workshops, topics include art ethics, graduate schools, job connections, portfolio preparation, resumes, interviewing, senior exhibit, exit assessment evaluations, and study of works and lifestyles of contemporary/living artists. To be taken in senior year. *One semester hour.*

## **BIOLOGY**

### **BIOL 101.GENERAL BIOLOGY**

The laboratory science course introducing biological concepts for non-biology majors. Topics include scientific method, biochemistry, cells, photosynthesis, respiration, DNA/RNA, protein synthesis, mitosis, meiosis, Mendelian genetics, human genetics, evolution, recombinant DNA, biotechnology, and environment. Three hours lecture, three hours laboratory weekly. This course is a prerequisite for BIOL 102. *Four semester hours.*

### **BIOL 102.GENERAL BIOLOGY**

This is the second course in the 101-102 sequence for non-biology majors. Topics include life beginnings, colonization of land, plant diversification, animal diversification, plant systems (anatomy, reproduction, nutrition, transport, hormones), animal systems (nutrition and digestion, circulation, gas exchange, excretion, hormones, reproduction, motor, nervous, behavior). Three hours lecture, three hours laboratory weekly. BIOL 101 is a prerequisite. *Four semester hours.*

### **BIOL 103.PLANTS AND SOCIETY**

Designed to introduce non-science majors to science and the scientific method through botany and its practical applications. Topics will include: general vascular plant anatomy and physiology; genetics of plant breeding; flower, fruit, and seed development, dispersal, and germination; plant tissue culture, cloning, and sterile laboratory technique; native plant identification; agricultural uses of plants; chemicals produced by plants (drugs, medicines, and psychoactives). Three hours lecture, three hours laboratory weekly and an independent project. *Four semester hours.*

### **BIOL 107.ENVIRONMENTAL SCIENCE**

This course examines the human alteration of the biological, chemical, and physical aspects of the environment; and the political, economic, societal, and evolutionary ramifications of these alterations. Laboratories will be mostly outside. Three hours lecture, three hours laboratory weekly. *Four semester hours.*

### **BIOL 111.PRINCIPLES OF BIOLOGY**

The first part of a three semester introduction to biology designed to prepare the student for further study in scientific and medical fields. An introductory study of biological chemistry, cell biology, energy metabolism, genetics, ecology, and evolution. Three hours lecture, three hours laboratory weekly. *Four semester hours.*

### **BIOL 112.PRINCIPLES OF ZOOLOGY**

A continuation of the introductory biology sequence for science majors. A study of animal biology including diversity, histology, physiology, anatomy, reproduction, development, behavior, and evolution. Three hours lecture, three hours laboratory weekly. Prerequisite: A grade of "C" or better in BIOL 111. *Four semester hours.*

### **BIOL 200.TROPICAL MARINE ECOLOGY**

Marine life forms in their natural habitat, includes marine flora and fauna of the near shore reefs, sand flats, and mangroves in the Bahama Islands with emphasis placed on the ecological relationships between the organisms studied and humankind. The course is designed to appeal to all academic majors. Offered in summers only. Prerequisite: BIOL 101 or 102 or permission of the instructor. Lecture and laboratory. *Four semester hours.*

**BIOL 202.HUMAN ANATOMY**

Each organ system of the human body is studied. Both gross and microscopic anatomy are covered, with emphasis placed on the relationship between structure and function. No prerequisite. Three lecture hours and three laboratory hours weekly. **Four semester hours.**

**BIOL 203.HUMAN PHYSIOLOGY**

The course uses an organ system approach. The normal functions of each organ system are covered with a strong emphasis on functions at the cellular level as well as the organ level. A strong chemistry background is essential for the successful completion of this course. Prerequisites: CHEM 105 and 106 or CHEM 111, a grade of "C" or better in BIOL 202. Three hours lecture and three hours laboratory weekly. **Four semester hours.**

**BIOL 204.MICROBIOLOGY**

A study of microorganisms with emphasis placed on those directly related to health problems, with special references to epidemiology and diagnostic procedures. Three hours lecture and three hours laboratory weekly. (Does not fulfill Biology degree requirements.) Prerequisites: CHEM 105-106, a grade of "C" or better in BIOL 202-203. **Four semester hours.**

**BIOL 213.PRINCIPLES OF BOTANY**

Evolution, diversity, reproduction, development, structure, and function of the Plantae. Three hours lecture, three hours laboratory weekly. Prerequisite: "C" or better in BIOL 111. **Four semester hours.**

**BIOL 291.HUMAN BIOLOGY PRACTICUM**

Designed to give non-biology majors practical experience in teaching biology courses required for their major. Student will assist instructor in a selected biology course. Prerequisite: A grade of "B" or better in course which the student desires to take the practicum and the permission of the instructor of that course. **One semester hour.**

**BIOL 301.BIOCHEMISTRY**

Fundamental concepts in biochemistry focused upon the major macromolecules and chemical properties of living systems. Primary topics include the structure, function, and metabolism of amino acids, proteins, carbohydrates, and lipids; the physical properties of water, pH, and biological buffers; enzyme kinetics and regulation. The biochemistry of nucleic acids is not covered. Three hours lecture weekly. Cross-listed with CHEM 301. Prerequisites: CHEM 221, "C" or better in BIOL 111. **Three semester hours.**

**BIOL 304.PATHOPHYSIOLOGY**

A study of the underlying principles of physiologic dysfunction; to include circulatory, metabolic, immune, and endocrine disturbances, degenerative processes, genetic disorders, the inflammatory process, and neoplasia. Three hours lecture. Prerequisites: "C" or better in BIOL 203 and BIOL 204. **Three semester hours.**

**BIOL 306.ECOLOGY**

A study of the relationships between organisms and their environment including the abiotic environment and the organization and dynamics of communities and populations. Laboratory field exercises provide experience with ecological principles and electronic data management. Three hours lecture, three hours laboratory weekly. Prerequisites: CHEM 111, MATH 121 or 131, "C" or better in BIOL 111. **Four semester hours.**

**BIOL 307.ANIMAL DEVELOPMENT**

A study of animal development and embryogenesis in both vertebrate and invertebrate model systems. Emphasis is placed upon the cellular, molecular, and genetic mechanisms underlying differentiation, morphogenesis, and developmental pattern formation. Three hours lecture, three hours laboratory weekly. Prerequisites: CHEM 221, "C" or better in BIOL 112 and BIOL 312. **Four semester hours.**

**BIOL 308.COMPARATIVE VERTEBRATE ANATOMY**

The evolution of vertebrate organ systems with emphasis on phylogeny and morphology. Three hours lecture, three hours laboratory. Prerequisites: "C" or better in BIOL 112 **Four semester hours.**

**BIOL 310.INVERTEBRATE ZOOLOGY**

An introduction to the systematics, natural history, morphology, ontogeny and evolution of the invertebrate animals. Emphasis is placed on the diversity of phyla and the phylogenetic relationships between them. Three hours lecture, three hours laboratory weekly. Prerequisites: CHEM 111-112, a grade of "C" or better in BIOL 112. **Four semester hours.**

**BIOL 311.ANIMAL PHYSIOLOGY**

Stresses the physical and chemical basis underlying physiological functions and regulatory processes in the organ systems of vertebrates. Prerequisites: CHEM 111-112, "C" or better in BIOL 112. Three hours lecture, three hours laboratory weekly. **Four semester hours.**

**BIOL 312.GENETICS**

An introduction to the history and fundamental principles of genetics and patterns of inheritance. Topics include classical Mendelian genetics as well as microbial, biochemical, human, population, and cytogenetics, genetic mapping in both prokaryotes and eukaryotes. The laboratory provides an introduction to the basic methods of genetic research and genetic analysis. Three hours lecture, three hours laboratory weekly. Prerequisites: CHEM 221, "C" or better in BIOL 111. **Four semester hours.**

### **BIOL 313.COMPARATIVE VASCULAR PLANT ANATOMY**

A comparative study of the evolution of anatomical structures in vascular plants, beginning with the pre-vascular Bryophyta and continuing through the Anthophyta. Prerequisite: "C" or better in BIOL 213. Three hours lecture, three hours laboratory weekly. *Four semester hours.*

### **BIOL 390.BIOLOGY PRACTICUM**

Designed to give biology majors practical experience in teaching biology. Assist in teaching laboratory sections in a selected biology course. Prerequisite(s): A grade of "C" or better in at least two upper division (300 or above) biology courses and permission of the course instructor. Graded Pass/Fail. May be repeated for a maximum of three credit hours. Does not fulfill biology major program requirements. *One semester hour.*

### **BIOL 401.CELL BIOLOGY**

A study of the structure, function, and organization of cells, including subcellular compartmentalization, membrane systems, protein targeting, cell transport, energetics, the cytoskeleton, cell motility, the extracellular matrix, regulation of the cell division cycle, signal transduction and cell-cell interactions. Prerequisites: CHEM 221, "C" or better in BIOL 112 and 312. Three hours lecture, three hours laboratory weekly. *Four semester hours.*

### **BIOL 403.MOLECULAR BIOLOGY**

A study of the structure, organization, and regulation of genetic material. Emphasis is placed on the molecular and biochemical regulation of gene expression and on the molecular techniques used in DNA manipulation. Prerequisites: BIOL 312, CHEM 221, or permission of instructor. Three hours lecture and three hours laboratory weekly. *Four semester hours.*

### **BIOL 407,408,409,410.RESEARCH**

Research on special topics for outstanding seniors in Biology. A seminar on research project must be presented to Biology faculty. (Limited to a maximum of four semester hours. These courses do not fulfill the Biology major elective requirements.) Graded on a Pass/Fail basis. These courses are not sequential. *One to four semester hours.*

### **BIOL 411.BIOLOGY SEMINAR**

For junior or senior biology majors. Meets one hour weekly. *One semester hour (two hours maximum credit).*

### **BIOL 412.GENETICS RESEARCH**

Directed laboratory research in genetics. Projects are expected to be of sufficient depth and breadth to encompass a minimum of two semesters of laboratory research. Students will register for credit during their final semester of research. A public seminar on research results must be presented during the semester in which course credit is granted. Graded pass/fail. Prerequisite: "C" or better in BIOL 312. *Four semester hours.*

### **BIOL 415.LIMNOLOGY**

A study of the physics, chemistry, geology, and biology of freshwater ecosystems with emphasis on the ecology of lakes and reservoirs. Including lake origins, geomorphology, heat, light, waves, currents, gasses, nutrients, biogeochemical cycles, streams, lakes, reservoirs, plankton, benthos, periphyton, pleuston, psammon, productivity, energy flow, succession, and paleolimnology. Three hours lecture, three hours lab weekly. Prerequisites: MATH 121 or 131, and 211, BIOL 306, CHEM 111. Cross-listed as ES 415. *Four semester hours.*

### **BIOL 421.GENERAL MICROBIOLOGY**

Basic concepts pertaining to microbial structure/function, evolution/classification, nutrition/growth, and metabolism. Using examples from bacteria, viruses, fungi, and protozoa, the following themes will be emphasized: microbial ecology, metabolic diversity, and host-microbe interactions. The course culminates with students developing, performing, and reporting on an independent laboratory research project. Three hours lecture and three hours laboratory weekly. Prerequisites: CHEM 221 and C or better in BIOL 111. *Four semester hours.*

### **BIOL 422.IMMUNOLOGY AND SEROLOGY**

An introduction to the physical, chemical, and biological characteristics of antigens, antibodies, and serum components. Topics include a molecular and genetic analysis of the immune response and its regulation; biological properties of B and T lymphocytes, including biogenesis and differentiation; interactions between immunological cells; and the generation of antibody diversity. Three hours lecture, three hours laboratory weekly. Prerequisite: C or better in BIOL 421. *Four semester hours.*

### **BIOL 430-431.MEDICAL TECHNOLOGY INTERNSHIP**

Internship for a minimum of twelve months under the direction of hospital instructional staff. Coursework will generally include 10 hours clinical chemistry, 4 hours blood banking, 5 hours hematology & hemostasis, 3 hours immunology, 8 hours clinical microbiology, 2 hours urinalysis, and 2 hours special topics in medical technology. The Professional Concerns general education requirement is an integral component of special topics in medical technology. Prerequisites: Required courses (see Student Program Worksheet) and hospital accreditation by NAACLS. These courses are not sequential. *Fifteen semester hours per course.*

### **BIOL 432.TAXONOMY OF VASCULAR PLANTS**

The identification and classification of vascular plants. Three hours lecture and three hours laboratory weekly. Prerequisite: "C" or better in BIOL 113. *Four semester hours.*

### **BIOL 490.INTERNSHIP IN BIOLOGY**

Practical experience in an approved biology-related work situation. The experience will be supervised by a member of the Biology faculty who will make at least one visit to the job site. The student will maintain a folio of experiences and will submit it and a final paper summarizing the experience and the knowledge gained from it. The student is responsible for meeting all living and travel expenses. A minimum of 6 hours/week of on-the-job experience for at least 13 weeks is required for each hour of credit.



Not available for biology major credit. May be repeated for a total of 4 hours credit. Prerequisite: Admission to Upper Division in Biology. Graded on a Pass/Fail basis. *Variable credit with a maximum of four semester hours.*

#### **BIOL 498.SENIOR SEMINAR IN GENETICS**

An examination of current research in genetics. May include reading and analysis of research papers, research seminars presented by students or by invited guest geneticists. Graded pass/fail. Prerequisite: "C" or better in BIOL 312 and senior class standing. *One semester hour.*

#### **BIOL 499.SENIOR FORUM**

A consideration of topics likely to be important to seniors or recent graduates, including finding appropriate graduate schools, applying to them, life in graduate school, paying for graduate school, applying for and taking the GRE, MCAT, or DAT, preparing a resume, applying for a job, and beginning a professional library and information retrieval system. Administration of the Exit Assessment Exam in Biology is an important component of the course. Graded on a Pass/Fail basis. Prerequisite: Senior classification. *One semester hour.*

### **BUSINESS ADMINISTRATION**

*To enroll in business administration courses numbered 300 or above, a business student must be classified as a junior or senior and must meet the admission requirements of the Department of Business Administration (see page 107). Students in other divisions must meet the requirements as stated in the minor (see page 107).*

#### **BA 101.INTRODUCTION TO BUSINESS**

A course open to all students interested in a survey of the activities that occur in a business organization. The dynamics of how business influences the consumer, the nation, and world are emphasized. Does not count for credit for business majors who have earned 30 college credits. *Three semester hours.*

#### **BA 205.MANAGEMENT INFORMATION SYSTEMS I**

An introduction to computers emphasizing concepts of computer hardware, software, and operations. Software coverage includes business applications programs of word processing, spreadsheets, and presentation development. *Three semester hours.*

#### **BA 225.BUSINESS STATISTICS**

Introduction to the concepts and applications of statistics within a decision-making framework. Topics include visual description, descriptive measure, probability concepts, statistical inference, sampling, hypothesis testing, analysis of variance, and linear regression. Prerequisites: "C" or better in MATH 121. *Three semester hours.*

#### **BA 251.LEGAL ENVIRONMENT OF BUSINESS**

An introduction to the legal process to demonstrate its effects on business. Emphasis is placed on legislative, administrative, and common law, stressing topics affecting business such as environmental issues, consumer rights, and special and ethical problems confronting business management; thus, the focus is on public law, the regulation of business, and legal trends rather than on detailed private law. *Three semester hours.*

#### **BA 290.BUSINESS PRACTICUM/PEER TUTORING**

Gives students practical experience in the application of business administration concepts by serving as peer tutors. Actual practice should help the student to develop and refine skills that are learned in the classroom. A student must be available a minimum of two hours per week to work under faculty/staff supervision. Prerequisite: recommendation by faculty in appropriate discipline. (May be used as general education elective *only* and may be repeated for a maximum of three credit hours.) Graded on Pass/Fail basis.) *One semester hour.*

#### **BA 299.CAREER DEVELOPMENT**

A course providing information and developing skills necessary for effective career decision making. Emphasis is placed on the nature of work, processes of making career decisions, occupational exploration, and job entry preparation. Prerequisite: Juniors and seniors only. *One semester hour.*

#### **BA 304.MANAGEMENT INFORMATION SYSTEMS II**

A study of the role of Management Information Systems in a business organization. Software introduced in BA 205 will be used in designing system solutions. Possible topics include expert systems, artificial intelligence, and database design and management. Prerequisites: BA 205 or equivalent and MGMT 301. *Three semester hours.*

#### **BA 325.ADVANCED ANALYTICAL METHODS**

A course emphasizing quantitative decision making processes. Linear Programming, transportation models, goal programming, PERT/CPM, waiting line models, and simulation are the principal thrust of the course. Prerequisite: MGMT 301. *Three semester hours.*

#### **BA 352.COMMERCIAL LAW**

A study of contracts, commercial paper, agency, personal property and bailments, real property, estates, sales, security devices, partnerships and corporations, and bankruptcy. Course objectives include aiding the students in becoming aware of special legal problems of business and assisting students in gaining a background for the CPA examination. Prerequisite: BA 251. *Three semester hours.*

#### **BA 369.BUSINESS TOPICS**

An investigation of topics or issues that have not been a part of the existing business curriculum. *One to six semester hours.*

### **BA 390.INTERNATIONAL BUSINESS**

A study of the nature, methods, and extent of business conducted across national boundaries. Presented as a combination of basic disciplines and functional business studies focusing on the problems and opportunities in international business. Emphasis placed on the various environments within which it operates: socio-cultural, economic, legal, political, and financial. Junior/senior status recommended. (Global Issues/Non-western Studies). Prerequisites: "C" or better in MCMT 301, MKT 301, FINA 301. *Three semester hours.*

### **BA 399.DIRECTED RESEARCH**

A course providing the student with the opportunity to pursue special topics of interest in the area of business. Prior to signing up for such credit, the student must present a prospectus for approval by the instructor involved, the academic advisor, and the Dean. This course is offered as an independent study course. *Three semester hours.*

### **BA 490.INTERNSHIP**

Designed to give students a practical work experience in a field related to their majors. The student works through an approved agency or business under the supervision of professional employees and a faculty member from the Department of Business Administration. The grade is based on the requirements stated in the course syllabus, which will include evaluations by the field supervisor and the course instructor as well as written reports rendered by the student. May be taken for additional credit for a maximum of six hours; only three hours may be used as a selective. Internships are dependent upon availability of positions. Prerequisite: Senior status in major; minimum of a 2.5 GPA; and permission of instructor. *One to six semester hours.*

### **BA 499.BUSINESS POLICY**

A study of issues and problem solving approaches for the effective management of the entire organization. Concentrates on two major tasks of management: (1) the identification and analysis of opportunities of external environments including international considerations and (2) constraints and development of internal capabilities in order to cope effectively with the ever-changing environment of business organizations. Prerequisites: "C" or better in MGMT 301, MKT 301, FINA 301, BA 325, BA 304, MGMT 330 plus senior status. *Three semester hours.*

## **CHEMISTRY**

### **CHEM 103.CONSUMER CHEMISTRY**

A basic course for non-science majors which stresses the fundamental concepts of chemistry and applies them to the everyday world of the consumer. Topics covered include the metric system, atomic structure, chemical formulas, nuclear medicinal chemistry, organic polymer chemistry, dental chemistry, home products such as soaps and detergents, pharmaceutical drug chemistry, acids and bases, and food chemistry. Three hours lecture, three hours laboratory weekly. *Four semester hours.*

### **CHEM 105-106.ESSENTIALS OF INORGANIC, ORGANIC, AND BIOCHEMISTRY**

A two-semester sequence for non-science majors. Biochemically significant substances and phenomena are used as the basis for understanding principles of general, organic, and biochemistry. Recommended course for Nursing majors. Three hours lecture, three hours laboratory weekly. MATH 121 is a corequisite for CHEM 105. CHEM 105 or CHEM 111 is a prerequisite for CHEM 106. *Four semester hours per course.*

### **CHEM 111-112.GENERAL CHEMISTRY**

A systematic treatment of chemical principles. Topics include atomic structure, chemical bonding, states of matter, thermodynamics, equilibrium principles, kinetics, acid-base theory, electrochemistry, coordination compounds, and radiochemistry. Three hours lecture, three hours laboratory weekly. MATH 111, 121 or 131 is a corequisite for CHEM 111. CHEM 111 is a prerequisite for CHEM 112. *Four semester hours per course.*

### **CHEM 221-222.ORGANIC CHEMISTRY**

The aliphatic hydrocarbons, aromatic hydrocarbons and heterocyclic compounds and their derivatives are covered, with emphasis on structure, nomenclature, class reactions of functional groups and mechanisms of organic reactions. Structural analysis of infrared, nuclear magnetic resonance, and mass spectroscopy is stressed second semester. Three hours lecture, three hours laboratory weekly. Prerequisite: CHEM 111-112 or approval of instructor. CHEM 221 is a prerequisite for CHEM 222. *Four semester hours per course.*

### **CHEM 301.BIOCHEMISTRY**

Fundamental concepts in biochemistry focused upon the major macromolecules, and chemical properties of living systems. Primary topics include the structure, function, and metabolism of amino acids, proteins, carbohydrates, and lipids; the physical properties of water, pH, and biological buffers; enzyme kinetics and regulation. The biochemistry of nucleic acids is not covered. Three hours lecture weekly. Cross-listed with BIOL 301. Prerequisites: CHEM 221 and "C" or better in BIOL 111. *Three semester hours.*

### **CHEM 311.ADVANCED ORGANIC CHEMISTRY**

Advanced organic reactions and their mechanics especially those associated with pharmaceuticals, bicyclics, polymers, and textiles, practical applications of infrared nuclear magnetic resonance, and mass spectroscopy for determining the structures of organic molecules; special topics of current interest: cyclic systems, condensations, exocyclic reactions and molecular orbital theory. Three hours lecture, three hours laboratory weekly. Prerequisite: CHEM 222. *Four semester hours.*

### **CHEM 330.ANALYTICAL CHEMISTRY**

A study of the basic techniques used in the separation and analysis of chemical substances. Gravimetric, volumetric, spectrophotometric, electrochemical, chromatographic and potentiometric techniques will be discussed and utilized. Two hours lecture, six hours laboratory weekly. Prerequisites: CHEM 111-112. *Five semester hours.*

### **CHEM 331.CHEMICAL INSTRUMENTATION**

The theory and practice of modern methods of instrumental analysis, chromatographic and spectroscopic techniques are discussed and utilized. Topics include uv-visible, infrared, raman, atomic absorption, emission, nuclear magnetic resonance, x-ray fluorescence, neutron activation, mass spectrometry, liquid chromatography and gas-liquid chromatography. Three hours lecture, three hours laboratory weekly. Prerequisite: CHEM 330. *Five semester hours.*

### **CHEM 341.INORGANIC CHEMISTRY**

Principles underlying the structure, occurrence and synthesis of inorganic substances, including: atomic and molecular structure, periodic relationships, chemical bonding, chemistry and structure of non-transition elements, chemistry and structure of transition elements and modern experimental methods in inorganic chemistry. Three hours lecture, three hours laboratory weekly. Prerequisites: CHEM 222, CHEM 330. *Four semester hours.*

### **CHEM 351.INTRODUCTION TO CHEMICAL ENGINEERING**

Fundamental concepts of chemical engineering, including mass and energy balances, PVT relations for gases and vapors, and elementary phase equilibria. Use of numerical methods for solution of typical chemical engineering problems. Three hours lecture, three hours laboratory weekly. Prerequisites: CHEM 112, PHYS 212. *Four semester hours*

### **CHEM 381.TECHNOLOGY, THE ENVIRONMENT AND YOU**

Students are exposed to a variety of topics, such as air pollution, global warming, nuclear power, and fiber optics. The chemistry involved in understanding the topics is presented descriptively and qualitatively. The course examines the effects that these various topics have upon individuals and cultures throughout the world. Junior/senior status recommended. (Global Issues/Non-western Studies). *Three semester hours.*

### **CHEM 390.SPECIAL TOPICS IN CHEMISTRY**

Courses designed to provide in-depth study of various topics in chemistry. Specific topics will be announced in advance. Prerequisite: Approval of instructor. (Limited to a maximum of four semester hours toward degree requirements.) *One to four semester hours.*

### **CHEM 401-402.PHYSICAL CHEMISTRY**

A theoretical and experimental study of observed chemical phenomena, atomic and molecular level interpretation of chemical behavior. Includes properties of gases, thermodynamics, kinetics, molecular structure via spectroscopic methods, and quantum mechanics. Three hours lecture, three hours laboratory weekly. Prerequisites: PHYS 202 or 212, MATH 132, CHEM 222. CHEM 401 is a prerequisite for CHEM 402. *Four semester hours per course.*

### **CHEM 407, 408, 409, 410.RESEARCH**

Special topics research problems for juniors and seniors in Chemistry. (Limited to a maximum of four semester hours toward degree requirements. Offered on demand.) These courses are not sequential. *One to four semester hours.*

### **CHEM 420.ENVIRONMENTAL CHEMISTRY**

Origins, transport, reactions, effects, and fates of chemical species in water, air, terrestrial, and biotic environments. The theory and practice of modern chemical instrumentation are applied to environmental samples from a variety of sources. Three hours lecture, three hours laboratory weekly. Cross-listed with ES 420. Prerequisites: CHEM 221, CHEM 331. *Four semester hours.*

### **CHEM 490.INTERNSHIP IN CHEMISTRY**

Practical experience in an approved chemistry-related work situation. The experience will be supervised by a member of the chemistry faculty. The student will maintain a folio of experiences and will submit it and a final paper summarizing the experience and the knowledge gained. The student is responsible for meeting all living and travel expenses. A minimum of 6 hours/week of on the job experience for at least 10 weeks is required for each hour of credit. May be repeated for a maximum of 12 hours. Prerequisite: CHEM 112. Graded on a pass/fail basis. *One to twelve semester hours.*

### **CHEM 499.CHEMISTRY SEMINAR**

Provides instruction in the preparation and presentation of a professional seminar. Other topics include: résumés, graduate schools, interviews, and job search strategies. Open to junior engineering and senior chemistry majors or by permission of instructor. Meets one hour weekly. Graded on a Pass/Fail basis. *One semester hour.*

## **COLLEGE SEMINAR**

### **CSEM 101**

Designed to help students develop effective study skills that they will continue to use throughout their academic career. In College Seminar, students refine their skills through peer interaction and direct application of the newly acquired skills to their current coursework. The course examines various topics needed for college success (i.e. note taking, time management, concentration, study strategies, test taking strategies, and test anxiety.) Permission required by Instructional Services, LC 341. *Two semester hours.*

## COMPUTER INFORMATION SYSTEMS

### CIS 101.COMPUTER FUNDAMENTALS

Characteristics and applications of computers in today's society. Hands-on experience with microcomputers and a variety of applications software. This course is not designed as an introduction to programming and is not open for credit in the computer information systems major. Prohibited to students having earned credit in CIS 230, BA 205, or EDUC 204. **Three semester hours.**

### CIS 102.APPLICATION SOFTWARE

Designed to enable students to improve their personal productivity as knowledge workers. Topics include advanced software functionality, organization and management of data, web page design and publishing, effective presentation design and delivery. Course environment will include both lectures and laboratory experience. **Three semester hours.**

### CIS 120.FUNDAMENTALS OF INFORMATION SYSTEMS

An introduction to systems theory, quality, decision making, and organizations from the information systems perspective. Topics include cost vs. benefit, re-engineering, growth, software, user interfaces, careers, security, and ethics. Prerequisite or co-requisite: CIS 130. **Three semester hours.**

### CIS 130.PROBLEM SOLVING AND PROGRAMMING METHODS

An introduction to problem-solving and analytical methods. Topics include basic syntax and programming experience, stepwise refinement, and structured and modular design methods. Course environment will be both lecture and practicum. Prerequisite or co-requisite: One of the following: MATH, 111, 112, 121, 131, or 211. **Four semester hours.**

### CIS 202.COMPUTER APPLICATIONS FOR ENGINEERS

A course in solving engineering-oriented problems. Students learn how to use computer software including spreadsheets and a mathematical package. Prerequisite: MATH 131 with a grade of "C" or better, CIS 130 with a grade of "C" or better or previous programming experience. **Three semester hours.**

### CIS 230.COMPUTER PROGRAMMING PRINCIPLES I

Problem-solving and algorithm development. Includes programming style, structured programming, selection, iteration, arrays, subprograms, and modular programming. Course environment will be both lecture and practicum. Prerequisite: CIS 130 (grade of "C" or better). **Four semester hours.**

### CIS 231.COMPUTER PROGRAMMING PRINCIPLES II

A continuation of CIS 230 including recursion, objects, strings, files, and linked lists. Prerequisite: CIS 230 (grade of "C" or better). **Four semester hours.**

### CIS 235.COMPUTER ORGANIZATION

Logical basis of computer structure. Levels of abstraction. Microprogramming. Number representation. Machine and assembly language, including instruction types, addressing, flow of control. Memory management, installation, configuration, and I/O. Prerequisite: CIS 230 with a grade of "C" or better. **Three semester hours.**

### CIS 240.INTRODUCTION TO DATA COMMUNICATIONS

The student will become familiar with networking and telecommunications concepts and standards. Topics include network types, network topologies, internetworking devices, network management, network security, installation, configuration, distributed and centralized computer systems, and the OSI model. Prerequisite: CIS 230 with a grade of "C" or better. **Three semester hours.**

### CIS 250.INTRODUCTION TO E-COMMERCE

An introduction to organizational strategies and network informational technologies necessary to implement a variety of business models for connecting clients, businesses, government agencies, etc. for transfer of information using various kinds of computer networks. The course will also cover an introduction to business strategies, design of e-business solutions, and the technological architecture required to implement various e-business relationships (B2B, B2C, B2G, etc.). Prerequisite: CIS 120 with a grade of "C" or better. **Three semester hours.**

### CIS 290.COMPUTER INFORMATION SYSTEMS PRACTICUM

Designed to give students practical experience in tutoring computer information systems. Elective credit only. Graded as Pass/Fail. By permission of Department Chair only. Prerequisite: nine to eighteen semester hours in computer information systems courses at Lander with a GPR of at least 3.25 in these courses, or more than eighteen semester hours in computer information systems courses with a GPR of at least 3.0 in these courses. **One semester hour.**

### CIS 300.NUMERICAL ANALYSIS

An introduction to scientific computing. The use of numerical methods in solving equations, systems of linear equations, and differential equations. Numerical integration. (Also listed as MATH 300). Students are encouraged to take CIS 102 or 202. Prerequisites: MATH 132 (grade of "C" or better) and CIS 130. **Three semester hours.**

### CIS 320.INFORMATION SYSTEMS AND PRACTICE

This course will give students an exposure to the theory of the Information Systems discipline. Application of these theories to the success or organizations and to the roles of management, users, and IS professionals. Topics will include: systems theory and concepts; information systems in organizations; decision support; information system strategies; roles of information systems and information technology; IS planning and change management; evaluation of systems performance; societal and ethical issues of IS. Prerequisite: CIS 120, CIS 230, and either CIS 102 or CIS 202, all with a "C" or better. **Three semester hours.**



### **CIS 321.ANALYSIS AND DESIGN**

Analysis and design of information systems with a focus on structured and object-oriented techniques, the software life cycle, modeling tools, development of team skills, and project management. Prerequisite: CIS 120, CIS 230, and either CIS 102 or 202, all with a “C” or better. *Three semester hours.*

### **CIS 330.DATA MANAGEMENT**

This course will cover an introduction to algorithm development as well as the design and applications of various data and file structures. Both logical and physical structures for programs and data are covered. Topics include object-oriented design; control structures; program correctness, verification, and validation; file structures and representation. Programming will make use of event driven, object-oriented design in a visual development environment. Prerequisite: CS 231 with a grade of “C” or better. *Three semester hours.*

### **CIS 340.COMMUNICATION PROTOCOLS**

Principles of communications protocols including a comparison of the OSI and IP reference models. This course includes an in-depth analysis of TCP/IP or similar protocols. Prerequisite: CIS 240 with a grade of “C” or better. *Three semester hours.*

### **CIS 341.THEORY OF DATA COMMUNICATIONS**

In-depth study of data communications including design principles, standards, protocols, algorithms, architectures, models, and performance. Prerequisite: CIS 120, CIS 240, and either CIS 102 or CIS 202, all with a “C” or better. *Three semester hours.*

### **CIS 360.DATABASE DESIGN**

This course will cover the design and implementation of a database management system for use in the information system environment. Topics will include database organization models (relational and object oriented), the use of design tools, data dictionaries, data warehousing, data mining, as well as user interfaces and reporting. Prerequisites: CIS 120, CIS 230, and either CIS 102 or CIS 202, all with a “C” or better. *Three semester hours.*

### **CIS 390.SPECIAL TOPICS**

Designed to provide in-depth analysis of topics in computer information systems. Prerequisite: CIS 120, CIS 230, and either CIS 102 or CIS 202, all with a “C” or better, permission of instructor. *One to three semester hours.*

### **CIS 440.SPECIAL TOPICS IN NETWORKING AND COMMUNICATIONS**

Designed to provide an in-depth analysis of topics related to computer networks and communications. Prerequisites: CIS 120, CIS 240, and either CIS 102 or CIS 202, all with a “C” or better, permission of the instructor. *Three semester hours.*

### **CIS 490.INTERNSHIP**

Designed to give students practical work experience in a field related to their major. The student will work through an approved agency or business under the supervision of professional employees and a major advisor. Credit hours awarded determined on a case-by-case basis by the Department Chair and the Computer Information Systems faculty. Course grade will be determined based on the written evaluations of the faculty advisor and a written report rendered by the student. Prerequisite: CIS 120, CIS 230, and either CIS 102 or CIS 202, all with a C or better, junior status; and permission of the instructor. *One to four semester hours.*

### **CIS 498. DESIGN AND IMPLEMENTATION IN EMERGING ENVIRONMENTS**

Designed to extend students’ knowledge of analysis and logical design by implementing an information system in an emerging systems environment. Students will work in teams to implement an information system. Topics will include: selection of development environments and standards; structured, event driven and object- oriented design paradigms; testing; software quality assurance; implementation; user training; system delivery; post-implementation review; maintenance. Prerequisite: CIS 231 with a “C” or better, CIS 250, CIS 321, and CIS 360. *Three semester hours.*

### **CIS 499.PROJECT IMPLEMENTATION AND MANAGEMENT**

Students operating as a high-performance team will engage in and complete the design and implementation of a significant information system. Project management, management of the information systems function, and systems integration will be components of the project experience. Prerequisites: CIS with a “C” or better, completion of all but two other CIS core and focus area requirements, completion of all but two minor requirements. *Three semester hours.*

## **CRIMINAL JUSTICE MANAGEMENT**

### **CJM 300.RISK MANAGEMENT & LIABILITY ISSUES**

This course is designed to help officers understand the issues of personal liability that law enforcement officers face in the completion of assigned duties. Issues related to minimization of liability in various situations will be explored to assist officers in learning to avoid actions that potentially lead to liability suits and strategies to deal with suits when filed. Prerequisite: Admission to the Criminal Justice Management program. *Three semester hours.*

### **CJM 305.PRINCIPLES OF RESEARCH**

Basic research methods in criminal justice. Data presentation and analysis using statistical techniques. Emphasis is placed on developing skills in interpreting criminal justice statistics and research. Prerequisites: Admission to the Criminal Justice Management program and MATH 211. *Three semester hours.*

### **CJM 401.ETHICS IN CRIMINAL JUSTICE**

Focuses on standards and codes of professional law enforcement. Prerequisite: CJM 300. *Three semester hours.*

### **CJM 402.HUMAN RESOURCE MANAGEMENT IN PUBLIC AGENCIES**

Focuses on issues related to hiring, evaluating, and promoting personnel in public agencies with a focus on law enforcement issues. Issues of equity, harassment policies, and hostile work environments are examined. Prerequisite: Admission to the Criminal Justice Management program. *Three semester hours.*

### **CJM 403.BIOTERRORISM ISSUES IN LAW ENFORCEMENT**

Designed to acquaint law enforcement officers with issues of bioterrorism to include potential hazards, appropriate responses and coordination with science and health communities. Prerequisites: Admission to the Criminal Justice Management program; senior standing. *Three semester hours.*

### **CJM 408.INCIDENT COMMAND**

Focuses on interaction between service agencies in incidents where multiple agencies are called. Issues include identifying multi-agency incidents and coordinating procedures to assure rapid and effective coordination of services. Prerequisites: CJM 300 and CJM 305. *Three semester hours.*

### **CJM 421.MEDIATION AND NEGOTIATION**

Designed to provide skills in mediating conflicts and negotiating in a law enforcement environment. Prerequisite: CJM 408. *Three semester hours.*

### **CJM 499.CRIMINAL JUSTICE POLICY ANALYSIS**

Analysis of federal and state crime control initiatives. Comparison of different approaches with a focus on design and implementation of effective policies. Prerequisites: CJM 300, CJM 305, and senior standing. *Three semester hours*

## **COOPERATIVE EDUCATION**

### **COOP 280, 281, 282.COOPERATIVE EDUCATION**

A planned and evaluated work experience related to the student's college major; the student will receive financial remuneration. Academic elective credit is available. A maximum of six Co-op hours may be applied toward degree requirements. Prerequisites: Sophomore standing and cumulative GPA of 2.25 or better.

### **COOP 283.COOPERATIVE EDUCATION**

A full-time alternating Co-op program with a maximum of three terms. Students are considered full-time for purposes of financial aid deferment, insurance, and registration. However, the student does not earn any academic credit. Prerequisites: Sophomore standing and cumulative GPA of 2.25 or better.

### **COOP 280.COOPERATIVE EDUCATION**

*No credit.*

### **COOP 281.COOPERATIVE EDUCATION**

*One semester hour.*

### **COOP 282.COOPERATIVE EDUCATION**

*Two semester hours.*

### **COOP 283.COOPERATIVE EDUCATION**

*No credit, pass/fail*

### **COOP 284.COOPERATIVE EDUCATION**

The American Council on Education (ACE) recommends that credit be granted for the following courses and Lander University will grant two (2) semester hours of credit in COOP 284 for each: 1. Disney College Program Practicum, 2. Disney Communications Course, 3. Disney Hospitality Management Course, 4. Disney ExpEARiential Learning, 5. Disney Human Resource Management Course, 6. Disney Organizational Leadership Course. A student must present a copy of an official student record from the Registry of Credit Recommendations, American Council on Education, one DuPont Circle, Washington, DC 20036-1193 and must earn an overall score of 70% in each course for which the student desires credit. While up to a total of 12 semester hours of credit can be earned, only 6 hours of COOP credit may be applied toward degree requirements. *Two semester hours.*

## **DANCE**

### **DANC 101.DANCE TECHNIQUE**

Introduction to the development of body strength, flexibility, and control. Work in rhythmic patterns and dance routines demonstrate the use of body control as an instrument of expression. *Three semester hours.*

### **DANC 102.INTERMEDIATE AND ADVANCED TECHNIQUES**

Continuation of Dance 101 with emphasis on using the body's strength, flexibility, and control in a dance art form. Added to the physical aspects of dance are technique of composition, phrasing, and theory for the performer. *Three semester hours.*

### **DANC 155.LANDER DANCERS**

The class will provide educational training for the creation, rehearsal, and performance of student works and composition. Course may be repeated for credit. Audition required. *One semester hour. Four hours required for minor.*

### **DANC 201.HISTORY AND CRITICISM OF DANCE**

The history of and use of dance in many cultures. Aesthetic and critical theories will be explored as they relate to various dance forms. The aesthetics of dance and informed judgment as a basis for criticism and performance will be emphasized. Prerequisite: DANC 101. *Three semester hours.*

### **DANC 301.DANCE COMPOSITION**

Introduction to the elements, materials, and structure of a dance. *Three semester hours.*

### **DANC 302.ADVANCED CHOREOGRAPHY**

Practical study in dances; form and style related to other modern arts. *Three semester hours.*

## **ECONOMICS**

*Except for Econ 321, to enroll in economics courses numbered 300 or above, a business student must be classified as a junior or senior and must meet the admission requirements of the Department of Business Administration on page 100. . Students in other divisions must have at least junior standing and must satisfy course prerequisite(s).*

### **ECON 101.ECONOMICS IN SOCIETY**

A comprehensive non-technical course that emphasizes the efficiencies of public and private choices. Issues include unemployment, poverty, pollution, medical care, deficits, and international income. May not be taken by students who have earned credit in ECON 201. *Three semester hours.*

### **ECON 201.MACRO PRINCIPLES**

An introduction to the end and means of economics, the criteria of economic efficiency, national income accounting, simple income determination, the role of money within the banking system, and economic growth. *Three semester hours.*

### **ECON 202.MICRO PRINCIPLES**

An introduction to supply and demand, price elasticity, costs of production, profit maximization, current domestic economics problems, and international trade. *Three semester hours.*

*Economics 201 and 202 compose the basic one-year course in Principles of Economics and should be taken by business majors in the sophomore year.*

### **ECON 301.INTERMEDIATE PRICE THEORY**

An investigation of supply and demand, the various notions of elasticity, indifference analysis, costs of production in the short and long run, profit maximizing situations in various input and output markets, general equilibrium analysis, and welfare criteria. Prerequisites: ECON 201-202. *Three semester hours.*

### **ECON 311.MONEY AND BANKING**

A study of the financial markets that facilitate the flow of funds to finance investments by companies, governments and individuals. Banks, insurance companies, mutual funds and brokerage houses are key players in financial markets and institutions in today's global economy. Topics include type and role of markets and institutions, interest rate movements, monetary policy, commercial banking, and derivative security markets. Prerequisites: A grade of "C" or better in both ECON 201 and ECON 202 or permission of instructor. *Three semester hours.*

### **ECON 315.LABOR ECONOMICS**

Empirical and topical investigation of the workings and outcomes of the labor markets. Discusses and analyzes current labor market issues, trends, and developments. Emphasizes the role that workers, employers, and public policy play in the determination of compensation and human resource allocation. Prerequisites: A grade of "C" or better in both ECON 210 and ECON 202 or permission of instructor. *Three semester hours.*

### **ECON 321.ENVIRONMENTAL ECONOMICS**

An application of economic analysis to aspects of the global environment; such as pollution, the assignments of property rights, increasing population, and natural resource conservation. Junior/senior status recommended. (Global Issues/Non-western Studies). *Three semester hours.*

### **ECON 350.HEALTH ECONOMICS**

Empirical and topical investigation of the economic issues affecting the health care and the health insurance field. Discusses and analyzes current medical service issues, trends and developments. Emphasizes the role that the consumer, the medical care provider, and the government play in the provision of medical care and health insurance. Prerequisite: A grade of "C" or better in ECON 201 and ECON 202 or permission of instructor. *Three semester hours.*

### **ECON 352.TOPICS OF ECONOMICS**

An investigation of economics topics not covered in traditional courses by critical evaluation of assigned readings. Prerequisite: Junior standing. *Three semester hours.*

## EDUCATION

### EDUC 101.CAREERS IN TEACHING

Students will be exposed to the many facets of education through class discussions, simulations of classroom situations, observation and participation in public school classrooms and interactions with successful administrators and teachers in the field of education. Students will be introduced to the concepts and skills utilized by effective classroom teachers, and they will be provided with information regarding career opportunities in education. *Three semester hours.*

### EDUC 202.EDUCATION IN AMERICA

Introduction to the historical, social, and philosophical foundations in education. Students have an opportunity to explore the demands and expectations in various teaching fields. Co-requisite: Enrollment in EDUC 203. *Three semester hours.*

### EDUC 203.CLINICAL I

To acquaint the prospective teacher with school curriculum, environment, and teacher duties as well as characteristics of children. The prospective teacher experiences supporting instruction, including materials development, tutoring, and small group work. Prerequisites: 30 semester hours and concurrent enrollment in EDUC 202. *One-half semester hour.*

### EDUC 204.INSTRUCTIONAL TECHNOLOGY FOR TEACHERS

This course is designed to enable students to use instructional technology to support teaching and learning. Technology literacy concepts are addressed and instructional uses of technology are explored. The course emphasizes instructional computing applications for classroom use. *Three semester hours.*

### EDUC 210.COMMUNICATION IN THE CLASSROOM

This course provides opportunities for students to demonstrate effective oral, written and listening communication skills in democratic, multicultural-rich learning environments. Content will address improving patterns of communication with students and families, particularly those with limited English proficiency or non-standard English usage. Prerequisite: ENGL 101. *Two semester hours.*

### EDUC 221.HUMAN GROWTH AND DEVELOPMENT

A survey study of human growth and development from the prenatal stage through childhood, adolescence and adulthood. Emphasis is placed upon research studies that will contribute to the effectiveness of teachers and parents. Directed clinical experience required. *Three semester hours.*

### EDUC 223.GENERAL PEDAGOGY

An in-depth analysis of appropriate, research-based techniques and methodologies that promote and enhance effective classroom instruction. Models of instructional planning and lesson implementation, to include multi-media formats and technology, are employed as they apply to the development of effective and appropriate pedagogical practices. *Three semester hours.*

### EDUC 240.EDUCATIONAL PSYCHOLOGY

An understanding of how learning takes place and how it can be directed through the application of and interpretation of modern psychological principles and methods. A study of intelligence, individual differences, and the instruments and techniques of appraisal including case studies, test, and records. Prerequisite: ECED 222 or PSYC 203. *Three semester hours.*

*The following 300 and 400 level professional education courses are available only to students who have been formally admitted to a Teacher Education Program. Some courses have additional prerequisites.*

### EDUC 300.CHILDREN'S LITERATURE

A course in reading and reporting on representative works in children's literature appropriate for the elementary school child. Analysis of the criteria for the selection and presentation of book and non-book materials. Prerequisite: PSYC 203, formal admission to Teacher Education Program or permission of instructor. *Three semester hour*

### EDUC 302.EDUCATIONAL ASSESSMENT

An exploration of educational assessment procedures from initial screening by the classroom teacher to the interpretation of professional evaluations and prescriptive teaching/learning strategies. Prerequisite: Formal Admission to Teacher Education Program or permission of instructor. *Three semester hours.*

### EDUC 303.ELEMENTARY SCHOOL CURRICULUM

An overview of the Elementary School Curriculum in the American Elementary School. Curriculum development will be related to the needs of children and the larger society. Prerequisites: EDUC 202 and PSYC 203, formal admission to Teacher Education Program or permission of instructor. *Three semester hours*

### EDUC 304.INSTRUCTIONAL TECHNOLOGY FOR TEACHERS

This course is designed to enable students to use instructional technology to support teaching and learning. Technology literacy concepts are addressed and instructional uses of technology are explored. This course emphasizes instructional computing applications for classroom use. Prerequisite: Formal admission to Teacher Education Program or permission of instructor. *Three semester hours.*

### EDUC 309.GLOBAL ISSUES IN EDUCATION

This course is designed to provide students with opportunities to study issues affecting educational efforts around the world. Additionally, this course will address educational responses to the identified issues. Focus will include populations from South America, Africa and Asia, and will provide for both comparing and contrasting educational issues and efforts. Admission to School of Education not required. Junior/senior status recommended. (Global issues/Non-Western). *Three semester hours.*



**EDUC 320.TEACHING READING IN THE CONTENT AREA**

Introduction to the teaching of reading skills in various content areas at the secondary level. Prerequisite: Formal admission to Teacher Education Program. *One semester hour.*

**EDUC 321.READING PEDAGOGY**

A study of phases of the reading program and the relation of reading to the total curriculum. Emphasis on the methods and techniques of teaching reading to individuals and groups and on how children develop basic reading skills. Prerequisite: Formal admission to Teacher Education Program *Three semester hours.*

**EDUC 322.SCIENCE PEDAGOGY FOR EARLY CHILDHOOD AND ELEMENTARY CLASSROOM**

Science activities and developmental approach to teaching science. Current science curricula, national standards, effective teaching strategies, and resource materials are addressed. Prerequisite: Two science courses, formal admission to Teacher Education Program *Three semester hours.*

**EDUC 327.MATHEMATICS PEDAGOGY**

A study of elementary mathematics curricula and methods of teaching. Includes selection and use of teaching materials. Prerequisites: MATH 203 taken concurrently or as prerequisite and concurrent enrollment in EDUC 329. Prerequisite: Formal admission to Teacher Education Program *Three semester hours.*

**EDUC 329.CLINICAL II**

This field-based experience is designed to immerse teacher candidates into the classroom environment. Teacher candidates will design and implement lessons which include strategies for meeting the needs of all learners and employ instructional technology. Teacher candidates will make formal observations of the learning community and environment, visit community agencies and participate in seminars. Prerequisites: Concurrent enrollment in EDUC 327 (Elementary Education Majors) or EDUC 351 (Secondary Certifying Majors). Formal admission to Teacher Education Program. *One-half to one semester hour.*

**EDUC 332.MIDDLE SCHOOL ORGANIZATION AND CURRICULUM**

The middle-school-aged child, his educational and personal needs and ways through which public education has attempted to meet the needs of the student. Prerequisite: Formal admission to Teacher Education Program. *Three semester hours.*

**EDUC 345.LANGUAGE ARTS PEDAGOGY**

A study of effective methods and materials in language arts and the fundamentals of curriculum construction and integration of language arts activities. Areas include creative dramatics, oral language, listening, spelling, creative writing, handwriting, grammar, and reading. Prerequisite: Formal admission to Teacher Education Program. *Three semester hours.*

**EDUC 351.GENERAL PEDAGOGY FOR MIDDLE AND SECONDARY SCHOOL**

An in-depth analysis of appropriate, research-based techniques and methodologies that provide effective classroom instruction in middle and secondary school. Standards; models of instructional planning; lesson implementation; ADEPT; and assessment, including multi-media formats and technology that apply to classroom settings, are covered. Prerequisites: EDUC 320 or permission of instructor, formal admission to Teacher Education Program. Co-requisite: EDUC 329. *Three semester hours.*

**EDUC 371.SPECIAL TOPICS IN TEACHER EDUCATION**

Special courses designed to meet individual student's needs or to provide in-depth study on a particular topic. The role of research in education and applications of technology emphasized. Prerequisite: Consent of the instructor, formal admission to Teacher Education Program. *One to Three semester hours.*

**EDUC 421.DIAGNOSTIC AND PRESCRIPTIVE APPROACHES TO TEACHING READING**

Theoretical background concerning reading disability, diagnostic instruments, and prescriptive approaches necessary for developing reading skills for the elementary and secondary school student. Practical experience with various materials required. Prerequisite: EDUC 321 OR ECED 321, formal admission to Teacher Education Program. *Three semester hours.*

**EDUC 424.SOCIAL STUDIES PEDAGOGY**

Introduces students to current social studies materials and methods and to fundamentals of curriculum construction within the social studies disciplines. Prerequisite: Senior status, formal admission to Teacher Education Program. *Three semester hours.*

**EDUC 429.CLINICAL III**

This clinical is designed to further immerse teacher candidates into the classroom environment. Candidates will design and implement integrated lessons which include strategies for meeting the needs of diverse learners. Reflective analysis of teaching will be used to help candidates prepare for directed teaching. Prerequisite: Formal admission to Teacher Education Program. Co-requisite: Concurrent enrollment in EDUC 430 (Elementary Education Majors) or Content Methods Course (Secondary Certifying Majors). *One semester hour.*

**EDUC 430.THE LEARNING ENVIRONMENT**

This course will consider the classroom environment in terms of teacher management of time, participants, and resources to include media and technology. Research based information on classroom organization and student motivation applied to the development of the concept of the integrated nature of classroom learning. Prerequisite: Concurrent enrollment in EDUC 429, Formal admission to Teacher Education Program. *Three semester hours.*

## **EDUC 461.DIRECTED TEACHING**

Observation, participation and supervised teaching in the public schools. Graded pass/fail. Prerequisite: Formal admission to Teacher Education Program. *Eleven semester hours.*

## **EDUC 490.INTERNSHIP**

This course is designed to give the students practical work experience in a field related to their major. A student will work through an approved agency or business under the supervision of one of its professional employees and a teacher in the major department. Prerequisite: 12 semester hours in the major area and/or permission of the department chair. It is open to juniors and seniors and the offering is dependent upon availability of suitable positions. Formal admission to Teacher Education Program *One to nine semester hours.*

## **EDUC 499.TEACHER EDUCATION SEMINAR**

The purpose of this course is to conduct seminars reviewing and reinforcing specific aspects of the teaching/learning process with student teachers. This course will follow a true seminar format. Many topics and matters of concern within the profession of teaching will be studied, analyzed and debated. Prerequisite: Students enrolled in EDUC 461 (Student Teachers only). Formal admission to Teacher Education Program. *One semester hour.*

## **TEACHING FELLOWS PROGRAM**

### **TFP 101.STUDENT DEVELOPMENT**

An overview of the Teaching Fellows Program and the skills necessary for students to reach their educational objectives as students and teachers. Topics include self-awareness and assessment, decision-making, goal-setting, cultural diversity, stress management, peer relationships, communication and interpersonal skills. (This course is available only to students who have been accepted to the Teaching Fellows Program). *One semester hour.*

### **TFP 102.LEADERSHIP DEVELOPMENT**

A study of leadership and the leadership skills of effective leaders and teachers. Topics include leadership styles, valuing diversity, defining leadership in the community/classroom, and factors that influence/contribute to effective leadership. This course is available only to students who have been accepted to the Teaching Fellows Program). *One semester hour.*

## **EARLY CHILDHOOD**

### **ECED 222.THE YOUNG CHILD: DEVELOPMENT AND BEHAVIOR**

Physical, psychosocial, moral, cognitive development, prenatal through age 8 within the context of the whole child. Research, diagnosis/assessment, child observations, case studies, play emphasized. *Three semester hours.*

### **ECED 227.THE YOUNG CHILD**

A study of the philosophical, psychological, and historical foundations of early childhood education with emphasis on the fundamentals and implications for curriculum construction. Cultural diversity, child poverty, child care, advocacy, public policy, legislation and professionalism are also addressed. Prerequisites: ECED 222 and completed 45 semester hours or permission of instructor. *Three semester hours.*

*The following 300 and 400 level professional education courses are available only to students who have been formally admitted to a Teacher Education Program. Some courses have additional prerequisites.*

### **ECED 305.CHILDREN AND FAMILIES**

Students examine family life historically and cross- culturally and its influence on the development of young children. Particular emphasis is placed on the changing American family. Strategies for effective parenting and educational interventions for working with young children and families from a variety of cultural settings are included. Prerequisite: Formal admission to Teacher Education Program required or permission of instructor. *Three semester hours.*

### **ECED 307.NUTRITION/HEALTH AND SAFETY FOR THE YOUNG CHILD**

Basic principles of infant and childhood health and nutrition explored as well as childhood diseases and appropriate safety practices in settings for young children. First aid and CPR provided. Prerequisite: Admission to the professional program or permission of the instructor. *Two semester hours.*

### **ECED 321.INTEGRATED READING METHODOLOGY AND CHILDREN'S LITERATURE**

A survey of developmentally appropriate, research based, reading instruction and children's literature for the young child. Theory, models of reading instruction, methodologies, and pragmatic techniques covered with consideration given to individual, small group, and whole class settings and students with special needs. Reading considered in relation to an integrated curriculum through the inclusion of children's literature. Analysis of the criteria for the selection and presentation of children's literature, book and non-book addressed. Prerequisite: Admission to the Teacher Education program. Must be taken concurrently with ECED 329. *Four semester hours.*

### **ECED 323.MATH PEDAGOGY FOR THE EARLY CHILDHOOD CLASSROOM**

Emphasis is on constructivism as the approach to teaching children mathematical concepts. Research based teaching strategies and appropriate use of concrete materials for the young child and the NCTM standards are addressed. Prerequisites: MATH 203, Admission to Teacher Education Program. *Three semester hours.*

**ECED 327.THE INTEGRATED EARLY CHILDHOOD CURRICULUM**

Integration of the curriculum using developmentally appropriate approaches and practices. Focusing on the content areas of language and literacy, social studies and the arts for pre-primary and primary aged children. The areas of special needs children, assessment, parent programs, advocacy, and professional ethics are included. Prerequisites: ECED 227 and ECED 329. **Four semester hours.**

**ECED 329.CLINICAL II**

Classroom instructional experiences with young children in pre-primary settings utilizing research based learning experiences. Students prepare, teach and assess individual lessons. Students work with children in various groupings applying developmentally appropriate practices including media and technology. Prerequisites: Admission to the Teacher Education program. **One semester hour.**

**ECED 429.CLINICAL III**

Classroom instructional experiences with young children in pre-primary or primary setting utilizing research based learning experiences. Students prepare and teach lessons through the integration of curriculum while spending whole days in the classroom. Student work with diverse groups of children applying developmentally appropriate practices including media and technology. Prerequisites: ECED 227 and ECED 329. **One semester hour.**

**ECED 470.MONTESSORI METHODS: PRACTICAL LIFE**

The exercises of Practical Life form the child's foundation. Topics include how to prepare the exercises of Practical Life, grace and courtesy, control of movement, control of the person, care of the environment, and food and nutrition. Teachers will also learn how to analyze each child's development of independence that occurs from using the exercises. Prerequisite: Permission of instructor. **Three semester hours.**

**ECED 471.MONTESSORI METHODS: SENSORIAL**

Teachers will learn to use the materials that aid children with the development and refinement of their senses in seven areas - size, color, form, touch, sound, smell and taste. Teachers will also learn to observe each child's development of classification and seriation, and to use the instructional strategy of the 3 Period Lesson. Prerequisite: Permission of instructor. **Three semester hours.**

**ECED 472.MONTESSORI PHILOSOPHY AND EDUCATIONAL THEORY & ADMINISTRATION/PARENT EDUCATION**

Topics include an historical overview of Montessori and the Montessori movement and the philosophy of the absorbent mind, sensitive periods, logical mathematical mind, spiritual and moral development of the child. The course also explores how these topics relate to children, classroom materials, peace education, the role of the teacher, and the prepared environment. Prerequisite: Permission of instructor. **Three semester hours**

**ECED 473.METHODS OF OBSERVATION & CLASSROOM LEADERSHIP**

This course introduces teachers to reflective practices of observation and record keeping. Being open to and being willing to be informed by observation are two important aspects of the Montessori method. Teachers will also observe other Montessori classrooms during their practicum. The classroom leadership component of this course involves student teachers with designing the prepared environment, establishing daily routines, starting a new class, lesson strategies, evaluation, positive discipline, effective communication and problem solving. Prerequisite: Permission of instructor. **Three semester hours.**

**ECED 474.MONTESSORI METHODS: LANGUAGE**

Topics of this course include oral expression, age-appropriate visual and auditory perceptual experiences, vocabulary development and enrichment, work study, beginning hand-writing, expressive writing, and the first part of the functions of words. Teachers will learn how to present the language exercises to foster children's early literacy development. Prerequisite: Permission of instructor. **Three semester hours.**

**ECED 475.MONTESSORI METHODS: MATHEMATICS**

This course begins with the philosophy of the "mathematical mind". Additional topics include numeration to 9,999, place value, linear counting, the four operations, memorization of math facts, and an introduction to fractions. Teachers will learn how to present the Mathematics materials and to observe each child's progress toward abstracting mathematical concepts. Prerequisite: Permission of instructor. **Three semester hours.**

**ECED 476.MONTESSORI METHODS: SOCIAL STUDIES**

The purpose of this course is assist young children with developing a sense of geographic space, historical time, and multicultural awareness. Topics include the materials for geography and history (i.e., globes, maps, land form, time lines, calendars, telling time), and international festivals and celebrations. Prerequisite: permission of instructor. **One semester hour.**

**ECED 477.MONTESSORI METHODS: PHYSICAL AND LIFE SCIENCE**

The objectives of this course are to help children develop an understanding and an appreciation for the beauty and wonder of the natural world around them and the physical laws that govern the natural processes of nature and our human technological environment: to give children a sense of responsibility for the preservation of nature and ecology; to help children gain an appreciation for the gifts of the past that make our lives what they are in today's society; and to help children learn how to safely interact with nature and technology. Prerequisite: Permission of instructor. **One semester hour.**

## **ECED 478.MONTESSORI METHODS: ART, MUSIC, AND MOVEMENT**

The art curriculum provides techniques that promote creative expression. Art activities for the classroom, designing and preparing an art environment, and developing an appreciation for art are highlights of this course. The music/movement component of this course explores the history of music, exercises in auditory training, music theory, eurhythmics, composition, kinesthetic and dance. The teacher will learn to integrate music activities with creative movement expression. Prerequisite: Permission of instructor. **One semester hour.**

## **SPECIAL EDUCATION**

### **SPED 223.INTRODUCTION TO EXCEPTIONAL CHILDREN AND YOUTH, K-12**

An introduction to the unique nature and needs of students with exceptional learning needs, early childhood through adolescence. Special emphasis is placed on legal issues, identification, interventions and teaching strategies for students with exceptional learning needs in the general classroom. Prerequisite: PSYC 203 or ECED 222 or permission of instructor. **Three semester hours.**

### **SPED 240.CHARACTERISTICS OF DIVERSE LEARNERS, K 12**

Characteristics, nature and needs that distinguish individuals with mild to moderate disabilities from the general population are addressed. Focus is on definitions, associated learner characteristics, Individualized Education Plans (I.E.P.) and instructional provisions for individuals with mental, learning and emotional disabilities as well as autism and traumatic brain injury. **Three semester hours.**

*The following 300 and 400 level professional education courses are available only to students who have been formally admitted to a Teacher Education Program. Some courses have additional prerequisites.*

### **SPED 341.INTEGRATED EARLY CHILDHOOD AND ELEMENTARY CURRICULUM AND INSTRUCTION FOR DIVERSE LEARNERS**

The study of teaching methodologies utilized in the resource classroom and as support in more inclusive environments for students with mild to moderate disabilities. Major emphasis will be placed on IEP development, classroom management and integrating standards-based curriculum in early childhood and elementary classrooms. Prerequisites: SPED 223 and SPED 240. Formal admission to Teacher Education Program required. Corequisites: EDUC 421 and SPED 429. **Three semester hours.**

### **SPED 423.ASSESSMENT OF DIVERSE LEARNERS, P-12**

This course focuses on the use of formal and informal assessment of students with disabilities for eligibility determination and instructional purposes. This course examines diagnostic instruments, informal assessment measures and prescriptive approaches necessary for improving the teaching and learning of students with exceptional learning needs. Emphasis is placed on practical experiences in use and design of assessment for effective instruction and providing accommodations in P-12 classrooms. Prerequisite or corequisite: SPED 240, Formal admission to Teacher Education Program required. **Three semester hours.**

### **SPED 429.SPECIAL EDUCATION CLINICAL EXPERIENCE III**

This clinical provides classroom instructional experiences with students with mild to moderate disabilities in elementary special education settings utilizing research-based instructional practices. Teacher candidates prepare, teach and assess individual lessons in special education and inclusive classrooms. Prerequisite: Formal admission to Teacher Education Program required. Corequisite: SPED 341. **One semester hour.**

### **SPED 430.SPECIAL EDUCATION CLINICAL EXPERIENCE IV**

This clinical provides classroom instructional experiences with students with mild to moderate disabilities in middle or high school special education settings utilizing research-based instructional practices. Teacher candidates prepare, teach and assess individual lessons in special education and inclusive classrooms. Prerequisite: Formal admission to Teacher Education Program required. Corequisite: SPED 451. **One semester hour.**

### **SPED 434.BEHAVIOR MANAGEMENT AND COLLABORATIVE SUPPORT FOR DIVERSE LEARNERS, P-12**

This course provides the principles and practices for behavior management and a practical approach for working with teachers, families, and community resources concerned with students with mild to moderate disabilities. Included are issues related to providing positive behavioral supports, working with individuals from diverse backgrounds and the use of augmentative/assistive technology. Major emphasis is placed on models of behavior management and effective techniques for communication and collaboration. Prerequisite: SPED 223, formal admission to Teacher Education Program required. **Three semester hours.**

### **SPED 451.INTEGRATED SECONDARY CURRICULUM AND INSTRUCTION FOR DIVERSE LEARNERS**

Study of teaching methodologies utilized in the resource classroom and as support in more inclusive environments for students with mild to moderate disabilities. Major emphasis is placed on ITP development, classroom management and integrating standards based curriculum in secondary settings. Prerequisites: SPED 223 and SPED 240, formal admission to Teacher Education Program required. Corequisites: EDUC 320 and SPED 430. **Three semester hours.**

### **SPED 459.PRACTICUM IN INSTRUCTION OF EXCEPTIONAL CHILDREN**

Provides practical, on-site experiences with children in special education settings. Prerequisite: SPED 223 or permission of instructor. **Three semester hours.**

## **ENGLISH**

### **ENGL 101.WRITING AND INQUIRY I**

Students write for a variety of situations, audiences and purposes with an emphasis on the relationship between writing and thinking. **Three semester hours.**



**ENGL 102.WRITING AND INQUIRY II**

Students write in response to diverse texts, refining their abilities to analyze, interpret, synthesize, and evaluate ideas with an emphasis on research, and MLA style documentation. Prerequisite: ENGL 101 or placement in ENGL 102. *Three semester hours.*

***ENGLISH 102 IS A PREREQUISITE FOR ALL ENGLISH COURSES ABOVE THE 100 LEVEL.***

**ENGL 200.INTRODUCTION TO LITERARY STUDIES**

Students learn basic critical concepts and techniques used to examine literary texts, including non-Western and minority American texts. Prerequisite: ENGL 102. *Three semester hours.*

**ENGL 201.READINGS IN BRITISH LITERATURE**

Students read and respond to texts by British writers. Prerequisite: ENGL 102. *Three semester hours.*

**ENGL 202.READINGS IN AMERICAN LITERATURE**

A study of selected texts by American writers. Prerequisite: ENGL 102. *Three semester hours.*

**ENGL 204.READINGS IN AFRICAN-AMERICAN LITERATURE**

Students read and respond to texts by African-American authors. Prerequisite: ENGL 102. *Three semester hours.*

**ENGL 205.READINGS IN SOUTHERN LITERATURE**

Students read and respond to texts by authors of the American South or texts concerned with the American South. Prerequisite: ENGL 102. *Three semester hours.*

**ENGL 211.READINGS IN WESTERN LITERATURE**

Students read and respond to ancient through modern texts from the Western tradition. Prerequisite: ENGL 102. *Three semester hours.*

**ENGL 213.LITERATURE AND EXPERIENCE**

Students read and respond to texts sharing a common theme such as literature and madness, literature and nature, or literature and war. Themes reflect diverse topics and change each semester. *This course may be repeated as themes change.* Prerequisite: English 102. *Three semester hours.*

**ENGL 214.WORLD LITERATURE AND EXPERIENCE**

Students read and respond to texts sharing a thematic approach to explore human experience as reflected in literature selected from nonwestern and western traditions, including works by minority American authors. *This course may be repeated as themes change.* This course meets teacher certification requirements. Prerequisite: English 102. *Three semester hours.*

**ENGL 221.READINGS IN WORLD LITERATURE**

Students read and respond to texts selected from western and non-western traditions, including minority authors. The course may also focus on a theme represented by texts of those traditions. This course may be repeated for credit as themes change. This course *meets* teacher certification requirements. Prerequisite: ENGL 102. *Three semester hours.*

**ENGL 241.READINGS IN DRAMA, FICTION, OR POETRY**

Students read and respond to texts primarily in one literary genre. This course may be repeated for credit as focus *changes.* Prerequisite: ENGL 102. *Three semester hours.*

**ENGL 275.BUSINESS COMMUNICATIONS**

Students write and produce documents for a variety of business situations, emphasizing the styles and mechanics of written and oral communications. This course does not satisfy general education requirements. Prerequisite: English 102. *Three semester hours.*

**ENGL 290.ENGLISH PRACTICUM**

Students learn techniques of tutoring writing. This is a required course for writing center tutors; however, taking the course does not guarantee or require employment in the writing center. English majors may take this course for elective credit only. This course may be repeated for credit up to three times with instructor's permission. Prerequisite: ENGL 102. *One semester hour.*

***ENGLISH MAJORS SHOULD COMPLETE REQUIRED GENERAL EDUCATION ENGLISH COURSES BEFORE ENROLLING IN AN UPPER-LEVEL COURSES.***

**ENGL 301.MEDIEVALISM**

This course examines the literature and thinking associated with the medieval period. This course may include post-medieval authors who use the middle ages in their own literary works. Prerequisite: English 102. *Three semester hours.*

**ENGL 303.RENAISSANCE**

This course examines the rise of humanism and the revival of interest in the arts and letters of ancient Greece and Rome. This course may include literary works produced during other periods of artistic reawakenings. Prerequisite: English 102. *Three semester hours.*

**ENGL 304.CLASSICISM**

This course examines the literature and thinking associated with British, American and continental writers of the 17<sup>th</sup> and 18<sup>th</sup> centuries. Attention may also be given to examples of classicism from other literary periods. Prerequisite: English 102. *Three semester hours.*

**ENGL 311.ROMANTICISM**

This course examines literary works in which romanticism is an important element especially works from the early 19<sup>th</sup> century. The course may include examples of romanticism from other literary periods. Prerequisite: English 102. *Three semester hours.*

**ENGL 312.VICTORIANISM**

This course examines literary works that respond to some of the many questions raised by the social, economic, political, and intellectual transitions during the 19<sup>th</sup> century. Prerequisite: English 102. *Three semester hours.*

**ENGL 322.REALISM AND NATURALISM**

This course examines literary works that reflect the ideas associated with naturalism and realism from various periods, especially those of the 19<sup>th</sup> century and after. Prerequisite: English 102. *Three semester hours.*

**ENGL 325.ETHNIC/REGIONAL LITERATURES**

This course examines literary works of a particular region or ethnic group and may deal comparatively with varying regions or groups. Prerequisite: English 102. *Three semester hours.*

**ENGL 338.MODERNISM**

This course examines literary works that consider the boundaries of the modern, the avant-garde and modernist perceptions of reality. Prerequisite: English 102. *Three semester hours.*

**ENGL 339.POSTMODERNISM**

This course examines contemporary culture and its multiple modes of expression, including various hybrid literary forms that grow out of the postmodern emphasis on experimentation and play. Literature may be considered in relation to film, art, architecture, and music. Prerequisite: English 102. *Three semester hours.*

**ENGL 345.INTRODUCTION TO LANGUAGE**

This course surveys ways in which language has been studied, the tools used by linguists, how speakers learn first and subsequent languages, and how language reflects social issues such as gender, power, and ethnicity. Prerequisite: English 102. *Three semester hours.*

**ENGL 350.PROFESSIONAL EDITING AND USAGE**

This course studies professional editing practices as they apply to documents written for diverse audiences and purposes with emphasis on style, sentence structure, and usage. Prerequisite: English 102. *Three semester hours.*

**ENGL 353.WRITING POETRY**

This course studies the techniques, processes, and theories of writing poetry. The course includes readings from representative authors and requires extensive writing in the genre. Prerequisite: English 102. *Three semester hours.*

**ENGL 354.WRITING FICTION**

This course studies the techniques, processes, and theories of writing fiction. The course includes readings from representative authors and requires extensive writing in the genre. Prerequisite: English 102. *Three semester hours.*

**ENGL 364.WRITING NONFICTION**

This course studies the techniques, processes, and theories of writing nonfiction. The course includes readings from representative authors and requires extensive writing in the genre. Prerequisite: English 102. *Three semester hours.*

**ENGL 373.WRITING IN THE DISCIPLINES**

This course studies the techniques and processes of writing for audiences in various fields with emphasis on styles and structures. The course requires extensive writing intended for those audiences and circumstances. Prerequisite: ENGL 102. *Three semester hours.*

**ENGL 401.SPECIAL TOPICS SEMINAR**

This course focuses on selected topics in literature or language. Topics will be announced prior to early registration. *This course may be repeated for credit as the topic changes.* Prerequisite: English 102. *Three semester hour.*

**ENGL 406.STUDIES IN MAJOR AUTHORS**

This course focuses on detailed study of the literary works of one major figure, with attention to biography and criticism. A course in Shakespeare will be offered under this number every other year. *This course may be repeated for credit as the topic changes.* Prerequisite: English 102. *Three semester hours.*

**ENGL 413.STUDIES IN RHETORIC**

This course focuses on selected rhetorical texts from the classical period to modern theories. Readings include various genres that reflect principles of rhetorical theories. Prerequisite: English 102. *Three semester hour.*

**ENGL 414.STUDIES IN GENRE**

This course focuses on literature from a single genre and may compare works in several genres. *This course may be repeated for credit as the topic changes.* Prerequisite: English 102. *Three semester hours.*

### **ENGL 417.READING/WRITING SEMINAR**

This course focuses on a specific type of writing, such as autobiography, short story, poetry, criticism, and nonfiction. Students study representative texts, and write and analyze their own writing with an emphasis on the relationship between analytical and creative approaches. *This course may be repeated for credit as topic changes.* Prerequisite: ENGL 102. **Three semester hours.**

### **ENGL 420.THESIS**

Under the direction of an English Department faculty member, the student completes a major writing project for presentation to a panel of English faculty. Prerequisite: Senior status. **Three semester hours.**

### **ENGL 451.METHODS OF TEACHING SECONDARY ENGLISH**

This course emphasizes planning, implementing, and evaluating instruction in secondary English education, with attention to the integration of reading, writing, listening, speaking, and viewing. Prerequisite: English 102. Corequisite or prerequisite: English 413. **Three semester hours.**

### **ENGL 490.INTERNSHIP**

This course gives students practical on-the-job learning experiences in language-oriented fields. Students work several hours a week at a business or agency under the supervision of agency personnel and a faculty supervisor. Prerequisite: 12 semester hours in the major area and/or permission of the department chair. Open only to juniors and seniors, the course is offered when suitable positions are available. **One to nine semester hours.**

### **ENGL 499.SENIOR SEMINAR**

This course is required of all senior English majors. Students consolidate the skills and knowledge learned in the major, reflect critically on the discipline of English and explore historical, critical, and rhetorical issues of concern to English majors. Students assemble a professional portfolio as they prepare for graduate school or careers. Prerequisite: English 102. **Three semester hours.**

## **ENVIRONMENTAL SCIENCE**

### **ES 110.CONSERVATION WORKSHOP**

This one-week summer field workshop for high school students is offered in collaboration with the South Carolina Department of Natural Resources and the Conservation Districts of South Carolina. Topics include lectures and field or laboratory experiences in groundwater, watersheds, cartography, forestry, water quality, wildlife habitat management, boater safety certification, impoundments and power generation, Global Positioning Systems, Geographical Information Systems, natural resources management, surveying, remote sensing, water safety, H<sub>2</sub>Olympics, peer-tutoring, and a whitewater raft trip. Graded on Pass/Fail basis. No prerequisite. **One semester hour.**

### **ES 300.BIODIVERSITY**

A survey of the living world emphasizing organisms of importance to students planning careers in environmental science and including coliform bacteria, lichens, phytoplankton, wetland vegetation, freshwater mussels, aquatic insects, and freshwater fishes. Emphasis is on the biology, morphology, ecology, and identification of taxa important as indicator species for bioassays or impact statement. Prerequisite: BIOL 111 and 306. Three hours lecture, three hours laboratory weekly. **Four semester hours.**

### **ES 301.INTRODUCTION TO ENVIRONMENTAL SCIENCE 1**

First semester study of the environment emphasizing the physical, chemical and biological foundations of human society and the interactions between people and their environment. Topics include the Earth and its hydrological and biogeochemical cycles, population dynamics, environmental ethics, politics, economics and law, environmental sustainability, renewable and nonrenewable resources and their use, and climate change. **Three semester hours.**

### **ES 302.INTRODUCTION TO ENVIRONMENTAL SCIENCE 2**

Second semester of study of the environment emphasizing the chemical, geological, biological, and physical effects of human society on the biosphere and our responses to them. Topics include the environmental issues such as water pollution, solid waste disposal, risk assessment, species extinction and conservation, land use and urban development. Geographical Information Systems (GIS) are introduced to analyze selected issues. **Three semester hours.**

### **ES 310.ENVIRONMENTAL GEOLOGY**

Human interactions with geological processes, including topics such as soil and rock properties, slope stability, fluvial geomorphology, river flooding, soil conservation, coastal hazards, water resources and supply, land subsidence, natural resource extraction, acid drainage, waste disposal, soil contamination, geologic catastrophes, land use planning. Prerequisites: GEOL 111, ES 301. **Three semester hours.**

### **ES 390.SPECIAL TOPICS IN ENVIRONMENTAL SCIENCE**

This course is designed to provide in-depth study of different topics in Environmental Science. Specific topics will be announced in advance. Prerequisite: Completion of two or more laboratory science courses with a grade of "C" or better. May be taken for additional credit as topic changes but limited to a maximum of four semester hours toward degree requirements. **One to four semester hours.**

### **ES 407.RESEARCH IN ENVIRONMENTAL SCIENCE**

Special topics research problems for juniors or seniors in Environmental Science. May be taken for additional credit but is limited to a maximum of four semester hours toward degree requirements. Offered on demand to qualified students and with the approval of the instructor. **One to four semester hours.**

#### **ES 415.LIMNOLOGY**

A study of the physics, chemistry, geology, and biology of freshwater ecosystems with emphasis on the ecology of lakes and reservoirs. Including lake origins, geomorphology, heat, light, waves, currents, gasses, nutrients, biogeochemical cycles, streams, lakes, reservoirs, plankton, benthos, periphyton, pleuston, psammon, productivity, energy flow, succession, and paleolimnology. Three hours lecture, three hours laboratory weekly. Cross-listed as BIOL 415. Prerequisites: MATH 121 or 131, and 211, BIOL 306, CHEM 111. **Four semester hours.**

#### **ES 420.ENVIRONMENTAL CHEMISTRY**

Origins, transport, reactions, effects, and fates of chemical species in water, air, terrestrial, and biotic environments. The theory and practice of modern chemical instrumentation are applied to environmental samples from a variety of sources. Three hours lecture, three hours laboratory weekly. Cross-listed with CHEM 420. Prerequisites: CHEM 221, CHEM 331. **Four semester hours.**

#### **ES 490.INTERNSHIP IN ENVIRONMENTAL SCIENCE**

Practical experience with an approved governmental or private organization involved in environmental regulation monitoring, assessment, or compliance. A minimum of 6 hours/week of on the job experience for at least 13 weeks is required for each hour of credit. The experience will be supervised by the coordinator of the Environmental Science Program who will schedule conferences with the student, will maintain a folio of experiences, and will submit a final paper describing the experience and the knowledge gained from it. The student is responsible for meeting all living and travel expenses. Prerequisites: BIOL 111, CHEM 111, 3.0 GPA and permission of the coordinator of the Environmental Science program. Graded Pass/Fail. **Variable credit with a maximum of four semester hours.**

#### **ES 499.SENIOR FORUM**

Topics of interest and importance to Environmental Science seniors, including ethics, employment opportunities, regulatory agencies, advanced training and graduate school, and preparation for the Graduate Record Examination. The Environmental Science Senior Exit Examination, senior writing sample, and oral competency check will be administered. One hour weekly. Prerequisites: Successful completion of the Department's Laboratory Safety Training Program is required. Environmental Science major. Senior status. Graded Pass/Fail. **One semester hour.**

### **FINANCE**

*To enroll in finance courses numbered 300 or above, a business student must be classified as a junior or senior and must meet the admission requirements of the School of Business Administration (see page 100). Students in other divisions must meet the requirements as stated in the minor (see page 107).*

#### **FINA 301.BUSINESS FINANCE**

An introduction to the financial organization and management of private business enterprise. Topics include financial analysis, planning and control, working capital management, capital budgeting, evaluation, cost of capital and leverage including dividend policy. Long term financial decisions, mergers, and international financial management are surveyed. Prerequisites: ACCT 201 and ECON 101 or 201 or admission to the Department of Business Administration. **Three semester hours.**

#### **FINA 310.INVESTMENTS**

An investigation of purchasing and selling of individual issues of bonds, preferred and common stocks, and related investments with special emphasis on analysis of corporate balance sheets and income statements. Prerequisite: "C" or better in FINA 301. **Three semester hours.**

#### **FINA 351.PERSONAL FINANCE**

Designed to provide an overview on the formation and structure of an individual's everyday financial decision-making. Emphasizes the role that assets, borrowing, risk, and insurance play in the creation of wealth. Includes discussion on personal banking, interest rates, loans (credit cards, personal), mortgage markets, tax issues, and types of insurance (auto, health, home, life, and student). Prerequisite: Junior or senior standing or permission of instructor. **Three semester hours.**

#### **FINA 352.TOPICS IN FINANCE**

An investigation of finance topics not covered in traditional courses by critical evaluation of assigned readings. Prerequisite: Junior or senior standing or permission of instructor. **Three semester hours.**

### **FINE ARTS**

#### **FA 101.FINE ARTS LECTURESHIP SERIES EVENTS**

Students enrolling in Lander for the first time beginning in the 1991 Fall Semester and subsequent semesters are required to attend 15 FALS events. When 15 events have been attended, FALS 101 credit will be posted to the student's transcript which satisfy the requirement for graduation. For these students, graduation requirements increase to a minimum of 125 semester hours. Students will not register for the course. **One semester hour.**

#### **FA 102.FINE ARTS STUDY TOUR/DOMESTIC**

An intensive, directed cultural tour of New York, Chicago, Washington, D.C., or similar major cultural center in the United States or Canada. Preparation sessions will be given in advance of the trip. A journal will be required after the conclusion of the tour. The focus will be on experiences in music, art, architecture, theatre, and dance. Tours are usually scheduled during Spring Break, May, or over the Christmas holiday. Additional fees are charged for costs beyond tuition. May be repeated for additional credit only if tour sites are different. Tours are led by members of the Department of Fine Arts faculty. **One to three semester hours.**



### **FA 103.FINE ARTS STUDY TOUR/INTERNATIONAL**

An intensive, directed cultural tour of London, Paris, Mexico, Greece, or similar major cultural center abroad. Preparation sessions will be given in advance of the trip. A journal will be required after the conclusion of the tour. The focus will be on experiences in music, art, architecture, theatre, and dance. Tours are usually scheduled during Spring Break, May, or over the Christmas holiday. May be repeated for additional credit only if tour sites are different. Tours are led by members of the Department of Fine Arts faculty. Additional fees are charged for costs beyond tuition. *One to three semester hours.*

## **FRENCH**

### **FR 101-102.ELEMENTARY FRENCH**

Emphasis is placed on conversational skills and the understanding of spoken French, reinforced with the study of grammar and syntax. FR 101 is a prerequisite for FR 102. *Three semester hours each.*

### **FR 111.INTENSIVE ELEMENTARY FRENCH**

A one-semester equivalent of French 101-102 for students with some background in the language. The course provides intensive review and practice in the four language skills. Students who have previously enrolled in French 101 may not take this course. Prerequisite: Placement by proficiency examination. *Three semester hours.*

### **FR 200.STUDY TOUR IN FRANCE**

To provide the student with a living exposure to spoken French through daily contact with the local population in France. French civilization will be explored through lectures, discussions, visits, and excursions. Prerequisite: FR 102 or equivalent preparation. *Three semester hours.*

*FRENCH 102 OR EQUIVALENT IS A PREREQUISITE FOR ALL 200 LEVEL COURSES.*

### **FR 213.INTERMEDIATE FRENCH**

Advanced basic French concentrating on review of grammar and oral communication skills. Prerequisite: FR 102 or FR 111 or demonstration of comparable proficiency. *Three semester hours.*

### **FR 214.ADVANCED GRAMMAR REVIEW AND TRANSLATION**

Intensive review of French Grammar and practice in translation. Prerequisite: FR 102 or FR 111 or demonstration of comparable proficiency. *Three semester hours.*

### **FR 290.FRENCH PRACTICUM**

Intended to give students practical teaching experience in French. Actual practice should help students clear up misconceptions concerning the field they are planning to enter and should aid them in deciding whether their talents and inclinations are genuinely suited to this job. Students must be available two hours per week to work under faculty supervision. Prerequisite: Recommendation by faculty, based on competency demonstrated in French. (Can be repeated for a maximum of three semester hours.) *One semester hour.*

### **FR 300.RESEARCH IN FRENCH**

To be taken in conjunction with History 322, History 324, History 342, History 432, Philosophy 315, Political Science 303, Psychology 358, or Sociology 401. Credit is given for using French language skills to write, in English, a term paper or papers. The grade received for the paper(s) is the grade for French 300. Prerequisites: Six hours of French on the 200 level and permission of both instructors. *Two semester hours.*

### **FR 302.DEVELOPMENT OF FRENCH SOCIETY AND CIVILIZATION**

An overview of the development of French culture in its historical, artistic, intellectual, social, and political manifestations. Prerequisite: FR 213 or 214. *Three semester hours.*

### **FR 350.SPECIAL TOPICS IN FRENCH LITERATURE**

Selections of French literature. Specific course descriptions will be published prior to preregistration in the *Humanities Course Description Guide*. Prerequisite: FR 213 or 214. *Three semester hours.*

### **FR 380.FRENCH SEMINAR**

Consideration of issues in French studies. Specific course descriptions will be published prior to preregistration in the *Humanities Course Description Guide*. Prerequisite: FR 213 or 214. *Three semester hours.*

## **GENERAL EDUCATION**

### **GNED 101.WRITING AND HISTORICAL INQUIRY**

This interdisciplinary course is the equivalent of ENGL 102 and any 100 level history course, thus satisfying General Education requirements in Writing and History. Although the history content will vary, the inquiry into the past will be integrated with instruction in rhetorical and research skills. Students who take this course may not also take ENGL 102 or a corresponding 100 level HIST course for credit. The specific history course will be announced in the class schedule. Prerequisite: ENGL 101. *Six semester hours.*

### **GNED 301.GLOBAL HISTORY: LITERATURE AND EXPERIENCE**

This interdisciplinary course is the equivalent of English 214 and any History course which satisfies the Global Issues/Non-Western Studies requirement in General Education. The literature theme and the history course with which it is paired may vary, but emphasis will be placed on ways in which the two disciplines reinforce and complement each other while representing human

experience through texts that we identify as creative and historical. Content will be global, drawing on both Western and non-Western experience. Upon completion of the course the student's transcript will reflect English 214 and the appropriate History course. Prerequisite: English 102. Junior/senior status recommended. (Global Issues/Non-western Studies). **Six semester hours.**

## **GEOGRAPHY**

### **GEOG 101.INTRODUCTION TO GEOGRAPHY**

Emphasis on the Earth's physical features, its resources and the interdependence of mankind and environment. **Three semester hours.**

### **GEOG 103.WORLD REGIONAL GEOGRAPHY**

An introduction to the physical, cultural, and economic regions of the Earth. Emphasis on the interdependence of world regions. **Three semester hours.**

### **GEOG 202.GEOGRAPHY OF NORTH AMERICA**

A study of the physical, cultural, and economic geography of North America. Emphasis on the United States and Canada. Prerequisite: Geography 101 or 103. **Three semester hours.**

### **GEOG 304.GEOGRAPHY OF THE DEVELOPING WORLD**

An in-depth geographical study of the physical, cultural, spatial connectivity, and prospective problems of regions which have economic levels significantly below those of the developed world and encompass a mix of economic types, but are similar in having modest to low standards of living. Prerequisite: GEOG 101 or 103, or permission. Junior/senior status recommended. (Global Issues/Non-Western Studies). **Three semester hours**

## **GEOLOGY**

### **GEOL 111.PHYSICAL GEOLOGY**

Basic concepts of geology including rocks, minerals and their formation, and the evolution of terrestrial and submarine topographic features through weathering, erosion, sedimentation, faulting, mountain building, volcanism, tectonics, and glaciation. Three hours lecture, three hours laboratory weekly. **Four semester hours.**

### **GEOL 405.HYDROGEOLOGY**

Interactions between water and geologic materials with an emphasis on groundwater. Water quantity and flow, including the hydrologic cycle, aquifer properties, and principles of groundwater flow, water quality aspects, such as water chemistry, and groundwater contamination and remediation problems, and management problems related to water quality and quantity. Prerequisites: MATH 121 or 131, "C" or better in GEOL 111. **Three semester hours.**

## **GERMAN**

### **GER 101-102.ELEMENTARY GERMAN**

Emphasizes the structure and function of grammatical forms of the language; written and oral exercises; development of translation skills. GER 101 is a prerequisite for GER 102. **Three semester hours each.**

## **HEALTH CARE MANAGEMENT**

*To enroll in health care management courses numbered 300 or above, a business student must be classified as a junior or senior and must meet the admission requirements of the Department of Business Administration (see page 100) Students in other divisions must meet the requirements as stated in the minor (see page 108).*

### **HCMT 111.MEDICAL TERMINOLOGY**

An introduction to the fundamentals of medical terminology including roots, prefixes, suffixes with an emphasis on spelling, definition, and pronunciation. **One semester hour.**

### **HCMT 201.HEALTH CARE IN AMERICA**

A survey of the U.S. health care system focusing on the institutional structures, the economics of health care delivery, and the political forces that impact the system. Prerequisite: Sophomore standing or permission of the instructor. **Three semester hours.**

### **HCMT 280. PRINCIPLES OF HEALTH CARE MANAGEMENT**

A study of management theory and its application in the health care setting. The continuum of health care in the United States will be explored. Permission of instructor. **Three semester hours.**

### **HCMT 281.LEGAL, ETHICAL AND REGULATORY ASPECTS OF HEALTH CARE**

An overview of legal and regulatory issues that impact the health care industry with emphasis on laws, regulations, and accreditation standards applicable in South Carolina. The legal structure of the health care delivery system and ethical issues in patient care decisions will be explored. Permission of instructor. **Three semester hours.**

### **HCMT 282.FINANCIAL ASPECTS OF HEALTH CARE**

An overview of financial management of hospitals and health care organizations with emphasis on financial and managerial accounting, financial analysis, and use of financial management tools. Permission of instructor. **Three semester hours.**

### **HCMT 283.SUPERVISION AND HUMAN RESOURCE MANAGEMENT**

A study of methods, techniques, and skills needed to be an effective supervisor in a health care setting. Emphasis on developing and maintaining positive relationships within the work setting. Permission of instructor. *Three semester hours.*

### **HCMT 290.SPECIAL TOPICS IN HEALTH CARE**

Examination of current topics, issues, and trends in the health care industry. *One to three semester hours.*

### **HCMT 301.FOUNDATIONS OF HEALTH CARE MANAGEMENT**

An overview of the evolving standards that affect the management of health care and health-related organizations. Prerequisites: "C" or better in HCMT 201, ENGL 275; Corequisite: MGMT 301. *Three semester hours.*

### **HCMT 311.MANAGED CARE AND HEALTH CARE FINANCE**

An overview of the concepts of managed care organizations. Reimbursement mechanisms and financial strategies for inpatient hospital, outpatient hospital, ambulatory, and non-hospital-based settings will be explored. Prerequisites: "C" or better in HCMT 201 and ENGL 275; corequisite: FINA 301. *Three semester hours.*

### **HCMT 410.HEALTH CARE SYSTEMS**

Exposure to the application of management principles in traditional and emerging health care organizations. Provides students with knowledge of issues in specific to health care such as organizational structure, governance, service planning and analysis, community benefit, marketing, and health information systems. Prerequisites: HCMT 301; HCMT 311, and MKT 301. *Three semester hours*

### **HCMT 490.INTERNSHIP IN HEALTH CARE MANAGEMENT**

Sponsored and supervised practical work experience designed to give students the opportunity to apply concepts of health care management in a health agency or business environment. Students will work under the direction of assigned preceptors and are required to work up to 20 hours per week for a total of 110 hours in one or more organizations approved by the course coordinator. Weekly on-campus seminars may be required by the instructor. Prerequisites: Senior status and HCMT 410, or permission of instructor. *Three semester hours.*

## **HISTORY**

### **HIST 101,102.WESTERN CIVILIZATION**

The historical development of Western institutions, ideas, and cultures from the beginning of civilization to 1918. The first semester covers the period before 1600, the second from 1600 to 1918. Neither course is a prerequisite for the other. (History General Education). *Six semester hours.*

### **HIST 103.WORLD SINCE 1918**

A study of historical change in the world since 1918. It will focus on the consequences of World War I, worldwide economic depression, impact of the Second World War, the Cold War, and the emergence of the Third World. (History General Education). *Three semester hours.*

### **HIST 111, 112.UNITED STATES HISTORY**

A general survey of U.S. history from the age of discovery to 1932. The first semester covers the period before 1850, the second from 1850 to 1932. Neither course is a prerequisite for the other. (History General Education). *Six semester hours.*

### **HIST 113.THE UNITED STATES IN A WORLD PERSPECTIVE: SINCE 1933**

The United States was transformed by the Great Depression, by World War II, and by the Cold War. The nation emerged as a world power, engaged in ideological struggles at home and abroad, and these events compelled reform. (History General Education). *Three semester hours.*

### **HIST 201.THE HISTORIAN'S CRAFT: AN INTRODUCTION TO THE STUDY OF HISTORY**

This course aims to introduce history students to the study of their discipline and to the techniques underlying historical study and research: the critique of primary and secondary sources; the Chicago Style of documentation and bibliography; and the composition of thesis statements, essays, reviews and papers. Students will also learn about the various genres of modern historical research. Should be taken in sophomore year. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113. *Three semester hours.*

### **HIST 280.HISTORY STUDY TOUR**

An intensive, directed tour of an historical site or sites. In addition to preparatory assignments, a preparation session or sessions may be given in advance of the trip. Likewise, summary assignments and a summary session may be scheduled following the experience. Tours are usually scheduled during summer sessions, semester breaks, or over weekends. An appropriate writing assignment or assignments of significant length will be required. May be repeated for additional credit only if tour sites are different. Tours are led by history discipline faculty. Additional fees may be charged for costs beyond tuition. Prerequisite: Three semester hours of 100-level history. Graded Pass/Fail. *One to three semester hours.*

### **HIST 290.HISTORY PRACTICUM: PEER TUTORING**

This course will not satisfy a history general education requirement. Instead it is intended to provide students with practical experience as teaching assistants in History. Actual practice should improve communication skills and should provide experience in synthesizing historical concepts. Prerequisite: Recommendation by faculty. *One semester hour.*

**HIST 301.THE ITALIAN RENAISSANCE**

A study of certain aspects of Italian culture, society, politics, and intellectual life during that age of transition between the late fourteenth and early sixteenth centuries. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113. *Three semester hours.*

**HIST 302.THE FRENCH REVOLUTION**

A study of the French Revolutionary and Napoleonic era, 1789-1815. The course also examines the pre-revolutionary period, the Enlightenment, and the international setting of the late eighteenth century. Emphasis is placed on understanding interpretive materials as well as the narratives of events. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113. *Three semester hours.*

**HIST 303.EUROPE, 1814-1875: THE RACE TO MODERNITY**

This course is a study of change in Europe from the fall of Napoleon to the unification of Germany. Emphasis is on aftermath of the French Revolution, the Industrial Revolution with its accompanying social change, the rise of ideologies, and the state building process which culminated in a radically revised European state system. Prerequisite: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113. *Three semester hours.*

**HIST 306.LATIN AMERICA**

A history of Latin America from pre-Columbian times to the present. Emphasis is on political, social and economic development and international relations. Junior/senior status recommended. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113. (Global Issues/Non-Western Studies). *Three semester hours.*

**HIST 307.VIETNAM: A THOUSAND-YEAR REVOLUTION**

A comparison of the influence, the French, and the Americans on Vietnam; and a study of the responses of the Indo-Chinese peoples to foreign ideas and institutions. Junior/senior status recommended. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113. (Global Issues/Non-Western Studies). *Three semester hours.*

**HIST 308.HITLER AND THE RISE OF THE THIRD REICH**

A study of Germany between 1918-45: the place of Hitler, the conditions in Germany that precipitated his rise to power, and his impact on Germany and the world. Prerequisites: ENGL 102, and one of the following: HIST 101, 102, 103, 111, 112 or 113. *Three semester hours.*

**HIST 311.CIVIL WAR AND RECONSTRUCTION, 1850-1877**

This course examines the causes of the Civil War, beginning with the conflict over the expansion of slavery into the territories acquired during the Mexican-American War. The political, economic, military and social aspects of the war will be examined. The course will conclude by studying both the federal and private, northern, philanthropic approach to Reconstruction. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113. *Three semester hours.*

**HIST 312.THE AMERICAN WEST**

The American West, stretching from the Mississippi Valley to the Pacific, has a unique character and history, shaped by climate, geography, the presence of Native American peoples, its settlement by a tide of nineteenth century immigrants, the origin of Latino culture in the United States. The region has had a profound impact on American life and thought. In this course students will explore the history of the American West. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113. *Three semester hours.*

**HIST 314.THE NEW SOUTH**

The on-going transformation of the American South from about 1880 to the present. Emphasis is placed upon the social, economic, and political readjustments of the late nineteenth century, and the vast changes during much of the twentieth century. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113. *Three semester hours.*

**HIST 315.EUROPE, 1875-1925: THE BREAKDOWN OF MODERNITY**

This course is a study of change in Europe from the achievement of German unity to the peace settlements that followed the First World War. Emphasis will be on construction of mass national cultures in the major European states, the practice of imperialism both within and outside of Europe, the spread of nationalism to the periphery of Europe, and the resulting breakdown which culminated in World War I and the Russian Revolution. Prerequisite: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113. *Three semester hours.*

**HIST 316.A HISTORY OF BLACK EXPERIENCE: FROM AFRICA TO AMERICA**

A study of the political, legal, social and economic experience of African immigrants, slave and free, in America from 1609 to the present. Students will encounter first-person accounts, material culture and historical interpretation. Prerequisite: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113. *Three semester hours.*

**HIST 322.AFRICAN HISTORY AND CULTURE**

An introduction to aspects of Black African history and culture through an examination of anthropological, literary and historical materials. Emphasis will be placed on values within different African societies, on the effects of imperialism and on twentieth century independence movements. Prerequisites: Junior/senior status recommended. (Global Issues/Non-Western Studies). *Three semester hours.*



### **HIST 323.THE CIVILIZATIONS OF INDIA**

A study of Indian society, past and present. Through an examination of such pivotal movements as Gandhi's fight against British domination, the student is introduced to Indian philosophical and religious traditions and to the structure of society. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113. Junior/senior status recommended. (Global Issues/Non-Western Studies). *Three semester hours.*

### **HIST 325.HISTORY OF MEXICO, CUBA, AND CENTRAL AMERICA IN THE TWENTIETH CENTURY**

A study of the Hispanic nations immediately to the south of the United States since 1900. The course focuses on revolutionary upheavals, the internal dynamics of each country, and the interaction of the region with the outside world, especially the United States. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113. Junior/senior status recommended. (Global Issues/Non-Western Studies). *Three semester hours.*

### **HIST 326.ANCIENT WORLD**

This course will provide insights into the character of the Western world during antiquity. It will focus on some aspects of ancient life that had a great effect on the development of Western culture, politics, and society. This course will illustrate how the peoples of ancient Western societies thought and lived in ways different from our own. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112, or 113. *Three semester hours.*

### **HIST 327.THE EARLY MIDDLE AGES**

A survey of political, intellectual, and social life in Western Europe during the Early Middle Ages: the new politics, the recasting of society, manorialism, the confrontation with internal and external challenges, feudalism, church reform, and the rise of nation-states. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113. *Three semester hours.*

### **HIST 328.THE HIGH MIDDLE AGES**

A survey of political, intellectual, and social life in Western Europe during the High Middle Ages: the growth of nation-states, the triumphs and humiliations of the Papacy, the crusading movement, the transformation of legal traditions, twelfth-century renaissance, and scholasticism. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113. *Three semester hours.*

### **HIST 329.THE LATE MIDDLE AGES**

A survey of political, intellectual, and social life in Western Europe during the Late Middle Ages: the consolidation of nation-states, decline of the medieval Empire, triumph and vicissitudes of the Papacy, refinements of law and representative government, demographic and made-made disasters, late medieval social/ political dislocations and recoveries. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113. *Three semester hours.*

### **HIST 330.ROBIN HOOD**

Fact, film, and fancy tales featuring the hero of the green wood. This course will explore Robin Hood from the standpoint of historical fact, literary ballad, and cinematic art. Students will read medieval popular literature, investigate medieval outlawry, critique various films dating from the 1920s to the 1990s, and assess reinterpretations of medieval times. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112, 113. Junior/Senior status recommended. *Three semester hours.*

### **HIST 335.THE CRUSADES: A CHAPTER IN GLOBAL CONFLICT**

The concepts of "holy war" and "jihad" still animate contemporary international relations. The Crusades of the eleventh through fifteenth centuries AD represented an important early manifestation of violent antagonism among Christians, Muslims, and Jews in western Europe, the Balkans, the Middle East, and North Africa. Students will examine this series of medieval conflicts from both western and non-western standpoints as reflected in modern scholarly syntheses and in primary sources in translation. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113. Junior/senior status recommended. (Global Issues/Non-Western Studies). *Three semester hours.*

### **HIST 342.EARLY MODERN ENGLAND**

This course will begin with the reign of Henry (VII) Tudor in 1485, continue through the Stuart and Hanoverian dynasties, and end with the accession of Queen Victoria. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113. *Three semester hours.*

### **HIST 343.MODERN BRITAIN**

This course will begin with the Victorian era and continue through industrialism, imperialism, feminism, World Wars I and II, and Britain's decline as a great power. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113. *Three semester hours.*

### **HIST 345.UNITED STATES, 1877-1921: THE GILDED AGE AND THE PROGRESSIVE ERA**

A study of the United States as it became rapidly industrialized, experienced social and economic stress, undertook political reform, and applied Progressive ideals before and during World War I. This course will stress issues of culture, race, gender and class as well as economics and politics. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113. *Three semester hours.*

### **HIST 355.LATE ANTIQUITY**

Survey of political, intellectual, and social life between 300 and 800 A.D.; the Christianization of the Roman Empire, Germanic migration and the resultant kingdoms, monasticism, the end of the Empire in the West, the continuing imperial polity of the East, the rise of Islam. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113. *Three semester hours.*

### **HIST 360.REVOLUTION IN THE MODERN WORLD**

This course compares selected revolutions and revolutionary experiences in the modern world. Both Western and non-Western revolutions are examined with an aim of understanding revolutions in a global context. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113. Junior/Senior status recommended. (Global Issues/Non-Western Studies). *Three semester hours.*

### **HIST 365.ISSUES IN TWENTIETH-CENTURY AFRICAN HISTORY**

This course is designed for students who want to grasp the historical and social background of topical issues in present day Africa. These issues include the disease AIDS, the struggle for human rights in South Africa (Mandela), causes of poverty, population growth, and political instability. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113. *Three semester hours.*

### **HIST 366.HISTORY OF MODERN SOUTH AFRICA**

A history of modern South Africa: the first white settlements in 1652, the constant racial conflicts thereafter, the policy of apartheid and its demise, the rise of Nelson Mandela, and present developments in the new South Africa. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113. Junior/senior status recommended. (Global Issues/Non-Western Studies) *Three semester hours.*

### **HIST 370.MODERN EAST ASIA**

This course will examine China and Japan in light of the impact of Western expansion and the resulting changes in politics, society, and culture. The time period covered will be from the mid-nineteenth century to the present. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113. Junior/Senior status recommended (Global Issues/Non-Western Studies). *Three semester hours.*

### **HIST 371.TOPICS IN GLOBAL ISSUES/NON-WESTERN STUDIES**

This special or experimental course is to be announced by the department to explore the diverse historical roots of world cultures and societies. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113. Junior/Senior status recommended. (Global Issues/Non-Western Studies) *Three semester hours each.*

### **HIST 383.WARFARE IN THE MODERN WORLD, 1870-PRESENT**

The development of weapons & strategies, their effects within the military and on civilian populations during the period under investigation. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113, Junior/senior status recommended. (Global Issues/Non-Western Studies). *Three semester hours.*

### **HIST 390.UNITED STATES HISTORY BEFORE THE TWENTIETH CENTURY**

A requirement for history majors, this course will use influential primary and secondary sources to examine the major turning points and themes in American social, political and economic history before the nation became a world power. Will be taken junior year. Prerequisites: ENGL 102 and HIST 201. *Three semester hours.*

### **HIST 391.THE UNITED STATES AND THE WORLD IN THE TWENTIETH CENTURY**

This course will use significant documents to examine the crises, conflicts and turning points in the 20th and early 21st centuries that engaged American perspectives as well as the perspectives of other nations and cultures. Should be taken junior year. Prerequisite: ENGL 102 and HIST 201. *Three semester hours.*

### **HIST 441.SPECIAL TOPICS IN HISTORY**

This special theme course in history is to be announced by the department. It will include experimental and interdisciplinary courses. Themes include, but are not limited to: Medieval Mentalities, Civilizations, and Robin Hood. These courses are not sequential. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113. *One to three semester hours.*

### **HIST 451.METHODS FOR TEACHERS OF SECONDARY SOCIAL STUDIES**

This course will emphasize planning, implementing, and evaluating instruction of social studies at the secondary level. Students will integrate pedagogical theory and practice by developing curricular materials, lesson plans, and presentation strategies. Attention will be given to teaching students to use technology for research, analysis, and presentation. The course will cover the ten NCSS standards and the theory and methodology for instructing all social studies disciplines. Prerequisites: EDUC 320, EDUC 329, EDUC 351, and 18 hours of history at 300 level. Co-requisite: EDUC 429. *Three semester hours.*

### **HIST 490.INTERNSHIP**

Students participate in practical work experience related to the study of history. Internship is supervised by a faculty member. Normally speaking, a student must be in good academic standing and have completed 45 semester hours of credit (6 of them in history) in order to participate in an internship. Other course prerequisite(s) may be required at the instructor's discretion. Graded on a pass-fail basis. *One to nine semester hours.*

### **HIST 499.THESIS**

A required course for students who major in history. Students will examine and apply research methodologies in individual projects selected in consultation with the instructor. The students will also be asked to reflect upon the value of historical study in their future professional lives (including graduate studies). A final paper will be presented to a conference of the history faculty. Prerequisites: completion of eighteen semester hours of history at 300 level or higher. *Three semester hours.*

## HONORS

### HS 101, 102.HONORS SEMINAR

A seminar especially designed and required for students in their first year in the Honors Program. Emphasis is on research, critical analysis, examination of personal and cultural values, writing skills, and group assignments. The seminar topic will change from year to year, but will be interdisciplinary or transdisciplinary in nature. *One semester hour each.*

### HS 200.STUDY IN ENGLAND

Study abroad. *Twelve semester hours.*

## HONORS PROGRAM

### HP 111.ISSUES IN ARTS AND HUMANITIES

This seminar will take a worldwide view of some of the major issues in the fields for which the College of Arts and Humanities is responsible. Topics such as popular culture, world literature and philosophy, and western and non-western art and music will be included. The class format will emphasize reading, writing, and discussion. *Three semester hours.*

### HP 112.INTERNATIONAL ISSUES IN EDUCATION

This seminar will take a worldwide view of some of the major issues in the fields for which the College of Education is responsible. Topics such as comparative educational patterns and problems around the world may be included. This course will include some attention to the British system of education in preparation for the semester abroad. The class format will emphasize reading, writing, and discussion. Prerequisite: Admission to the Honors Program. *Three semester hours.*

### HP 113. INTERNATIONAL ISSUES IN BUSINESS & PUBLIC AFFAIRS

This seminar will take a world view of some of the major issues in the fields for which the College of Business & Public Affairs is responsible. The seminar topic will change from year to year but will have an interdisciplinary focus to include economic, social, and political dimensions. The class format will emphasize research, critical analysis, writing skills, and group assignments. Prerequisite: Admission to the Honors Program. *Three semester hours.*

### HP 114.INTERNATIONAL ISSUES IN SCIENCE AND MATHEMATICS

This will be a seminar-style course that empathizes reading, writing, and discussion rather than lecture. This course will take a worldwide view of some of the major issues in the fields of biology, chemistry, environmental science, mathematics, nursing and physics. Topics such as global warming, energy supply, use and technology, world disease patterns, the accelerated loss of species, other current environmental challenges, cloning, stem cell research and the human evolution controversy, may be included. Prerequisites: Admission to the Honors Program and sophomore standing or permission of instructor. *Three semester hours.*

## HUMANITIES

### HUMA 101.CONTEMPORARY MAN

An introduction to the complexity, ambiguity, and unity of man. This course is concerned with the problem of man and the problem posed by man. Emphasis is placed upon those areas of human interest and endeavor on both the practical and intellectual levels which are of major concern to today's world. *One semester hour each.*

### HUMA 230.STUDIES IN HUMANITIES

These courses will offer a broad, interdisciplinary approach to the study of the Humanities or will study a humanities discipline other than those separately listed in Lander's curriculum. Topics, course descriptions, and requirements will be announced in advance. Prerequisite: ENGL 102. *Three semester hours.*

### HUMA 285.FILM STUDIES

The course will cover film history, aesthetics, and criticism from a historical, cultural, and theoretical context. Films will be taught and discussed much as novels or poems are discussed in English courses. The course will cover 12-15 films beginning with the great directors of silent film (Chaplin, Murnau, Griffith) and go through such directors as Welles, Hitchcock, Truffaut, Bergman, Kurosawa, Herzog, Allen, Renoir, and Hawks. Students should expect substantial reading and writing assignments. Prerequisite: ENGL 102. *Three semester hours.*

### HUMA 330.SPECIAL TOPICS IN HUMANITIES

These courses will examine specific topics in the humanities from the perspective of various disciplines or from that of a humanities discipline other than those separately listed in Lander's curriculum. Topics, course descriptions, and requirements will be announced in advance. Prerequisite: ENGL 102. *Three semester hours.*

### HUMA 390.SPECIAL TOPICS IN WORLD CULTURES

These courses will examine specific topics in the humanities from the perspective of various disciplines and various cultures. Topics either will address global issues or will focus on non-western cultures. Topics, course descriptions and requirements will be announced in advance. Prerequisite: ENGL 102. Junior/senior status recommended. (Global Issues/Non-western Studies). *Three semester hours.*

### HUMA 395.SPECIAL TOPICS IN LATIN AMERICAN STUDIES

Courses offered under this number will include interdisciplinary study of Latin American culture or study of Latin American Literature in translation. Topics, course descriptions, and requirements will be announced in advance. Prerequisite: ENGL 102. Junior/senior status recommended. (Global Issues/Non-western Studies). *Three semester hours.*

## **HUMA 430.HUMANITIES SEMINAR**

Interdisciplinary seminar for the advanced student. Courses designed to examine a particular topic which is of interest to many fields, in contrast to the specialized nature of the usual college courses. Having as their primary purpose the integration of knowledge from various disciplines, these are courses taught by faculty from the departments involved. See announcement of courses for specific offerings each semester. Prerequisites: Completion of general education requirements in history and literature. *Three semester hours.*

## **INTERDISCIPLINARY STUDIES**

### **IDSA 300.INTERDISCIPLINARY STUDIES AWAY-RECIPROCAL EXCHANGE**

Students in any major can take courses from a number of institutions in a number of disciplines either by traveling abroad or by taking courses in a foreign country through the Internet. Students traveling abroad must register in IDSA 300 at Lander full-time (12-15 hours) and are charged full-time tuition and fees. Students taking courses in a foreign country through the Internet must register in IDSA 300 either part-time (less than 12 hours) or full-time and be charged the appropriate part-time or full-time tuition and fees. Credit hours earned at foreign institutions under IDSA 300 are subject to University transfer policies and will replace the IDSA 300 course when an official transcript is received from the foreign institution; these courses will not count on the GPA. All credit hours earned in this manner will be counted in the Classification of Instructional Program (CIP) code of 309999 (Multi/Interdisciplinary Studies, Other) Corequisite: Study Away Program Certification Form (from Office of Financial Aid). *One to fifteen (variable) semester hours.*

### **IDSA 301.INTERDISCIPLINARY STUDIES AWAY-NONRECIPROCAL EXCHANGE**

Exchange students in any major can take courses from another institution – either domestic or international – without paying tuition and/or fees to Lander by registering in IDSA 301 at Lander. Credit hours earned at the host institution under IDSA 301 are subject to University transfer policies and under those policies will replace the IDSA 301 course when an official transcript is received from the host institution; these courses will not count in the Lander GPA. All credit hours earned in this manner will be counted in the Classification of Instructional Program (CIP) code of 309999 (Multi/Interdisciplinary Studies, Other) Corequisite: Study Away Program Certification Form (from the Office of Financial Aid) *One to fifteen (variable) semester hours.*

### **IDS 499.IDS INTEGRATIVE EXPERIENCE**

This capstone integrative experience will require the student to pull together the various disciplinary perspectives represented in the program of study. The fulfillment of this requirement may be replaced by an approved existing capstone course in one of the disciplines represented. Prerequisite: Senior IDS majors only. *One semester hour.*

## **JOURNALISM**

### **JOUR 201.INTRODUCTION TO JOURNALISM**

An introduction to journalism, with an emphasis on style, newsgathering, and newswriting for the mass media. The course will include study of and experience with news analysis, reporting skills, and beat reporting. Prerequisite: ENGL 102. *Three semester hours.*

### **JOUR 302.DESKTOP PUBLISHING**

Introduction to and practical experience in the use of a variety of desktop publishing programs, including newspaper layout and design, digital photography, scanning, transmission of publications by email, and publishing to the internet. Prerequisite: JOUR 201. *Three semester hours.*

### **JOUR 303.INTRODUCTION TO WEB DESIGN**

Introduction to and practical experience in the use of web design software. This course will emphasize both creative design theory as well as applied technology. *Three semester hours.*

### **JOUR 375.FEATURE AND MAGAZINE WRITING**

Writing of feature and other non-fiction articles for publication in newspapers, magazines, and other print media. This course will take a concept, develop it into a manuscript, and show techniques for marketing materials. Prerequisite: JOUR 201. *Three semester hours.*

### **JOUR 490.JOURNALISM INTERNSHIP**

This course allows practical application of the student's specific field of interest in the media. Students will work a specified amount of time each week at a newspaper, in broadcast, or in public relations under the supervision of the hiring agency and a faculty sponsor. This internship is designed to give students a chance to apply their skills in a professional setting and help them determine career options. Prerequisite: JOUR 201 or permission of the division chair. Can be taken up to three times for a maximum of nine hours. *One to nine semester hours.*

## **LEADERSHIP DEVELOPMENT**

### **LPLP 101.LEADERSHIP DEVELOPMENT I**

Focuses on the "tools" of leadership (communications skills, decision-making, team-building, problem-solving), self-awareness, and action research and actual presentations of leadership project findings and recommendations. Prerequisite: Selection to and participation in the Lander President's Leadership Program. *One semester hour.*



## **LPLP 102.LEADERSHIP DEVELOPMENT 2**

Continues to build and expand upon the leadership skills presented in LPLP 101, and involves a field trip to observe the state legislature in session, and to interact with political and higher education leaders. Prerequisite: Selection to and participation in the Lander President's Leadership Program. *One semester hour.*

## **MANAGEMENT**

*To enroll in management courses numbered 300 or above, a business student must be classified as a junior or senior and must meet admission requirements of the Department of Business Administration (see page 107). Students in other divisions must meet the requirements as stated in the minor (see page 107)*

### **MGMT 301.PRINCIPLES OF MANAGEMENT**

A study of contemporary management theories and an analysis of the four basic management functions: planning, organizing, leading, and controlling. Students will learn how to use these functions for establishing and accomplishing business objectives. Students will build skills and gain insight into behavioral issues to more effectively manage and lead while articulating the vision and ethical climate for organizational effectiveness. Areas of investigation include management theories, functions, and global perspectives, organizational environment, motivation, leadership, communication, decision-making, human behavior, operations, and social responsibility. *Three semester hours.*

### **MGMT 310.SMALL BUSINESS MANAGEMENT AND ENTREPRENEURSHIP**

A course designed for those who intend to pursue a career in their own business. Main emphases are opportunities and problems of managing small business organizations. Topics in law, finance, accounting, taxes, marketing, and human resources will be discussed. Employment opportunities in various fields are also discussed. Prerequisite: "C" or better in MGMT 301. *Three semester hours.*

### **MGMT 315.HUMAN RESOURCE MANAGEMENT**

A study of present-day methods and techniques of human resources procurement and employee relationships in a well-rounded program and the overall field of Industrial Relations. Prerequisite: "C" or better in MGMT 301. *Three semester hours.*

### **MGMT 330.OPERATIONS MANAGEMENT**

A study of the input-conversion-output processes associated with the manufacturing and service sector. Emphasis on inventory control, quality control, scheduling, facility layout, material requirements planning (MRP), and just-in-time (JIT) inventory systems. Prerequisite: "C" or better in MGMT 301. *Three semester hours.*

### **MGMT 340.MANAGEMENT OF ORGANIZATIONAL BEHAVIOR**

Provides management students with a framework of understanding how behavior within business organizations is managed. Students will conduct analysis of situations involving individual and group behavior. Special attention will be placed on the development of small and large group theory, interpersonal relations, and achievement of the goals of the enterprise with and through people as individuals and as groups. Areas of investigation include motivation, stress, organizational process, control leadership, and group dynamics. Prerequisite: "C" or better in MGMT 301. *Three semester hours.*

*To enroll in marketing courses numbered 300 or above, a business student must be classified as a junior or senior and must meet admission requirements of the Department of Business Administration (see page 107). Students in other divisions must meet the requirements as stated in the minor (see page 107).*

## **MARKETING**

### **MKT 301.PRINCIPLES OF MARKETING**

An introduction to the principles of marketing, particularly those applicable to micro-marketing. Main topics include the role of marketing in business and society, the development of the marketing strategy, international marketing, and implementing and control of marketing activities. *Three semester hours.*

### **MKT 305.MARKETING COMMUNICATIONS**

A study of impersonal methods of marketing communications with major attention given to advertising as the dominant form, also examines the contributions of sales promotion and publicity to the promotional mix. Prerequisite: "C" or better in MKT 301. *Three semester hours.*

### **MKT 310.SELLING AND SALES MANAGEMENT**

A study of the role of personal selling in the marketing and promotional mixes, and an examination of the skills involved. Sales management practices are reviewed from the point of management and the salesperson. Prerequisite: "C" or better in MKT 301. *Three semester hours.*

### **MKT 325.CONSUMER BEHAVIOR**

An examination of the consumer decision-making process in a marketing context. Various concepts from the behavioral sciences are studied to help the student develop the ability to understand consumers' reactions to marketing decisions. Prerequisite: "C" or better in MKT 301. *Three semester hours.*

### **MKT 330.PRINCIPLES OF RETAILING**

A study of the role of retailing in distribution will be studied. The course includes an analysis of the basic retail types, the principles of store location, techniques of merchandising and promotion, and the requirements for service and control. Prerequisite: "C" or better in MKT 301. *Three semester hours.*

### **MKT 415.MARKETING RESEARCH**

The application of research methodology to marketing and management problems. Topics such as questionnaire construction, sampling, data collection and quantitative data analysis are covered. Prerequisites: "C" or better in MKT 301, BA 304 and senior standing. *Three semester hours.*

### **MKT 420.MARKETING MANAGEMENT**

A study of the aggregate marketing system from a decision maker's point of view. Managerial perspectives of the product price, promotion, and distribution elements of the marketing mix are covered. Case analysis combining marketing and other functional areas of business are discussed. Marketing management decision making is practiced in a simulated marketing/business environment. Prerequisites: "C" or better in MKT 301, and MGMT 301, and FINA 301, and senior standing. *Three semester hours.*

## **MASS COMMUNICATION**

### **MCOM 401.STUDIES OF CURRENT LITERATURE IN SCHOLARLY WRITING AND CRITICISM**

Designed to provide students, who wish to pursue a graduate degree, the opportunity to read, study, and critique current literature and scholarly writing within their area of study. Prerequisites: Must have 18 semester hours in the major and junior or senior standing. *One to three semester hours.*

### **MCOM 499.CRITICAL ISSUES IN MASS COMMUNICATION**

Senior capstone course discussing careers in mass communication, graduate schools, professional ethics, and an analysis of current ethical and legal issues. To be taken in the senior year by students enrolled in the mass communication. *One semester hour.*

## **MATHEMATICS**

### **MATH 101.SURVEY OF MATHEMATICS**

Students will be exposed to a variety of mathematical ideas. Topics may include but are not limited to: functions and graphs, graph theory, scheduling problems, linear programming, data analysis, voting, apportionment, finance, and the history of mathematics. This is an appreciation course designed for liberal arts majors. *Three semester hours.*

### **MATH 111.PRECALCULUS I**

This course is designed to prepare students for the calculus. The course begins with a review of intermediate algebra. Additional topics include polynomial, rational, exponential, and logarithmic functions with emphasis on graphing techniques. *Three semester hours.*

### **MATH 112.PRECALCULUS II**

This course is a continuation of MATH 111. Topics covered include: right triangle trigonometry, analytical trigonometry, graphing of trigonometric functions, laws of sines and cosines, trigonometric identities and equations, vectors, systems of linear equations, and conic sections. Prerequisite: Grade of "C" or better in MATH 111, or equivalent. *Three semester hours.*

### **MATH 121.MATHEMATICS FOR BUSINESS, LIFE SCIENCE, AND THE SOCIAL SCIENCES**

Designed to introduce students to a variety of mathematical topics and their applications. Topics include linear and quadratic functions, systems of linear equations and matrix solutions, elementary linear programming, exponential and logarithmic functions, and mathematics of finance. (May not be taken by students who have successfully completed MATH 131). *Three semester hours.*

### **MATH 123.CALCULUS FOR BUSINESS, LIFE SCIENCE, AND THE SOCIAL SCIENCES**

An intuitive presentation of the concepts of the calculus, interwoven with numerous realistic mathematical models. Topics include: functions, limits, continuity, derivatives, integrals, and functions of several variables. Prerequisite: MATH 121 or equivalent. (May not be taken by students who have successfully completed MATH 131). *Three semester hours.*

### **MATH 125.INTRODUCTION TO DISCRETE MATHEMATICS**

Mathematical concepts useful to computer science majors. Topics include number operations, counting principles, sets, relations, functions, arrays, number systems, Boolean algebra, and graph theory. *Three semester hours.*

### **MATH 131.DIFFERENTIAL CALCULUS**

Limits, continuity, the derivative, the chain rule, implicit differentiation, and applications of the derivative. Students must have a thorough knowledge of precalculus such as is covered in MATH 111-112, including proficiency with the trigonometric functions. Students without such a background are strongly advised to take MATH 111-112. *Three semester hours.*

### **MATH 132.INTEGRAL CALCULUS**

Max/min problems, definite and indefinite integrals, the Mean Value Theorem and the Fundamental Theorem of Calculus, applications of the integral, integration techniques, and improper integrals. Students must have a thorough knowledge of precalculus such as is covered in MATH 111-112, including proficiency with the trigonometric functions. Students without such a background are strongly advised to take MATH 111-112. Prerequisite: Grade of "C" or better in MATH 131. **Three semester hours.**

### **MATH 133.ENGINEERING SEMINAR**

An overview of engineering as a discipline and as an occupation, including lectures by and discussions with working engineers. Students will solve elementary engineering problems and gain proficiency in using an advanced scientific calculator. This course should be taken concurrently with MATH 132 or at the first offering after the student has completed MATH 132. Prerequisites: Grade of "C" or better in MATH 131 and enrollment in a dual degree engineering program or permission of instructor. **One semester hour.**

### **MATH 134.INTRODUCTION TO ABSTRACT MATHEMATICS**

An introduction to theoretical mathematics and proof techniques. Topics in logic, set theory, number theory, calculus, and elementary algebra will be used to illustrate some of the methods used in upper-level courses in the major. Prerequisite: Grade of "C" or better in MATH 131. **One semester hour.**

### **MATH 203.MATHEMATICS FOR ELEMENTARY TEACHERS**

This course provides some of the content necessary for elementary school teachers. Topics covered include problem solving, intuitive geometry, and measurement. May be taken by only Early Childhood Education, Elementary Education, and Special Education majors. **Three semester hours.**

### **MATH 204.INTRODUCTION TO OPERATIONS RESEARCH**

The application of mathematics to the decision-making process. Includes linear, dynamic, and integer programming; stochastic models; and computer simulation. Designed for students who plan to participate in corporate, government, or industrial decision making. Prerequisite: MATH 111-112 or six semester hours from MATH 121, 123, or higher. **Three semester hours.**

### **MATH 211.INTRODUCTION TO STATISTICAL METHODS I**

An introduction to elementary data analysis, descriptive measures, theoretical distributions of random variables, and sampling distributions of statistics leading to statistical inference including estimation of parameters with confidence intervals and tests of hypotheses. (MATH 311 is recommended for mathematics majors and is required for dual-degree engineering students.) **Three semester hours.**

### **MATH 212.INTRODUCTION TO STATISTICAL METHODS II**

A continuation of MATH 211 includes comparing parameters of two or more populations, analyses of count data by means of multinomial distributions and contingency tables, discussion of issues of elementary experimental design, simple linear regression and correlation, analysis of variance methods, and additional topics as time allows. Students will make frequent use of a statistical software package. Prerequisite: MATH 211, or MATH 311, or BA 225, or comparable course with permission of the instructor. **Three semester hours.**

### **MATH 231.CALCULUS III**

Infinite sequences and series, power series, Taylor's Theorem. Vectors in  $R^2$  and  $R^3$ . Prerequisite: Grade of "C" or better in MATH 132. **Three semester hours.**

### **MATH 232.MULTIVARIABLE CALCULUS**

Functions of several variables, partial differentiation, gradient vector, multiple integrals, divergence, curl, line and surface integrals, Green's Theorem and Stokes' Theorem. Applications of multivariable calculus. Prerequisite: Grade of "C" or better in MATH 231. **Three semester hours.**

### **MATH 240.DIFFERENTIAL EQUATIONS**

Basic theory and solutions of ordinary linear differential equations. Applications in mechanics and vibrations. Power series solutions at ordinary points and at regular singular points. Introduction to Laplace transform methods and systems of ordinary differential equations. Prerequisites: Grade of "C" or better in MATH 231 and concurrent enrollment in MATH 232, or completion of MATH 232 with a grade of "C" or better. **Four semester hours.**

### **MATH 290.MATHEMATICS PRACTICUM**

Designed to give students practical experience in tutoring mathematics. Elective credit only. Graded as Pass/Fail. By permission of Department Chair. **One semester hour.**

### **MATH 300.NUMERICAL ANALYSIS**

An introduction to scientific computing. The use of numerical methods in solving equations, systems of linear equations, and differential equations. Numerical integration. (Also listed as CIS 300.) Students are encouraged to take CIS 102 or 202. Prerequisites: MATH 132 (grade of "C" or better) and CIS 130. **Three semester hours.**

### **MATH 308.LINEAR ALGEBRA**

An introductory study of vector spaces. Topics include systems of linear equations, determinants, matrices, linear transformations, and eigenvalues. Prerequisite: Grade of "C" or better in MATH 132. **Three semester hours.**

### **MATH 311.MATHEMATICAL STATISTICS**

A calculus-based introduction to both the theory and applications of probability and statistics. Topics include elementary data analysis, probability distributions and density functions, estimation, hypothesis testing, and simple linear regression. Students will make frequent use of a statistical software package. Prerequisite: Grade of "C" or better in MATH 132. *Three semester hours.*

### **MATH 321.ABSTRACT ALGEBRA I**

An introduction to algebraic systems, groups, rings, integral domains, and polynomial rings. Prerequisite: Grade of "C" or better in MATH 132. *Three semester hours.*

### **MATH 322.ABSTRACT ALGEBRA II**

A continuation of MATH 321 including fields, ideals, quotient rings, vector spaces, linear transformations and field extensions. Prerequisite: Grade of "C" or better in MATH 321. *Three semester hours.*

### **MATH 325.DISCRETE MATHEMATICS**

An introduction to the mathematics of enumeration to include counting, inclusion-exclusion, generating functions, and recursion. Basic graph theory (paths, circuits, planarity, trees, colorings) and Boolean algebra. Numerous applications to a wide variety of disciplines such as computer science, engineering, operations research, biology, chemistry, and political science. Prerequisite: Grade of "C" or better in MATH 132. *Three semester hours.*

### **MATH 350.MATHEMATICS HISTORY**

A study of mathematics with a historical perspective. Emphasis on the development of mathematics from ancient to near-modern times. Required for secondary certification mathematics majors. Prerequisite: Grade of "C" or better in MATH 132. *Three semester hours.*

### **MATH 351.GEOMETRY**

A formal study of geometry. Topics include a modern axiomatic development of Euclidean geometry, the historical development of non Euclidean geometries, proof techniques, constructions, and applications. Prerequisite: Grade of "C" or better in MATH 132. *Three semester hours.*

### **MATH 390.TOPICS IN MATHEMATICS**

This elective course allows for a flexible offering of various mathematical topics which are not a part of the regular course offerings. Specific topics and course prerequisites will be announced in advance. *One to three semester hours.*

### **MATH 400.CAPSTONE COURSE--MATHEMATICS**

This is the senior capstone course. It will include a discussion of careers in mathematics, graduate school opportunities, professional ethics and concerns, and a general review of the required major courses and of general education. As a part of assessment, this course will include an assessment exam and the exit interview. *One semester hour.*

### **MATH 412.TOPOLOGY**

Introduction to elementary properties of a topological space, subspaces, quotient and product spaces, separation axioms, and metric spaces. Prerequisite: Grade of "C" or better in MATH 132. *Three semester hours.*

### **MATH 431.ANALYSIS I**

A careful study of real functions of a real variable. Topics include topology of the line, sequences, limits, continuity, differentiation, and the Riemann integral. Prerequisite: Grade of "C" or better in MATH 232. *Three semester hours.*

### **MATH 432.ANALYSIS II**

A continuation of MATH 431 which includes sequences and series of functions. An introduction to complex analysis including analytic functions, Cauchy's Theorem and Formula, Taylor and Laurent series, contour integration, and residue calculus. Prerequisite: Grade of "C" or better in MATH 431. *Three semester hours.*

### **MATH 451.SECONDARY MATHEMATICS METHODS**

Strategies and techniques which are essential to the effective teaching of mathematics in secondary schools. Primary topics include planning, presentation, and evaluation. A clinical experience is required. Prerequisites: MATH 232 (grade of "C" or better), EDUC 202, EDUC 351. Corequisite: EDUC 429. *Three semester hours.*

### **MATH 490. MATHEMATICS INTERNSHIP**

Designed to give students practical work experience in a field related to their major. The student will work through an approved agency or business under the supervision of professional employees and a major advisor. Credit hours awarded is determined on a case-by-case basis by the Department Chair and mathematics faculty. Course grade will be determined based on the written evaluations by the field supervisor and written report rendered by the student. Prerequisites: 15 semester hours in major area and permission of the instructor. Juniors and seniors only. *One-four semester hours.*

## **MEDIA**

### **MEDA 101.INTRODUCTION TO MASS MEDIA**

This course studies the roles and different interactive influences of American mass media. A particular emphasis will be placed on the economic, political and social effects of the media as well as First Amendment freedom and ethical issues. *Three semester hours.*



### **MEDA 250.TELECOMMUNICATIONS**

The emphasis of this course will focus on a study of the appeal, impact, and global effects of telecommunications. Special attention will be given to technical aspects as related to commercial, educational, and informational telecommunications systems. *Three semester hours.*

### **MEDA 290.MEDIA PRACTICUM**

An on-campus internship designed to give students a practical, cocurricular work experience under the direct supervision of a professional in the student's area of interest. Students are required to keep a journal of their experience. Course may be repeated for no more than 6 semester hours total credit. Prerequisites: Permission of advisor and campus supervisor. *One to three semester hours.*

### **MEDA 302.RADIO PRODUCTION**

Theory and practice of a radio station's operation and management. Production laboratories and visits to radio stations are required. Prerequisites: SPCH 102 or SPCH 201. *Three semester hours.*

### **MEDA 332.LIGHTING DESIGN FOR THE CAMERA**

The study and development of demonstrated competence in the aesthetic and practical considerations in lighting for film and studio. Classroom experience in planning, operation, and design techniques. Prerequisite: THTR 101. *Offered in the Spring. Three semester hours.*

### **MEDA 340.TELEVISION NEWS REPORTING**

Introduction to television production techniques including the writing, videography and video editing. The emphasis is on learning the legal, theoretical and practical requirements of producing television news. Prerequisites: MEDA 101 and JOUR 201 or instructor's permission. *Three semester hours.*

### **MEDA 341.ADVERTISING AND PUBLIC RELATIONS**

This class is a study of the theory and practice of advertising and public relations campaigns for both print and electronic media. Topics will include preparing news releases, public service announcements, press kits, brochures and advertisements. Prerequisite: MEDA 201 or ART 204. *Three semester hours.*

### **MEDA 401.STUDIES OF CURRENT LITERATURE IN SCHOLARLY WRITING AND CRITICISM**

Designed to provide students, who wish to pursue a graduate degree, the opportunity to read, study, and critique current literature and scholarly writing within their area of study. Prerequisites: Must have 18 semester hours in the major and junior or senior standing. *One to three semester hours.*

### **MEDA 403.ON-CAMERA TECHNIQUES**

Specific techniques required for an effective performance on video or film are actively addressed. Emphasis is on practical experience to develop and demonstrate competence in adjusting to the unique performance demands required for the camera. Prerequisite: THTR 202 or permission of instructor. *Three semester hours.*

### **MEDA 421.SEMINAR IN MEDIA LAW AND ETHICS**

Study of the history of mass communication law as well as a focus on contemporary legal and ethical issues. A research paper is required. Prerequisite: MEDA 201. *Three semester hours.*

### **MEDA 450.ADVANCED TELEVISION PRODUCTION**

The emphasis is on the techniques of live studio news production. Students study the process of producing and directing studio camera operation and television news writing. Prerequisites: MEDA 101 and JOUR 201 or instructor's permission. *Three semester hours.*

### **MEDA 490.INTERNSHIP IN MEDIA SERVICES**

Internship is designed to give the student a practical work experience under the supervision of a professional. A student will work through an approved agency, business, or academic environment under the supervision of one of its professional employees and designated professor. Suitable positions determine availability of internships. Prerequisites: Junior or senior standing or permission of instructor. *One to six semester hours.*

## **MILITARY SCIENCE AND LEADERSHIP**

### **MSL 101.LEADERSHIP PERSONNEL DEVELOPMENT**

Cadets are introduced to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. No military obligation incurred. (2 hrs. lecture, 3 hrs. lab, weekly.) *Two semester hours.*

### **MSL 102.INTRODUCTION TO TACTICAL LEADERSHIP**

Gives an overview of leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. No military obligation incurred. (2 hrs. lecture, 3 hrs. lab, weekly.) *Two semester hours.*

### **MSL 105.FOUNDATIONS OF LEADERSHIP (ACCELERATED)**

This course is offered by exception only. It merges the MSL 101-102 courses in a compressed period. The course accomplishes all enabling learning objectives and terminal learning objectives of two semesters. Military obligation is incurred due to linkage to follow on courses and commissioning. Prerequisite: Approval of the Professor of Military Science and Leadership. *Three semester hours.*

### **MSL 201.INNOVATIVE TEAM LEADERSHIP**

Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework (trait and behavior theories). Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. No military obligation incurred. (2 hrs. lecture, 3 hrs. lab, weekly.) *Two semester hours.*

### **MSL 202.FOUNDATIONS OF TACTICAL LEADERSHIP**

Examines the challenges of leading tactical teams in the complex contemporary operating environment (COE). The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. No military obligation incurred. (2 hrs. lecture, 3 hrs. lab, weekly.) *Two semester hours.*

### **MSL 205.LEADERSHIP AND TEAMWORK (ACCELERATED)**

This course is offered by exception only. This course merges MSL 201-202 courses in a compressed period. The course accomplishes all enabling learning objectives and Terminal Learning Objectives of two semesters. Military obligation is incurred due to linkage to follow on courses and commissioning. Prerequisite: Approval of the professor of Military Science and Leadership. *Three semester hours.*

### **MSL 210.ROTC BASIC CAMP**

Five weeks of summer training at Ft. Knox, Kentucky. Enrollment limited to students who have completed no more than one year of Military Science and have at least two years remaining before graduation. Travel pay and salary provided. May be taken in lieu of first and/or second-year basic courses. Camp graduates are eligible to compete for scholarships and enrollment in advanced Military Science but are not obligated. *Eight semester hours.*

### **MSL 301.ADAPTIVE TACTICAL LEADERSHIP**

Cadets are challenged to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, cadets continue to develop their leadership and critical thinking abilities. Prerequisite: Basic course or credit for equivalent training approved by the Professor of Military Science. (3 hrs. lecture, 3 hrs. lab, weekly.) *Three semester hours.*

### **MSL 302.LEADERSHIP IN CHANGING ENVIRONMENTS**

Uses increasingly intense situational leadership challenges to build cadet awareness and skills in leading tactical operations up to platoon level. Cadets review aspects of combat, stability, and support operations. They also conduct military briefings and develop proficiency in garrison operation orders. Cadets are evaluated on what they know and do as leaders as they prepare to attend the ROTC summer Leader Development Assessment Course (LDAC). The focus is on exploring, evaluating, and developing skills in decision-making, persuading, and motivating team members in the contemporary operating environment. Prerequisite: Basic course or credit for equivalent training approved by the Professor of Military Science. (3 hrs. lecture, 3 hrs. lab, weekly.) *Three semester hours.*

### **MSL 401.DEVELOPING ADAPTIVE LEADERS**

Develops cadet proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. Cadets assess risk, make ethical decisions, and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare cadets to make the transition to Army officers. Prerequisites: MSL 301 and 302. (3 hrs. lecture, 3 hrs. lab, weekly.) *Three semester hours.*

### **MSL 402.LEADERSHIP IN A COMPLEX WORLD**

Explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment. Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with nongovernmental organizations, civilians of the battlefield, and host nation support. Prerequisites: MSL 301 and 302. (3 hrs. lecture, 3 hrs. lab, weekly.) *Three semester hours.*

### **MSL 405.LEADERSHIP, MANAGEMENT, AND OFFICERSHIP (ACCELERATED)**

This course is offered by exception only. This course merges MSL 401 & 402 courses into a compressed period. The course accomplishes all enabling learning objectives and Terminal Learning Objectives of two semesters. Military obligation is incurred due to linkage to follow on courses and commissioning. Prerequisite: Approval of the Professor of Military Science and Leadership. *Three semester hours.*

### **MSL 490.INTERNSHIP**

Student will serve as the ROTC Department Assistant Operations Officer for one of several specified Military Staff Functions. Administration, Staff Operations, Logistics, Civil Military Relations, Physical Fitness, Information Management and Operations, or Recruiting. The student will assist in the development, and maintenance of an 18-24 month calendar, and is responsible for assisting in the planning coordination, and execution of scheduled activities. Any student interested in this internship must coordinate and receive prior approval from the Professor of Military Science and Leadership. All activities will support ROTC efforts at Lander University, Presbyterian College, and Newberry College. The student will plan and coordinate with the Professor of Military Science to determine location of internship. The student and faculty member will schedule necessary conferences throughout the term. The student will prepare and submit to the instructor a final written report of the internship project. This will be in the form

of a planned, coordinated, supported physical fitness program. Prerequisite: Permission of the Professor of Military Science and Leadership. **One to nine semester hours.**

Examples of Internships:

1. Logistical Planning and Leadership
2. Staff Planning and Leadership
3. Leadership and Information Operations and Information Management
4. Physical Fitness and Leadership
5. Recruiting Challenges in an All Volunteer Force
6. Military Administration and Human Resource Management
7. Civil Military Relations and Communications

## **MUSIC**

### **MUSI 004.PIANO ENSEMBLE**

Reading and performance of accompaniments, chamber music, duets, and literature for multiple keyboards. Open to all students by audition or invitation. **One semester hour.**

### **MUSI 005.GUITAR ENSEMBLE**

Reading and performance experiences of guitar ensemble music from all musical periods. Studied works from duets to full guitar ensemble. Open to all students by audition or invitation. **One hour credit.**

### **MUSI 006.BRASS ENSEMBLE**

Reading and performance experiences of brass chamber music. Works studied range from duets to full brass ensemble. Open to all students by audition or invitation. **One semester hour.**

### **MUSI 007.PERCUSSION ENSEMBLE**

Reading and performance of percussion ensemble music. Open to all students by audition or invitation. **One semester hour.**

### **MUSI 008.WOODWIND ENSEMBLE**

Studies original and transcribed chamber music for small ensembles of homogeneous and heterogeneous woodwind instruments. Open to all woodwind instrumentalists by invitation or audition. **One semester hour.**

### **MUSI 009.JAZZ COMBO**

Study and performance of jazz repertoire and improvisation. Open to all students by audition or invitation. **One semester hour.**

### **MUSI 017.RECITALS AND CONCERTS**

A course to expose music majors to a variety of music literature and performers. Required of music majors each semester enrolled as a full time student. Not to exceed seven semesters. Graded pass/fail. **No credit.**

### **MUSI 101.INTRODUCTION TO MUSIC**

An introductory course in listening, with accompanying discussion of the historical-cultural aspects of the art of music. This course is intended for non-music majors. **Three semester hours.**

### **MUSI 111,112.FIRST-YEAR THEORY**

A study of the principles of tonal harmony including notation, intervals, key signatures, scales, triads and seventh chords and their inversions, part-writing, non-harmonic tones and rhythm. Analytical and compositional skills are explored. Generally taken in conjunction with MUSI 113-114. Prerequisite: Grade of "C" or better in MUSI 111 is a prerequisite for MUSI 112. **Three semester hours each.**

### **MUSI 113,114.FIRST-YEAR THEORY APPLICATIONS**

Applications of the melodic, harmonic, and rhythmic fundamentals of music through sightsinging, ear training, keyboard harmonization, and composition. Includes use of computer tutorials. Generally taken in conjunction with MUSI 111-112. Prerequisite: Grade of "C" or better in MUSI 113 is a prerequisite for MUSI 114. **One semester hour each.**

### **MUSI 123.PIANO CLASS I**

Introductory course for the study of proper keyboard technique. Piano classes I-IV comprise a sequential course of study of piano materials, methods, and techniques. Non-music majors may enroll on a space available basis. **One semester hour.**

### **MUSI 124.PIANO CLASS II**

See MUSI 123. Prerequisite: MUSI 123 or instructor's permission. **One semester hour.**

### **MUSI 125.VOICE CLASS I**

Introductory course for the study of proper singing technique. Voice Classes I-IV comprise a sequential course of study of vocal materials, methods, and techniques. Non-music majors may enroll on a space available basis. **One semester hour.**

### **MUSI 126.VOICE CLASS II**

See MUSI 125. Prerequisite: MUSI 125 or instructor's permission. **One semester hour.**

### **MUSI 131.STRINGS AND WOODWINDS**

Characteristics and techniques peculiar to bowed stringed and woodwind instruments. For music majors. **One semester hour.**

**MUSI 132.BRASS AND PERCUSSION**

Characteristics and techniques peculiar to brass and percussion instruments. For music majors. *One semester hour.*

**MUSI 141.UNIVERSITY SINGERS**

Mixed chorus. Studies choral music of all style periods. Presents campus and area concerts. Open to all students without audition. Required ensemble for voice and keyboard students. *One semester hour per semester.*

**MUSI 142.OLD MAIN SINGERS**

A small vocal ensemble which performs choral literature of diverse musical styles ranging from Renaissance motets to contemporary pop songs as well as standard ballads and Broadway show tunes. Presents short concerts on campus and in the community. Open to all students by audition only. *One semester hour.*

**MUSI 143.ORCHESTRA**

Studies in string orchestra, literature of different historical periods. Presents campus performances. Open to students with string/instrumental experience. May be repeated for additional credit. *One semester hour.*

**MUSI 145.JAZZ ENSEMBLE**

A contemporary music ensemble utilizing the normal big band instrumentation of saxophones, trumpets, trombones, and rhythm section. Presents concerts on campus and in the community. Open to instrumentalists by audition or invitation. *One semester hour.*

**MUSI 146.INTRODUCTION TO JAZZ IMPROVISATION**

Introduction to the language of jazz improvisation including nomenclature, chord progressions, scales, melodic development, transcription, and application to standard jazz repertoire. Prerequisite: Music major/minor or consent of instructor. *Two semester hours.*

**MUSI 149.WIND ENSEMBLE**

Studies concert band/wind ensemble literature of all historical periods. Presents campus and tour concerts. Open to all students with instrumental experience. Required ensemble for instrumental students. *One semester hour per semester.*

**MUSI 201.INTRODUCTION TO MUSIC HISTORY**

An introduction to the study of western art music with listening and analysis of works from the Middle Ages to contemporary times. Study of the relation of music to the history of western civilization and the other arts. Survey of principal composers' biographies. Discussion of primary genres and forms. *Three semester hours.*

- *Because of similarity of content, Music 201 may be taken in place of Music 101 by students of other majors. Students should confer with the course instructor if interested. Students must choose either course; it is not possible to earn credit from both courses.*

**MUSI 211,212.SECOND-YEAR THEORY**

A continuation of Music 111-112 with emphasis on non-dominant seventh chords, chromatic harmony, modulation, part-writing, counterpoint, formal analysis, atonal analysis skills, and 20th century styles. Generally taken in conjunction with MUSI 213-214. Prerequisite: Grade of "C" or better in MUSI 112 is a prerequisite for MUSI 211; Grade of "C" or better in MUSI 211 is a prerequisite for MUSI 212. *Three semester hours each.*

**MUSI 213,214.SECOND-YEAR THEORY APPLICATIONS**

A continuation of 113-114 with emphasis on harmonic dictation, keyboard harmonization, jazz chords, sequencing, composition, sight-singing. Includes use of computer tutorials. Generally taken in conjunction with MUSI 211-212. Prerequisite: Grade of "C" or better in MUSI 114 is a prerequisite for MUSI 213; Grade of "C" or better in MUSI 213 is a prerequisite for MUSI 214. *One semester hour each.*

**MUSI 221.MUSIC FOR THE ELEMENTARY SCHOOL TEACHER**

Materials and methods of teaching music in the elementary grades. *Three semester hours.*

**MUSI 222.MATERIALS AND METHODS K-8**

A study of materials and methods used by the music specialist in the elementary and middle school, including current trends in the inclusion of the techniques of Orff, Kodaly and others into the traditional approaches. Students are introduced to computer assisted technology in the elementary music classroom. Prerequisite: MUSI 112, 114. *Two semester hours.*

**MUSI 223.PIANO CLASS III**

See MUSI 123. Prerequisite: MUSI 124 or instructor's permission. *One semester hour.*

**MUSI 224.PIANO CLASS IV**

See MUSI 123. Prerequisite: MUSI 223 or instructor's permission. *One semester hour.*

**MUSI 225.VOICE CLASS III**

See MUSI 125. Prerequisite: MUSI 126 or instructor's permission. *One semester hour.*

**MUSI 226.VOICE CLASS IV**

See MUSI 125. Prerequisite: MUSI 225 or instructor's permission. *One semester hour.*



### **MUSI 302.MUSIC COMPOSITION**

Active and interactive study and participation in the creative process of the composition of original musical works. Putting into practice on an aesthetic and intrinsic level those skills and theoretical practices learned in music theory courses. Prerequisite: MUSI 212 and 214 (Second Year Theory) or permission of the instructor. May be taken up to four times with permission of the instructor. *Two semester hours.*

### **MUSI 303-304.CONDUCTING**

Fundamental principles of theoretical and applied aspects of conducting. Applications of principles and techniques to both choral and instrumental ensembles. Applied lab experiences. Prerequisites for MUSI 304: are MUSI 303 and 311. *Four semester hours.*

### **MUSI 311.ORCHESTRATION**

A study of the treatment of instruments of the band and orchestra in regard to range, tone quality and appropriate use of ensembles. Includes practice in arranging and scoring for the school band and orchestra. Prerequisites: MUSI 212, 214. *Two semester hours.*

### **MUSI 315.METHODS OF TEACHING CHORAL MUSIC**

Methods of instruction, organization, and administration of choral programs at both the elementary and secondary level. Clinical observations in school settings are required. This is a required course for voice and keyboard players seeking choral certification. Students are introduced to the use of computer technology for classroom instruction. Prerequisites: MUSI 212 and 214, EDUC 202 or 221. Offered in Fall Semester of even years. *Three semester hours.*

### **MUSI 317.METHODS OF TEACHING INSTRUMENTAL MUSIC**

Basic principles of organization and administration of a complete school instrumental program at both the elementary and secondary level. Clinical observations in school settings are required. This is a required course for students seeking instrumental certification. Students are introduced to the use of computer technology for classroom instruction. Prerequisites: MUSI 212 and 214, EDUC 202 or 221. Offered in Fall Semester of odd years. *Three semester hours.*

### **MUSI 319.PIANO PEDAGOGY/LITERATURE**

A study of materials and techniques for the independent music teacher. Survey of current teaching materials, piano literature, class and private instruction techniques. Includes discussion of student recruitment, interview procedures, scheduling, business procedures, studio design, and student motivation. Prerequisite: Instructor's permission or 4 semesters applied keyboard study. *Three semester hours.*

### **MUSI 320.VOCAL PEDAGOGY/LITERATURE**

Methods of voice production and development as preparation for teaching. Survey of vocal literature and performance practices. Introduction to vocal bibliography. Prerequisites: Instructor's permission and 4 semesters applied vocal study. Offered when needed. *Three semester hours.*

### **MUSI 321.INSTRUMENTAL PEDAGOGY/LITERATURE**

A study of literature, materials, and techniques for the teacher of studio instrumental music. Methods of presenting technical and musical concepts to students of various ages. Evaluation of current teaching materials. Discussion of fee structure, recitals, and studio management. Prerequisites: Instructor's permission and 4 semesters applied study in the field to be covered. Offered when needed. *Three semester hours.*

### **MUSI 333.MUSIC OF THE WORLD**

A global survey of ethnic musics, with special attention to Sub-Saharan Africa, the Far East, island cultures, and the American Indian. The course will utilize recorded examples, leading to discussions on the relationship between music and ritual, sexual restrictions on the use of musical instruments, supernatural powers ascribed to music, and the "contamination" of pure ethnic music by the West (reggae, etc.). Students do *not* need to read music to take this class, since all examples are recorded. Not offered every semester. Junior/senior status recommended. (Global Issues/Non-western Studies). *Three semester hours.*

### **MUSI 342.MUSIC OF ANTIQUITY, MIDDLE AGES, AND RENAISSANCE**

A survey of western art music from 800 B.C. to 1600 A.D. Topics include music of ancient Greece and Rome; sacred music from the early Christian period through the Reformation; secular music from early monophony through the madrigal; the rise of instrumental music. Study of current bibliography. Emphasis on listening and analysis. Prerequisite: MUSI 201. *Three semester hours.*

### **MUSI 343.MUSIC OF THE BAROQUE AND CLASSIC**

A survey of western art music from 1600 through the death of Beethoven. Discussion of principal composers, genres, and styles; detailed analysis of representative works. Study of current bibliographic materials. Prerequisite: MUSI 201. *Three semester hours.*

### **MUSI 344.MUSIC OF THE 19TH AND 20TH CENTURIES**

A survey of western art music from the death of Beethoven through the present day. Discussion of principal composers, genres, and styles; detailed analysis of representative works. Emphasis on analysis techniques for contemporary idioms. Study of current bibliographical materials. Prerequisite: MUSI 201. *Three semester hours.*

### **MUSI 371, 372, 373, 374, 375.TOPICS IN MUSIC**

These special courses in music are to be announced by the department and will include subjects not offered as a part of the existing music curriculum. These courses are not sequential. *One to three semester hours.*

### **MUSI 380.OPERA WORKSHOP**

Preparation and presentation of operatic scenes from the standard repertoire. Some musical comedy. Day and/or evening rehearsals to be arranged. Prerequisites: Enrollment in Applied Voice and instructor's permission. Offered when needed. *One semester hour.*

### **MUSI 390.RECITAL**

A full-length solo or chamber recital to be graded by a committee of the music faculty. In consultation with the applied teacher, the student will select repertory, schedule facilities, plan rehearsals, and develop publicity. May only be taken when the student is enrolled for applied music study. Prerequisites: Instructor's permission and 4 semesters study in the applied field of the recital. Offered when needed. **One semester hour.**

### **MUSI 401.FORM AND ANALYSIS**

The capstone theory course, incorporating concepts of sound, harmony, rhythm, melody, and texture, to identify structural phenomena and structural function of musical units. Includes aural and visual analysis of sonata-allegro, variation, imitative forms, rondo, and composite/atypical forms. Prerequisites: Grade of "C" or better in both MUSI 212 and 214. **Two semester hours.**

### **MUSI 490.MUSIC INTERNSHIP**

Designed to give the student practical work experience under the supervision of a professional. A student will work through an approved agency, in a business setting, or in an academic environment under the supervision of one of its professional employees and a designated professor. Suitable positions determine availability of internships. **One to nine semester hours.**

### **MUSI 499.MUSIC ISSUES**

A capstone professional practices course in music. Taught as seminars and workshops. Topics include music ethics, graduate schools, job connections, portfolio preparation, resumes, interviewing, and exit assessment evaluations. Prerequisite: To be taken in second semester of junior or senior year. Offered in spring semester of every year. **One semester hour.**

## **APPLIED MUSIC**

All applied music courses use the prefix MUS.

The following course numbers are reserved for music majors in the *emphasis* area. Each course meets *one hour* per week and carries one hour of credit. The first digit of the course number identifies the level of the course: MUS 150, 151, 250, 251, 350, 351, 450, and 451

The following course numbers represent private lessons for **music majors** in the *non-emphasis* area. Each course meets *one-half hour* per week and carries one hour of credit. The first digit of the course number identifies the level of the course: MUS 154, 155, 254, 255, 354, 355, 454, and 455

The following course numbers represent private lessons for **music minors** in the *emphasis* area. Each course meets *one-half hour* per week and carries one hour of credit. The first digit of the course number identifies the level of the course: US 152, 153, 252, 253, 352, 353, 452, and 453

An applied music fee is charged for each semester of private study. Students studying applied music during the summer will pay \$100 plus normal tuition for ten lessons. See page 24

Applied subjects offered:

Voice	Flute	Trumpet, Cornet	Percussion
Piano	Oboe	French Horn	
Guitar	Bassoon	Trombone	
Organ	Clarinet	Baritone Horn	
Saxophone	Tuba	Euphonium	

## **NURSING**

### **NURN 203.STRATEGIES FOR WELLNESS**

(On-line course) Survey of holistic approaches to retaining personal wellness. Emphasis on identification and modification of health risk factors and development of a plan for personal wellness. (This course plus an approved one-hour physical activity course satisfy the general education wellness component.) Pre- or Co-requisite: NURN 307 or permission of instructor. **Two semester hours** (2,0).

### **NURN 290.SPECIAL PROJECTS IN NURSING**

(On-line course) Provides opportunity to pursue a special area of interest in nursing on a self-directed basis under faculty supervision. Prior to registration, the learner and faculty will develop specific objectives and activities for the project. Pre- or co-requisite: NURN 307 or permission of instructor. **One - three semester hours** (1-3, 0)

### **NURN 303.NURSING RESEARCH**

(On-line course) Introduction to becoming a consumer of research. Emphasis on reading, analyzing, and evaluating research articles. Identifies clinical problems and evaluates whether clinical practice protocols are research based. Builds on learner's previous experiences with problem solving and focuses on incorporating nursing research into nursing practice. Pre-or Co-requisite: NURN 307 or permission of instructor. Prerequisite: MATH 211. **Three semester hours** (3,0).

### **NURN 307.PROFESSIONAL TRANSITION FOR REGISTERED NURSES**

(On-line course) Provides a bridge to the baccalaureate curriculum. Integrates Neuman Systems Model concepts into nursing process to focus on the retention, attainment, and maintenance of optimal wellness for individuals, families and groups across the life span. Prerequisite: Registered Nurse licensure and admission to RN to BSN Completion Program. **Four semester hours** (4,0).

### **NURN 310.CURRENT PERSPECTIVES IN WORLD HEALTH**

(On-line course) Exploration of various health topics for diverse populations, e.g., disaster, environmental issues, changing family structures, drugs and violence, communicable diseases, immunizations, malnutrition, etc. Pre or Co-requisite: NURN 307 or permission of instructor. Junior/senior status recommended. (Global Issues/Non-western Studies). *Three semester hours (3,0).*

### **NURN 340.ENHANCED PHYSICAL ASSESSMENT FOR RN'S**

(On-line course) Nursing theory and practice in the physical assessment of the well individual. Builds on the learner's prior abilities in assessing individuals. Emphasizes the physiological variable, and incorporates the psychological, sociocultural, spiritual, and developmental variables included in the Neuman Systems Model. Provides opportunity to expand skills in obtaining a health history, and to enhance physical assessment skills utilized in a physical examination. Pre-or Co-requisites: NURN 307 or NURS 307; BIOL 304 or permission of instructor. *Three semester hours (2,3).*

### **NURN 412.NURSING LEADERSHIP AND MANAGEMENT**

(On-line course) Nursing theory and practice using the nursing process to plan and coordinate care focusing on agencies as clients. Synthesizes nursing, leadership, and management theories to effect change in the health care delivery system. Incorporates decision-making experiences in multidisciplinary groups. Taken in the final semester of the student's program. Prerequisites: Grade of "C" or above in NURN 307, NURN 340, and NURN 415, or permission of instructor. *Four semester hours (2,6).*

### **NURN 415.COMMUNITY HEALTH NURSING**

(On-line course) Nursing theory and Practice using the nursing process, the Neuman Systems Model and family theories to plan care for individuals and families in the community. Approach focuses on family stressors and strengths that provide useful data for nursing interventions. Emphasizes primary, secondary, and tertiary prevention for individuals and families in diverse systems. Pre- or Co-requisites: NURS 240 or NURS 340 or NURN 340, BIOL 304. Prerequisites: NURN 307 and NURN 303, or permission of instructor. *Three semester hours (2,3).*

### **NURN 416.COMMUNITY AS CLIENT**

(On-line course) Nursing theory and practice using the nursing process and Neuman Systems Model to plan care for the community. Emphasizes interventions at the primary, secondary, and tertiary levels. Stressors and adaptation of at-risk population aggregates are studied in special settings. Incorporates epidemiology into the learner's problem solving strategies. Requires synthesis and application of knowledge from biological, behavioral, nursing and public health sciences for the community as client. Prerequisites: Grade of "C" or above in NURN 307, NURN 340, and NURN 415 or permission of instructor. *Two semester hours (1,3).*

### **NURN 420.NURSING SEMINAR FOR REGISTERED NURSES**

(On-line course) Current health topics impacting the current and future professional practice of the RN-BSN student. Prerequisites: NURN 307. *One semester hour (1,0).*

### **NURN 499. PROFESSIONAL DEVELOPMENT IN NURSING**

(On-line course) Examination of nursing's present dynamics and future directions with emphasis on professional development, including career structuring and advanced preparation in nursing. Incorporates legal and ethical codes of professional nursing practice. Taken in final semester of the student's program. Prerequisites: Grade of "C" or above in NURN 307, NURN 340, and NURN 415. *One semester hour (1,0).*

### **NURS 165.HISTORY AND TRENDS IN NURSING**

Orientation to nursing and to the conceptual bases of nursing, health and nursing education. Includes history of nursing, nursing as a scientific field of study and as a profession, nursing education, nursing roles and settings, legal and ethical influences, and professional abbreviations and terminology. The concepts of the Neuman Systems Model are introduced. Prerequisites: "C" or better in ENGL 101-102, MATH 121, BIOL 202, and CHEM 105-106 or CHEM 111-112 and admission to the nursing major. Co-requisite: NURS 232 and NURS 235. *Two semester hours (2,0).*

### **NURS 203.STRATEGIES FOR WELLNESS**

Survey of holistic approaches to retaining personal wellness. Emphasis on identification and modification of health risk factors and development of a plan for personal wellness. (This course plus a one-hour PEES activity course satisfy the general education wellness component.) *Two semester hours (2,0).*

### **NURS 232.PHARMACOLOGY BASICS**

Introduces the basic concepts of pharmacology, including pharmacodynamics; legal, ethical and cultural considerations; and life-span considerations. Provides the mathematical operations needed to calculate medication dosages. Prerequisites: "C" or better in ENGL 101-102, MATH 121, BIOL 202, and CHEM 105-106 or CHEM 111-112 and admission to the nursing major. Corequisites: NURS 165 and NURS 235. *One semester hour (1).*

### **NURS 233.PHARMACOLOGY**

Overview of the categories of pharmacological agents used in primary, secondary and tertiary prevention to promote optimal wellness for clients whose resistance or natural defenses are at risk or have been compromised. Prerequisites: "C" or better in NURS 165, NURS 232, NURS 235, & BIOL 203. *Three semester hours (2,0).*

### **NURS 235.LIFESPAN WELLNESS NURSING**

Nursing theory and practice to promote and retain wellness for persons across the life-span based on Neuman Systems Model concepts. Integrates human development, normal nutrition, teaching-learning concepts, health promotion, and early detection of disease. Prerequisites: "C" or better in ENGL 101-102, MATH 121, BIOL 202, CHEM 105-106 or CHEM 111-112 and admission to the nursing major. Co-requisites: NURS 232, and NURS 165. *Four semester hours (3,3).*

### **NURS 240.PHYSICAL ASSESSMENT**

Nursing theory and practice in the physical assessment of the well individual. Emphasizes the physiological variable and incorporates the psychological, sociocultural, spiritual, and developmental variables included in the Neuman Systems Model. Interviewing skills in obtaining a health history and physical assessment skills utilized in a physical examination. Prerequisites: "C" or better in NURS 165, NURS 235, & BIOL 203. *Three semester hours (2,3).*

### **NURS 242.STRATEGIES AND TECHNIQUES FOR NURSING CARE**

Nursing theory and practice to develop basic nursing strategies in assessment of health problems, diagnosis, nutrition, medication administration, and basic nursing interventions. Emphasizes nursing care skills essential to comfort and meeting treatment needs, with opportunity for clinical practice. Prerequisites: "C" or better in NURS 165, NURS 232, NURS 235, & BIOL 203. *Five semester hours (3,6).*

### **NURS 290.SPECIAL PROJECTS IN NURSING**

Provides opportunity to pursue a special area of interest in nursing on a self-directed basis under faculty supervision. Prior to registration, the learner and faculty will develop specific objectives and activities for the project. Prerequisite: second semester sophomore nursing status. *(May be repeated for a maximum of three semester hours earned toward degree.)*

### **NURS 303.NURSING RESEARCH**

Introduction to becoming a consumer of research. Emphasis on reading, analyzing, and evaluating research articles. Identifies clinical problems and evaluates whether clinical practice protocols are research based. Builds on learner's previous experiences with problem solving and focuses on incorporating nursing research into nursing practice. Prerequisites: "C" or better in NURS 233, NURS 240, NURS 242, and MATH 211, or permission of instructor. *Three semester hours (3,0).*

### **NURS 307.PROFESSIONAL TRANSITION FOR REGISTERED NURSES**

Provides a bridge to the baccalaureate curriculum. Integrates Neuman Systems Model concepts into nursing process to focus on the retention, attainment, and maintenance of optimal wellness for individuals, families and groups across the life span. Incorporates content from NURS 165 and NURS 460. Prerequisites: Registered Nurse licensure and admission to RN to BSN major Completion Program. *Four semester hours (4,0).*

### **NURS 310.CURRENT PERSPECTIVES IN WORLD HEALTH**

Exploration of various health topics for diverse populations, e.g., disaster, environmental issues, changing family structures, drugs and violence, communicable diseases, immunizations, malnutrition, etc. Prerequisite: Junior status or permission of instructor. Junior/senior status recommended. (Global Issues/Non-western Studies). *Three semester hours (3,0).*

### **NURS 340.ENHANCED PHYSICAL ASSESSMENT FOR RN'S**

Nursing theory and practice in the physical assessment of the well individual. Builds on the learner's prior abilities in assessing individuals. Emphasizes the physiological variable, and incorporates the psychological sociocultural, spiritual, and developmental variables included in the Neuman Systems Model. Provides opportunity to expand skills in obtaining a health history, and to enhance physical assessment skills utilized in a physical examination. Pre- or Co-requisites: NURN 307 or NURS 307, BIOL 304 or permission of instructor. *Three semester hours (2,3).*

### **NURS 345.MEDICAL-SURGICAL NURSING I**

Nursing theory and practice using the nursing process and the Neuman Systems Model to promote health attainment and maintenance following penetration of lines of resistance. Focuses on adult and older clients who are experiencing medical and surgical stressors. Topics include adult development and illness, perioperative nursing, and care of adults experiencing problems of selected body systems. Prerequisites: "C" or better in NURS 233, NURS 240, NURS 242, & BIOL 204. *Five semester hours (3,6).*

### **NURS 346. MEDICAL-SURGICAL NURSING II**

Nursing theory and practice using the nursing process and the Neuman Systems Model to promote health attainment and maintenance following penetration of lines of resistance. Focuses on adult and older clients who are experiencing medical and surgical stressors. Topics include adult development and illness, perioperative nursing, and care of adults experiencing problems of selected body systems. Prerequisites: "C" or better in NURS 345, NURS 393, NURS 303, & BIOL 304. *Five semester hours (3,6).*

### **NURS 370.ADVANCED TOPICS IN NURSING**

Provides a mechanism for in-depth study of a special area of interest in nursing. Prior to registration, the learner may select specific elective options offered by the School of Nursing. Can be repeated for a maximum of 3 semester hours. *One to three hours.*

### **NURS 371 - 375.SPECIAL TOPICS IN NURSING**

Provides opportunity to pursue special areas of interest in nursing on a self-directed basis under faculty supervision. Prior to registration, the learner may select from specific clinical elective options offered by the school. Prerequisites: "C" or better in NURS 346 and NURS 392, or permission of instructor. *Three semester hours (2,3).*

NURS 371-Special Topics in Health Retention  
NURS 372-Special Topics in Health Attainment  
NURS 373-Special Topics in Health Maintenance  
NURS 374-Special Topics in Community Health Nursing  
NURS 375-Applied Concepts in Nursing.



### **NURS 392.CHILDBEARING FAMILY AND WOMEN'S HEALTH**

Nursing theory and practice using the nursing process and the Neuman Systems Model to provide primary, secondary, and tertiary prevention/intervention to females throughout the life span, with emphasis on the childbearing family system. Incorporates the holistic approach of physiological, psychological, developmental, spiritual, and sociocultural variables. Prerequisites: "C" or better in NURS 345, NURS 393, NURS 303, & BIOL 304. *Four semester hours (2,6).*

### **NURS 393.MENTAL HEALTH NURSING**

Nursing theory and practice using physiological, psychological, sociocultural, spiritual, and developmental theories to formulate interventions to attain and maintain optimal mental wellness across the life span. Nursing strategies are designed to strengthen client defensive and resistive abilities using the nursing process. Secondary and tertiary care is provided to clients with disorders of affect, cognition, personality, and anxiety in acute and community settings. Prerequisites: "C" or better in NURS 233, NURS 240, NURS 242, AND BIOL 204. *Four semester hours (2,6).*

### **NURS 408.CRITICAL CARE NURSING**

Nursing theory and practice based on the nursing process and Neuman Systems Model with emphasis on secondary and tertiary prevention/intervention. Focuses on acute and chronic multi-system stressors and critical care interventions for clients across the life span. Prerequisites: "C" or better in NURS 346 and NURS 392. *Four semester hours (2,6).*

### **NURS 409.PEDIATRIC NURSING**

Nursing theory and practice using the nursing process and the Neuman Systems Model in care of clients from infancy through adolescence. Focuses on family-centered, developmentally supportive care for clients in various settings incorporating primary, secondary, and/or tertiary nursing Prevention/intervention. Prerequisites: "C" or better in NURS 346 & NURS 392. *Four semester hours (2,6).*

### **NURS 412.NURSING LEADERSHIP AND MANAGEMENT**

Nursing theory and practice using the nursing process to plan and coordinate care focusing on agencies as clients. Synthesizes nursing, leadership, and management theories to effect change in the health care delivery system. Incorporates decision-making experiences in multidisciplinary groups. Taken in final semester of student's program. Prerequisites: Grade of "C" or above in NURS 408, NURS 409, NURS 415, and NURS 419. *Four semester hours (2,6).*

### **NURS 415.COMMUNITY HEALTH NURSING**

Nursing theory and practice based on the nursing process and Neuman Systems Model to promote health for individual and family clients in the community. Emphasizes primary, secondary, and tertiary prevention/intervention for individuals and families in diverse settings. Introduces epidemiology and biostatistics into the learner's problem-solving strategies. Prerequisites: "C" or better in NURS 346 & NURS 392. *Three semester hours (2,3).*

### **NURS 416.COMMUNITY-AS-CLIENT**

Nursing theory and practice using the nursing process and Neuman Systems Model to plan care for the community as client. Emphasizes interventions at the primary, secondary, and tertiary levels. Stressors and adaptation of at-risk population aggregates are studied in special settings. Incorporates epidemiology into the learner's problem solving strategies. Requires synthesis and application of knowledge from biological, behavioral, nursing, and public health sciences for the community as client. Prerequisites: Grade of "C" or better in NURS 408, NURS 409, NURS 415, and NURS 419. *Two semester hours (1,3).*

### **NURS 419.NURSING SEMINAR**

Examination of current issues in nursing, health and the health care delivery system by investigating and critically analyzing information from various sources. Topics will vary depending on current issues. Prerequisites: Grade of "C" or better in NURS 346 and NURS 392. *One semester hour (1,0).*

### **NURS 420.NURSING SEMINAR FOR REGISTERED NURSES**

Current health topics impacting the current and future professional practice of the RN-BSN student. Prerequisites: Registered Nurse licensure and admission to RN to BSN completion program. *One semester hour (1,0).*

### **NURS 460.CLINICAL PROBLEM SOLVING**

Enhancement of critical thinking skills to solve clinical problems in simulated client case situations. Synthesizes application of nursing process, interdisciplinary collaboration, and the Neuman Systems Model for clients with complex, multidimensional stressors. Taken in final semester of student's program. Prerequisites: Grade of "C" or above in NURS 408, NURS 409, NURS 415, and NURS 419. Graded as Pass/Fail. *Two semester hours (2,0).*

### **NURS 480.NURSING HONORS SYNTHESIS**

Development and completion of an Honors Synthesis Project as a component of the BSN Honors Program. Scholarship within the discipline of nursing through discovery (research), practice (application), teaching, or integration. The project will be submitted for professional presentation and/or publication. Restricted to Nursing Honors Program students. Prerequisites: Admission to Nursing Honors Program and permission of the School Dean. *Three semester hours (3,0).*

### **NURS 499.PROFESSIONAL DEVELOPMENT IN NURSING**

Examination of nursing's present dynamics and future directions with emphasis on professional development, including career structuring and advanced preparation in nursing. Incorporates legal and ethical codes of professional nursing practice. Taken in final semester of the student's program. Prerequisites: Grade of "C" or above in NURS 408, NURS 409, NURS 415, and NURS 419. *One semester hour (1,0).*

## PHILOSOPHY

### PHIL 102.INTRODUCTION TO PHILOSOPHICAL INQUIRY

Introduction to the main problems of philosophy and its methods of inquiry, analysis, and criticism. Works of important philosophers are read. *Three semester hours.*

### PHIL 103.INTRODUCTION TO LOGIC

A survey of traditional logic. Classical and contemporary logic are considered with special emphasis upon reasoning and argumentation. Attention is given to the nature of language and its relation to philosophical problems. *Three semester hours.*

### PHIL 203.SCIENTIFIC REASONING

A survey of the methods of induction and experimental inquiry. Classical and contemporary inductive logic are considered with special emphasis on justification, conditional arguments, testing theoretical hypotheses, decision analysis, Mill's Methods of Induction, epistemic probability, and the "logic" of discovery. *Three semester hours.*

### PHIL 302.ETHICS

The moral principles of conduct and the basic concepts underlying these principles, such as good, evil, right, wrong, justice, value, duty, and obligation. The ethical works of influential philosophers are analyzed in terms of these concepts. *Three semester hours.*

### PHIL 312.ORIENTAL PHILOSOPHY

Provides an understanding and appreciation of Oriental life and thought. Certain fundamental and characteristic problems are examined as they are considered in Oriental traditions. Junior/senior status recommended. (Global Issues/Non-western Studies). *Three semester hours.*

### PHIL 315.EXISTENTIALISM

The philosophy of existence as studied through the works of such thinkers as Nietzsche, Sartre, Jaspers, Berdyaev, Ortega, Buber, and Camus. Also considered is the influence of existentialism in political theory, literature, and the fine arts. *Three semester hours.*

### PHIL 341.SEMINAR

*Three semester hours.*

## PHYSICAL EDUCATION & EXERCISE STUDIES

The following courses are required of all physical education majors and exercise studies majors:

- 1 (100-level) Aquatics
- 1 (100-level) Dance
- 1 (100-level) Fitness
- 1 (100-level) Individual or Team Sport

*One of the above 100-level courses can be satisfied in PEES 165L.*

### I. FOUNDATIONS

#### PEES 103.MOVEMENT

To familiarize the student with movement activities including locomotion, non-locomotion, and manipulative skills. Both participation in and development of motor skills will be emphasized. Methods of teaching motor skills, safety, and special students will be included. (Restricted to elementary, early childhood, and special education majors as lab activity for PEES 165.) *One semester hour.*

### II. AQUATICS.

#### PEES 111.BEGINNING SWIMMING

Designed to teach the elements of good swimming, including sound stroke mechanics for the front crawl, back crawl, and elementary backstroke. Basic water safety skills and knowledge to make a person reasonably safe while in, on, or around the water are also taught. Performance tests and knowledge tests are used to evaluate the student's progress. *One semester hour.*

#### PEES 112.INTERMEDIATE/ADVANCED SWIMMING

Designed to increase swimming efficiency by improving swimming ability for the front crawl, back crawl, and elementary backstroke as well as focusing on sound stroke mechanics for the side stroke and breast stroke. Swimming as a fitness activity will be covered. Students should be able to demonstrate basic swimming ability prior to enrollment. Performance tests and knowledge tests are used to evaluate the student's progress. *One semester hour.*

#### PEES 113.LIFEGUARD TRAINING

American Red Cross Lifeguarding certification teaches the skills and knowledge needed to recognize aquatic emergencies, respond quickly and effectively to aquatic emergencies, and prevent drownings and other incidents. Lifeguarding certification includes Cardiopulmonary Resuscitation for the Professional Rescuer as well as Community First Aid. Prerequisite(s): 1) swim 500 yards continuously using each of the following strokes for at least 100 yards: crawl stroke, breast stroke, and side stroke, 2) submerge to a minimum depth of 7 feet, retrieve a 10 pound object, and return with it to the surface, 3) tread water for 2 minutes using legs only. Skill tests and knowledge tests are used to evaluate the student's progress. *Two semester hours.*

### **PEES 114.WATER SAFETY INSTRUCTOR**

American Red Cross Water Safety Instruction certification trains students to teach the Infant and Preschool Aquatics Program, the seven levels of the Learn to Swim Programs, Community Water Safety, and Water Safety Instructor Aide courses. This course also teaches the student how to use course materials, conduct training sessions, evaluate student progress, and prepare and submit records and reports. Prerequisite: an Instructor Candidate Training certificate issued in the last 12 months, or a current Health and Safety instructor authorization. Performance tests and knowledge tests are used to evaluate the student's progress. **Two semester hours.**

### **PEES 115.SWIMMING FOR FITNESS**

Designed to utilize swimming and other water activities as a means of improving cardiovascular fitness. Basic mechanics of swimming will be reviewed. Swimming as a fitness activity will be practiced. Prerequisite: During the first week of class, the student who cannot demonstrate competency in 12-minute swim tests utilizing the front and back strokes will be removed from the class. Performance tests and knowledge tests are used to evaluate the student's progress. **One semester hour.**

## **III. INDIVIDUAL SPORTS.**

### **PEES 121.BEGINNING TENNIS**

Basic skills, strategy, etiquette, scoring, and rules to tennis will be taught. Skill tests and knowledge tests are used to evaluate the student's progress. **One semester hour.**

### **PEES 122.INTERMEDIATE/ADVANCED TENNIS**

Skills and strategy above the beginning tennis level will be taught. Skill tests and knowledge tests are used to evaluate the student's progress. **One semester hour.**

### **PEES 123.BADMINTON**

Basic skills, strategy, etiquette, scoring, and rules of badminton will be taught. Class tournaments will be conducted. Skill tests and knowledge tests are used to evaluate the student's progress. **One semester hour.**

### **PEES 124.BOWLING**

Basic skills, strategy, etiquette, scoring, and rules of bowling will be taught. Skill tests and knowledge tests are used to evaluate the student's progress. (Bowling fees are at the student's expense.) **One semester hour.**

### **PEES 126.GOLF**

A course designed to provide a level of golf instruction which meets the individual student's needs. Instruction, participation at a driving range and golf course (student's expense), and skill and written tests will be employed. **One semester hour.**

### **PEES 127.GYMNASTICS**

Fundamental movements for the balance beam, even and uneven parallel bars, vaulting, side horse, and free floor exercise are taught and performed. **One semester hour.**

### **PEES 128.ARCHERY**

Basic skills, strategy, etiquette, scoring, and rules of archery will be taught. Skill tests and knowledge tests are used to evaluate the student's progress. **One semester hour.**

### **PEES 130.RACQUETBALL**

The course will focus on rules, regulations, basic shots, game strategy, and skill development in the sport of racquetball. Class participation is required. Skill tests and knowledge tests are used to evaluate the student's progress. **One semester hour.**

## **IV. TEAM SPORTS.**

### **PEES 134.SOCCER**

Skills, strategy and rules are taught for this fast growing sport. Five-man soccer as well as eleven-man soccer is explained and played. Skill tests and knowledge tests are used to evaluate the student's progress. **One semester hour.**

### **PEES 137.VOLLEYBALL**

Basic skills, strategies and rules for co-rec power volleyball are taught. There is a class tournament at the end of the semester. Skill tests and knowledge tests are used to evaluate the student's progress. **One semester hour.**

### **PEES 138.FOOTBALL**

The fundamental skills, strategy, scoring, and rules of football will be covered thoroughly. Practical game situations will be used. Skill tests and knowledge tests are used to evaluate the student's progress. **One semester hour.**

### **PEES 139.BASKETBALL**

The basic skills, strategy, scoring, and rules of basketball will be covered thoroughly. Practical game situations and developmental drills will be used. **One semester hour.**

### **PEES 140.SOFTBALL**

The basic skills, strategy, scoring, and rules of softball will be covered in depth. Practical game situations and developmental drills will be used. Skill tests and knowledge tests are used to evaluate the student's progress. **One semester hour.**

## V. PHYSICAL FITNESS.

### PEES 143.WALK/JOG AEROBICS

Introduction to contemporary concepts of cardiovascular conditioning. Emphasis will be placed on the value of walking and jogging as aerobic conditioning exercises. Personalized walk/jog programs will be developed. Performance tests and knowledge tests are used to evaluate the student's progress. **One semester hour.**

### PEES 144.BEGINNING WEIGHT TRAINING

The various aspects of weight training are introduced and individualized programs are implemented based on physiological principles. Performance tests and knowledge tests are used to evaluate the student's progress. **One semester hour.**

### PEES 145.ULTIMATE FRISBEE

This course covers the various skills needed to safely and independently play the game of Ultimate Frisbee. Positions, throws, catches and offensive and defensive strategies are learned and built upon until the student is competent to play in a game situation. The "spirit of the game", unique to ultimate frisbee, is stressed as well as the concept of Ultimate Frisbee as a lifetime healthy activity to be enjoyed by all. Skill tests and knowledge tests are used to evaluate the student's progress. **One semester hour.**

### PEES 146.DANCE AEROBICS

The use of dance as a method of cardio-respiratory conditioning. Emphasis on improving flexibility, balance, strength and control. Performance tests and knowledge tests are used to evaluate the student's progress. **One semester hour.**

### PEES 147.HIKING/BACKPACKING

The value of hiking and backpacking as enjoyable aerobic cardiovascular conditioning exercises will be emphasized. Skills, safety, and equipment will be covered. **One semester hour.**

## VI. RHYTHMIC ACTIVITIES.

## VII. CORE COURSES

### PEES 165.WELLNESS FOR LIFE

This course is designed to provide the student with a comprehensive introduction to the dynamics of lifetime wellness. The concepts of developing and maintaining a lifestyle of wellness will be presented and will include study units in nutrition, diet and

weight control, stress management, physical fitness, the cardiovascular system, risk factors, and personal wellness assessment/responsibility. *The course will be taught on a lecture/lab format. Students must enroll for the lecture and lab in the same semester. Three semester hours.*

### PEES 199.ADULT CPR AND FIRST AID

This course provides the student with the knowledge and skill to administer adult CPR and first aid. Emphasis is placed on American Red Cross Emergency Action Principles throughout the course. Successful course completion will result in American Red Cross adult CPR and First Aid Certification. Restricted to Physical Education-Teacher Education, Exercise Science, and Athletic Training majors or permission of department chair. **One semester hour.**

### PEES 200.SAFETY AND INJURY ISSUES IN PHYSICAL ACTIVITY AND SPORT

This course provides the student with the knowledge and skills to assess activity site safety issues, to respond effectively to emergency first aid and cardiac-related emergencies, and to manage sport-related injuries. Students will be trained and certified in administering basic American Red Cross first aid and CPR. Emphasis will be placed on maintaining a safe instruction and testing environment. Restricted to Physical Education-Teacher Education, Exercise Science, and Athletic Training majors or by permission of department chair. **Three semester hours.**

### PEES 201.HEALTH AND PHYSICAL EDUCATION FOR THE CLASSROOM TEACHER

This course serves as an introductory course in the foundations and concepts of teaching elementary health and physical education. The focus is on the methods, skills and knowledge necessary to sequence and provide progressions for appropriate activities based on state and national standards for health and physical education. Peer teaching and semester projects are required components of the course. **Three semester hours.**

### PEES 202.PERSONAL HEALTH AND HEALTH PROMOTION

Based on the concept of accepting self-responsibility, this course gives students practical information regarding the development of strategies to make informed health decisions that will positively affect their well-being throughout their lives. **Three semester hours.**

### PEES 204.FITNESS AND LIFETIME SPORTS FOR SECONDARY PHYSICAL EDUCATION

Concepts of fitness and lifetime sports appropriate for secondary physical education will be addressed. Particular emphasis will be placed on exercise prescription formulation. The development of personal fitness and participation in a variety of fitness and lifetime sports activities are addressed. Prerequisite: PEES 165. **Two semester hours.**

### PEES 210.ANATOMY AND PHYSIOLOGY OF HUMAN MOVEMENT

A critical study of the structures and function of the organ systems specifically related to the advanced study of kinesiology and exercise physiology. Special emphasis will be placed on the skeletal, muscular, circulatory, and respiratory systems. Three hours lecture, three hours laboratory weekly. **Four semester hours.**



### **PEES 219.HISTORICAL AND PHILOSOPHICAL PRINCIPLES OF PHYSICAL EDUCATION**

An introduction to the Physical Education/Exercise Science/Athletic Training majors. The evolution of the philosophies and programs of each are investigated, and students assess the career opportunities within the areas of physical education, sport, and fitness. *Three semester hours.*

### **PEES 221.FUNDAMENTAL CONCEPTS IN ATHLETIC TRAINING**

This course introduces students to the athletic training profession and to the types of scientific knowledge and skills utilized by an athletic trainer. Emphasis will be placed on comprehensive injury prevention and primary injury management. The course will include lab instruction in taping, bracing, equipment fitting, and other fundamental skills utilized in athletic training. Three hours lecture, two hours laboratory weekly. Four semester hours.

### **PEES.222.EDUCATIONAL GAMES**

Students learn to determine appropriate development of content according to stages in educational games for different age levels and abilities, to identify the technical and tactical content in educational games, to increase their ability to observe and analyze both skilled and unskilled movement in educational games, and to develop content appropriately in a teaching situation as evidenced through written lesson plans pertaining to educational games. Prerequisite: PEES 226. Two semester hours.

### **PEES 223.EDUCATIONAL GYMNASTICS**

Students learn to develop individual skills using themes (BSER model - body, space, effort, relationship) of educational gymnastics to implement floor exercise routines and acquire a working knowledge of educational gymnastics as they develop gymnastic unit plans and lesson plans for the K-12 curriculum. Corequisite: PEES 226. *Two semester hours.*

### **PEES 224.EDUCATIONAL DANCE**

Students learn to develop skillful movement patterns consistent with a designed theme and become competent in a variety of dances (i.e., creative, folk, line, and ballroom) which meet the goals and objectives of the South Carolina Frameworks for Dance Education. Laban's movement concepts will be integrated throughout and units of instruction will be developed for the K-12 curriculum. Prerequisite: PEES 226 or approval of instructor. *Two semester hours.*

### **PEES 226.MOTOR DEVELOPMENT AND LEARNING**

This course enhances the pre-service teacher's knowledge of the growth and motor behavior of children from conception through adolescence. It is a study of childhood growth and maturation as they relate to motor learning and motor skill acquisition. Principles of the cognitive, sensory, and motor processes, which underlie the learning of motor skills commonly included in the physical education curricula, are addressed and applied to the instruction of motor skills. Corequisite: PEES 223. *Three semester hours.*

### **PEES 290.PRACTICUM IN PHYSICAL EDUCATION**

Intended to give the student practical experience in teaching physical education. Students will be required to be available two (2) hours a week to work under direct faculty supervision. Students will assist in teaching 100-level physical education classes only. May be taken for additional credit up to a maximum of three hours. Restricted to Physical Education-Teacher Education, Exercise Science, and Athletic Training majors. *One semester hour per semester.*

### **PEES 300.THEORIES OF COACHING**

Theories and techniques of coaching are investigated. Includes organization of practice sessions, preparing for and conducting games and meets, and guidelines for purchasing and caring for facilities and equipment. *Three semester hours.*

### **PEES 305.MEASUREMENT AND EVALUATION**

This course provides an introduction to the concepts and statistics related to assessing student performance and evaluating knowledge acquisition. It is designed to present current theory and practice in testing/assessment procedures and to provide the teacher candidate with the necessary skills to integrate a variety of assessment strategies for student performance and program accountability in grades K-12. Teacher candidates will gain a working knowledge with the South Carolina Physical Education Assessment Program (SCPEAP). Prerequisite: "C" or better in PEES 318. *Three semester hours.*

### **PEES 308.ORGANIZATION AND ADMINISTRATION OF EXERCISE-RELATED PROFESSIONS**

This course focuses on a study of organizational and administrative theory, concept, principles, and practices. Specific topics include development of an organizational plan, decision-making, effective communication, personnel administration, and facility and budgetary development/management. Emphasis is placed upon the role and application of effective organizational and administrative procedures in physical education, exercise science, and athletic training. Prerequisite: "C" or better in PEES 219. *Three semester hours.*

### **PEES 310.KINESIOLOGY AND EXERCISE BIOMECHANICS**

A study of the mechanical principles of human movement. Emphasis is placed on the role of the muscular and skeletal systems in human movement, and the mechanical analysis of motor skills. Prerequisite: "C" or better in PEES 210 or BIOL 202. *Three semester hours.*

### **PEES 311.PHYSIOLOGY OF EXERCISE**

The physiological and biochemical alterations occurring in the human body as a result of physical stress are studied. Emphasis is placed on the understanding of the functional changes that result from acute and chronic exercise. Laboratory sessions are an integral and important aspect of this course. Three hours lecture and three hours laboratory per week. Prerequisite: "C" or better in PEES 210 or BIOL 202. *Four semester hours.*

### **PEES 318.INSTRUCTIONAL ASPECTS OF PHYSICAL EDUCATION**

Students explore and learn to apply instructional methods in physical education settings, including environmental arrangements, task presentations, content development, and feedback. Students apply instructional principles to small peer group settings using open and closed motor skills. Requirements for each teaching episode include the development of a written lesson plan and submission of a written self-reflection on teaching. Students use technological skills to critique and evaluate their instructional methods. Prerequisite: PEES 226. *Three semester hours.*

### **PEES 320.TEACHING METHODS FOR ELEMENTARY PHYSICAL EDUCATION**

Basic skills, games and rhythmic activities of children in grades pre K through 5 will be explored. Emphasis will be placed on how children move and on learning appropriate teaching techniques and physical education content for this age group. Prerequisites: "C" or better in PEES 226 and acceptance into the Teacher Education Program. *Three semester hours.*

### **PEES 323.THEORY AND TECHNIQUES OF INJURY ASSESSMENT: LOWER EXTREMITY**

This course focuses on the theory and techniques of assessing lower extremity injuries. Concepts of primary injury assessment and advanced medical evaluation are presented. Three hours lecture, two hours laboratory weekly. Prerequisite: PEES 221. *Four semester hours.*

### **PEES 324.ELEMENTARY TEACHING METHODS CLINICAL EXPERIENCE**

The majority of the course is conducted in an elementary physical education setting and provides opportunities to observe in both the classroom and gymnasium. In a 50-hr. clinical, students plan for, teach and evaluate physical education lessons on a regular basis. Students use technological skills to critique and evaluate their instructional methods. Corequisite: PEES 320. Prerequisites: "C" or better in PEES 318 and acceptance into the Teacher Education Program. *One semester hour.*

### **PEES 325.HUMAN SEXUALITY**

This course offers an integrated view of the physiological, psychological, social and cultural factors that affect human sexuality. The student explores the impact of the lifestyles and values of different cultures on human sexuality. (Global Issues/Non-western Studies) Junior/senior status recommended. *Three semester hours.*

### **PEES 326.NUTRITION AND PERFORMANCE**

A review of normal nutritional needs followed by a thorough study of the effects of food on sport performance. Biochemical actions of foods will be investigated in relation to performance. Consideration will be given to diet analysis, special diets, and the use of ergogenic aids. Prerequisite: "C" or better in PEES 210 or BIOL 202. *Three semester hours.*

### **PEES 327.THEORY AND TECHNIQUES OF INJURY ASSESSMENT: UPPER EXTREMITY**

This course focuses on the theory and techniques of assessing upper extremity injuries. Concepts of primary injury assessment and advanced medical evaluation are presented. Three hours lecture, two hours laboratory weekly. Prerequisite: PEES 221. *Four semester hours.*

### **PEES 328.THEORY AND TECHNIQUES OF THERAPEUTIC MODALITIES**

This course focuses on the theory and clinical application of therapeutic modalities in the care and rehabilitation of sports injuries. Emphasis will be placed on exercise, thermal, electrical, acoustic, and mechanical modalities. Three hours lecture, two hours laboratory weekly. Prerequisite: PEES 323 or 327. *Four semester hours.*

### **PEES 330.PHYSIOLOGICAL ADAPTATIONS OF AGING**

This course explores the process of aging on body systems with ramifications related to activity and fitness level. Interrelationships between exercise, diet, and health are explored from birth to death. Prerequisites: "C" or better in PEES 165 and either PEES 210, or BIOL 202 or permission of instructor. *Three semester hours.*

### **PEES 341.RESEARCH TECHNIQUES**

An introduction to the process of research and its usefulness in the fields of exercise science, athletic training, physical education, and sport. This course covers reading, analyzing, and evaluating research articles. Scientific writing, formulating research hypotheses, measuring variables, appropriate research design, and using statistical results to draw conclusions will be included. Prerequisites: "C" or better in PEES 210 or BIOL 202 and "C" or better in MATH 211. Prerequisite or Corequisite: PEES 311. *Three semester hours.*

### **PEES 350.CLINICAL EXPERIENCE IN ATHLETIC TRAINING**

This course is designed to enable the student to practice, master, and apply the theories, principles, procedures, and techniques utilized in athletic training in a variety of traditional and non-traditional settings. The student will work under the direct supervision of an Approved Clinical Instructor and/or other medical professional. Clinical settings will include lower extremity sport activities, upper extremity sport activities, and general medicine activities. May be repeated a maximum of six (6) times for credit. Grading is Pass/Fail. Prerequisite: PEES 221. *One semester hour.*

### **PEES 360.ATHLETIC TRAINING SEMINAR I: PHARMACOLOGY**

This course focuses on the study of pharmacological agents and their utilization in the management of exercise-related injuries and illnesses. Prerequisites: PEES 221 and junior standing. *One semester hour.*

### **PEES 361.LEGAL ASPECTS OF EXERCISE-RELATED PROFESSIONS**

A study of the legal ramifications of exercise, physical education, and sport activities in contemporary society. Emphasis will be placed on legal issues and problems related to amateur sports. *Three semester hours.*

### **PEES 362.EXERCISE TESTING, PRESCRIPTION AND LEADERSHIP FOR APPARENTLY HEALTH POPULATIONS**

This course provides the student with the opportunity to acquire knowledge and skills necessary for assessing, interpreting, and designing health and activity programs for apparently healthy populations, with emphasis on developing competency in following

ACSM guidelines for exercise testing and prescription. In addition, students will acquire leadership skills through development and presentation of exercise testing procedures and implementation of exercise prescriptions. Prerequisite: "C" or better in PEES 311. *Three semester hours.*

#### **PEES 370.SPECIAL TOPICS IN PHYSICAL EDUCATION, EXERCISE STUDIES AND ATHLETIC TRAINING**

Selected contemporary topics that generally do not receive thorough coverage in the undergraduate curriculum will be covered in this course. Topics will be selected by the PEES faculty with input from students and/or discipline-related agencies. *One to three semester hours.*

#### **PEES 404.EQUIPMENT INTENSIVE CLINICAL EXPERIENCE IN ATHLETIC TRAINING**

This course involves the placement of the student in an off-campus clinical site, under the direct supervision of an Approved Clinical Instructor. The student works directly with a high school or college football (or other equipment intensive sport) program, and the specific clinical skills to be demonstrated are individually prescribed (Individual Educational Plan) by a Lander University clinical instructor based on the specific needs of the student. Prerequisite: Senior standing. *One semester hour.*

#### **PEES 406.CLINICAL TECHNIQUES OF FITNESS EVALUATION**

This course is designed to provide practical experience in clinical evaluation of adult fitness. Various graded exercise test protocols coronary risk factor screening, electrocardiography and ACSM testing guidelines are emphasized. Prerequisite: Grade of "C" or better in PEES 311. *Three semester hours.*

#### **PEES 407.INDEPENDENT RESEARCH I**

An independent research project which requires the preparation of a proposal for a research project and a thorough review of literature on the topic. The topic must be one from the several PEES disciplines. Prerequisites: Physical Education-Teacher Education, Exercise Science, and Athletic Training majors. Sophomore standing or above. Permission of instructor. *One semester hour.*

#### **PEES 408.INDEPENDENT RESEARCH II**

An independent research project which involves the preparation of a proposal for a research project and three chapters of a thesis (introduction, review of literature, and research methodology). The topic must be one from the several PEES disciplines. Prerequisites: Junior/senior standing. Physical Education-Teacher Education, Exercise Science, and Athletic Training majors. Permission of instructor. *Two semester hours.*

#### **PEES 409.INDEPENDENT RESEARCH III**

An independent research project which involves the preparation of a proposal for a research project and the completion of a thesis. The student will be required to carry out the research project proposed. The thesis will include five chapters (an introduction, review of literature, research methods, results, and discussion /conclusion). The topic must be one from the several PEES disciplines. Prerequisites: Junior/senior standing. Physical Education-Teacher Education, Exercise Science, and Athletic Training majors. 2.5 GPA or higher and approval by PEES Department faculty. *Three semester hours.*

#### **PEES 410.CAPSTONE CLINICAL EXPERIENCE IN ATHLETIC TRAINING**

This course is designed to enable the student to practice, master, and apply the theories, principles, procedures, and techniques utilized in athletic training in a single, full-semester setting. The student will work with and under the direct supervision of an Approved Clinical Instructor. Prerequisite: Senior standing. *One semester hour.*

#### **PEES 420.EXCEPTIONAL PHYSICAL EDUCATION FOR SPECIAL POPULATIONS**

A study of physical education and rehabilitation programming for special populations. Emphasis on gross and fine motor coordination skills and fitness activities. *Three semester hours.*

#### **PEES 422.SECONDARY METHODS OF INSTRUCTION**

Students further develop instructional skills in the planning and teaching of psychomotor, cognitive and affective learning in large group settings, with emphasis on intermediate and advanced learners in team and individual sports, dance and fitness activities. In a 50-hour clinical experience in a secondary school setting, students prepare lesson plans, teach, and submit a written self-reflection on teaching. Students use technological skills to critique and evaluate their instructional methods. Prerequisites: "C" or better in PEES 320 and 324; admission to Teacher Education Program. *Three semester hours.*

#### **PEES 424.SPORTS PSYCHOLOGY**

The psychological variables affecting motor learning and performance are investigated. Emphasis on the relation of personality factors to motor learning and performance, and also the relation of psychological factors to involvement in sports as an athlete, spectator, or coach. Prerequisite: Junior or senior standing. *Three semester hours.*

#### **PEES 425.THEORY AND TECHNIQUES OF INJURY REHABILITATION**

This course focuses on the theory and clinical application of sports injury rehabilitation techniques. Emphasis will be placed on orthopedic rehabilitation concepts. Three hours lecture, two hours laboratory weekly. Prerequisite: PEES 328. *Four semester hours.*

#### **PEES 451.PROGRAMMATIC CONCERNS IN TEACHING PHYSICAL EDUCATION**

This course provides the student with the knowledge, skills and resources to develop a philosophical position and curricular materials consistent with that position and with the state and national guidelines. Units of instruction (elementary and secondary) are developed showing evidence of the integration of both state and national standards. The pre-service teacher is apprised of current South Carolina requirements of physical education relative to assessment and evaluation protocols. Students also gain an understanding and working knowledge of ADEPT (Assisting, developing, and evaluating professional teaching) procedures, the

evaluation process used during the student teaching experience. Students are encouraged to implement their secondary unit of instruction in PEES 422. Corequisite: PEES 422. Prerequisites: "C" or better in PEES 320 and 324 and admission to Teacher Education Program. *Three semester hours.*

#### **PEES 460.ATHLETIC TRAINING SEMINAR II: ADMINISTRATION AND MANAGEMENT**

Specific administrative and management issues in athletic training including record-keeping, facility design and management, program development and personnel management. Prerequisites: PEES 221 and senior standing. *One semester hour.*

#### **PEES 490.INTERNSHIP**

Designed to give the PEES major practical work experience. Students must apply one semester prior to the semester in which they wish to have the work experience. May be taken for additional credit up to a maximum of twelve semester hours. Prerequisites: Junior or senior standing. Physical Education-Teacher Education, Exercise Science, and Athletic Training majors. "C" or better in PEES 311 and permission of the department chair. *Three semester hours per semester.*

#### **PEES 499.PROFESSIONAL CONCERNS SEMINAR**

Professional concerns, ranging from current issues in the field to applying to graduate school, are discussed in a seminar format. Completion of assessment requirements is an important component of this course, including achievement of a passing score on the Professional Knowledge Inventory in the student's declared major. Failure to successfully complete all assessment requirements will result in a failing grade for the course. Graded pass/fail. Prerequisite: Senior standing. Physical Education-Teacher Education majors in the semester prior to student teaching; or Exercise Science and Athletic Training majors in their final semester of classes. *One semester hour.*

### **PHYSICAL SCIENCE**

#### **PSCI 111.GENERAL PHYSICAL SCIENCE**

An introduction to the fundamental concepts of physics and their application to everyday lives. Topics include mechanics, properties of matter, heat, sound, electricity and magnetism, light, and atomic and nuclear physics. Three hours lecture, three hours laboratory weekly. *Four semester hours.*

#### **PSCI 112.EARTH AND SPACE SCIENCE**

An introduction to the fundamental concepts of astronomy, geology and meteorology and how they shape human understanding of the universe. Topics include the origin and characteristics of the solar system, stars, galaxies, cosmology, rocks and minerals, plate tectonics, and weather phenomena. Three hours lecture, three hours laboratory weekly. *Four semester hours.*

#### **PSCI 410.SPECIAL STUDIES**

Studies in Physical Science on topics for juniors and seniors. (Limited to a maximum of four semester hours toward graduation degree requirements.) Arranged and by permission only. *One to four semester hours.*

### **PHYSICS**

#### **PHYS 201-202.INTRODUCTORY PHYSICS**

A non-calculus coverage of the fundamental principles of physics and their applications. Topics include mechanics, heat, sound, electricity and magnetism, and atomic and nuclear physics. Three hours lecture, three hours laboratory weekly. Prerequisite: MATH 121 or equivalent. PHYS 201 is a prerequisite of PHYS 202, unless approved by instructor. *Four semester hours per course.*

#### **PHYS 203.ELECTRONICS**

A study of impedance, admittance, resonance, circuit elements, integrated circuits, and mathematical models. Students build and analyze circuits involving these components in various applications, including amplifiers, oscillators, power supplies, counting and timing circuits, and digital circuits. Three hours lecture, three hours laboratory weekly. Prerequisites: Math 111, 121, 131 or equivalent. *Four semester hours.*

#### **PHYS 211-212.GENERAL PHYSICS**

An introductory calculus-based coverage of the fundamental principles of physics and their applications. Topics include mechanics, heat, sound, electricity and magnetism, and atomic and nuclear physics. Three hours lecture, three hours laboratory weekly. Prerequisite: MATH 131-132 or equivalent. PHYS 211 is a prerequisite for PHYS 212. *Four semester hours per course.*

#### **PHYS 305.SPECIAL STUDIES**

Studies in Physics on special topics for juniors and seniors. Prerequisite: MATH 121. *One to four semester hours.*

#### **PHYS 314.FLUIDS AND HEAT TRANSFER**

General principles of chemical engineering and the study of fluid flow, fluid transportation, and heat transmission. Special emphasis is placed on theory and its practical application to design. Three hours lecture, two hours laboratory weekly. Prerequisites: CHEM 351, MATH 232. *Four semester hours.*

### **POLITICAL SCIENCE**

#### **POLS 101.AMERICAN NATIONAL GOVERNMENT**

An introductory study of major topics in American politics including political parties, elections, and public opinion (Political Economy General Education). *Three semester hours.*



**POLS 103.WORLD POLITICS**

Introduction to selected major global problems including, but not limited to globalization, clash of civilizations, terrorism, weapons of mass destruction, nationalism, the North-South gap, environmental and human rights issues. Special attention to the hegemonic role of the United States in world affairs and to the international politics of the Middle East. This course enables students to make sense of current events and also prepares students for upper-level courses in comparative politics and international relations. No prerequisites. (Political Economy General Education). *Three semester hours.*

**POLS 200.INTRODUCTION TO POLITICAL SCIENCE**

Introduction to the study of political science, including an examination of key concepts in the discipline, methods and approaches to research in the various subfields, and skills and techniques of importance to the political science student. *Three semester hours.*

**POLS 201.CITIZEN ACTION**

Students learn theory and practice of being an effective participator in politics as a citizen activist. *Three semester hours.*

**POLS 230.INTRODUCTION TO PUBLIC POLICY**

A study of the relationship between politics and public policy. Emphasis on examining the impact of selected issues such as education, civil rights, crime and punishment, welfare, and regulation of business and telecommunications. *Three semester hours.*

**POLS 290.POLITICAL SCIENCE PRACTICUM**

This course will not satisfy a political economy general education requirement; instead, it is intended to provide students with practical experience in helping others to learn. Tutoring others should improve communication skills and should enhance the student's understanding of the basic concepts of political science. Prerequisite: Recommendation by faculty. *One semester hour.*

**POLS 301.POLITICAL ORGANIZATION**

An examination of political organization in the United States. Topics include political parties, political interest groups, lobbying, and other behavior of the political elite. *Three semester hours.*

**POLS 302.POLITICAL BEHAVIOR**

An examination of political behavior by the general public. Topics include elections, voter choice, voter turnout, and activist recruitment. *Three semester hours.*

**POLS 303.INTERNATIONAL RELATIONS**

This course helps students develop the ability to analyze and evaluate the actions of countries and other entities in contemporary world affairs. It addresses questions of why nations go to war and how they make peace. It looks at challenges to the state-centric systems such as terrorism, politicized religion, imperialism, ideology, failed states and anarchy, and weapons of mass destruction and it looks back at the international politics of the cold war and forward toward alternative models of international affairs in the first half of the 21<sup>st</sup> century. Special attention to the analysis of the hegemonic role of the United States in international affairs. Junior/senior status recommended. (Global Issues/Non-Western Studies). *Three semester hours.*

**POLS 308.INTRODUCTION TO LAW**

Various approaches to law, including philosophical, sociological, political, and historical; elements of legal reasoning; institutions, functions, and effects of law in America. *Three semester hours.*

**POLS 310.RUSSIAN (FORMERLY SOVIET) POLITICS**

The course focuses on the Russians' attempts to re-construct their society, economy, and politics after the fall of Soviet Communism in 1991. After a review of politics in the former Soviet Union, the course focuses on the Russians struggle to democratize, to develop a market economy, to deal with nationalist and secessionist forces, and to begin to live more "normal" lives. Special attention to Soviet and Russian foreign policy during and after the cold war. Junior/senior status recommended. (Global Issues/Non-Western Studies) *Three semester hours.*

**POLS 311.CONSTITUTIONAL LAW**

A study of American federalism, political power of the judicial branch, judicial review, and limitations on the power of the courts. *Three semester hours.*

**POLS 312.CIVIL RIGHTS AND CIVIL LIBERTIES**

A study of rights guaranteed to American citizens under the Constitution of the United States. Focus on court decisions which interpret and protect individual rights and freedoms. *Three semester hours.*

**POLS 313.JUDICIAL PROCESS**

This course will focus on the operation and workings of the courts and the people involved in or behind them, thereby analyzing the courts not just as formal institutions that are affected by an outside world of politics, but as major and integral parts of state and national politics. It will also include recent changes in judicial policy and its impact. *Three semester hours.*

**POLS 317.INTRODUCTION TO PUBLIC ADMINISTRATION**

Introduction to government bureaucracy. Case studies to examine the relationship between politics and administration. Comparisons between public and private (business) administration, and comparisons between American and European administrative traditions. Provides an overview of the study of public administration. *Three semester hours.*

**POLS 318.PUBLIC BUDGETING**

As a basic course in public budgeting, this course focuses on the key steps in the development of state and local government budgets. This course will examine the budget process, identify the primary actors, their roles in the budget process, and their ability to influence the budget outcome. Budget concepts will be examined to include line item budgets, zero based budgets,

performance budgets and capital budgets. The student will be exposed to the local budget process by attending budget hearings at either the county, city or local school boards. The goals of this course are: (1) to understand the concepts of public budgeting; (2) to understand the process of establishing a public budget; and (3) to understand the role of government agencies and citizens in the process. Prerequisite: POLS 317. *Three semester hours.*

#### **POLS 320.ENVIRONMENTAL POLITICS**

This course examines the state of environmental policy in the United States and the world today. The role of governments, interest groups, science, and the public are analyzed in such areas as air and water pollution, resource depletion, waste disposal, population, and biodiversity. Junior/senior status recommended. Junior/senior status recommended. (Global Issues/Non-Western Studies). *Three semester hours.*

#### **POLS 325.NUCLEAR POLITICS**

An examination of the relationship between nuclear science and technology on the one hand, and contemporary political, social, cultural, and economic life on the other. Junior/senior status recommended. (Global Issues/ Non-Western Studies). *Three semester hours.*

#### **POLS 331.POLITICAL PHILOSOPHY**

As the basic course in political philosophy, this course focuses upon the origin and development of the key concepts which have molded our modern world. We will use original works of political philosophy, covering theorists as diverse as Plato, Aristotle, Machiavelli, Descartes, Hobbes, Rousseau, Mill, Foucault, Arendt and Marcuse. Each semester will have some variation with respect to these and other authors. The goals of this course are: (1) to improve the student's own analytic-philosophical reasoning; (2) to gain a solid foundation of these key thinkers; and (3) to apply their concepts to the "modern" world in which we are learning to live. Prerequisites: POLS 101 or 103. *Three semester hours.*

#### **POLS 345.AMERICAN FOREIGN POLICY**

Description and analysis of American foreign policy. Primary focus upon the debate over how the U.S. government and the American people could and should relate to governments and peoples in the rest of the world, including both the developed and the developing worlds. Course also includes how foreign policy is made, including the role of the president, congress and public opinion. Junior/senior status recommended. (Global Issues/Non-Western Studies). *Three semester hours.*

#### **POLS 360.CONGRESS AND THE PRESIDENCY**

An examination of the structures and politics of the two central institutions of the American political system. *Three semester hours.*

#### **POLS 361.TOPICS IN GLOBAL ISSUES/ NON-WESTERN STUDIES**

Diversity of human experience in politics with focus on politically-oriented issues of interest either globally or in the non-western world. Prerequisite: Junior/senior status. *Three semester hours.*

#### **POLS 371.SPECIAL TOPICS IN POLITICAL SCIENCE**

Special theme course to be announced by discipline. Includes experimental and interdisciplinary courses, special trips, and research topics. *One to three semester hours.*

#### **POLS 382.QUANTITATIVE RESEARCH FOR PUBLIC ADMINISTRATION**

Designing social science research to analyze the effectiveness of government or nonprofit sector programs. Students to prepare a mock research design. Recommended for students intending to pursue a Master's in Public Administration degree. Prerequisite: MATH 211 or MATH 121. *Three semester hours.*

#### **POLS 383.APPLIED PUBLIC POLICY EVALUATION RESEARCH**

This course applies public policy evaluation methods. The student uses "real world" data to analyze the effectiveness of programs. The research prepares each student to engage in public or non-profit agency assessments. This course is recommended for students who intend to pursue a Master's in Public Administration degree. Prerequisites: Either POLS 382, SOCI 313, PSYC 330, or BA 225, or permission of the instructor. *Three semester hours.*

#### **POLS 386.POLITICS AND ADMINISTRATION IN SOUTH CAROLINA**

Study of how governmental and public agencies function in South Carolina with special reference to the agencies' political environments. Topics include the political culture and government functions, the structure of public administration at the state and county levels, state legislative oversight of administrative agencies, and personnel staffing procedures. Includes short term placements in administrative agencies. *Three semester hours.*

#### **POLS 388.CAMPAIGN MANAGEMENT**

This course prepares the student to manage election campaigns. Modern professional campaign techniques are explained in detail. A mock campaign plan provides an opportunity to apply campaign strategies. *Three semester hours.*

#### **POLS 490.INTERNSHIP**

Students participate in practical work experience related to the study of political science. Internship is supervised by a faculty member. A student must be in good academic standing and have completed 45 semester hours of credit. It is recommended that students complete at least three semester hours of credit in political science before participating in an internship. Other course prerequisite(s) may be required at the instructor's discretion. Only six semester hours of credit in internships may count toward fulfillment of major requirements. For Pass/Fail credit only. *One to twelve semester hours.*

## **POLS 499.CAPSTONE SEMINAR**

This capstone course assists students to synthesize their political science college experience and to prepare them to apply their knowledge and skills after graduation. Topics include political autobiography, analysis of contemporary political processes, and transition to post-graduate training and/or career. Senior or near-senior status. *One semester hour.*

## **PSYCHOLOGY**

### **PSYC 101.GENERAL PSYCHOLOGY**

Fundamental laws, facts, problems and fields of psychology and its relation and important applications to other fields. *Three semester hours.*

### **PSYC 190.CAREERS IN PSYCHOLOGY**

Introduction to career opportunities in the various fields of psychology. It provides information on the knowledge and skills expected of a psychology major. It presents aspects of psychology as a science and profession, and discusses the requirements for advance degrees (M.S., Ph.D.). Graded Pass/Fail. Restricted to psychology majors, psychology minors, or students who have not declared a major. Any exceptions must be approved by the instructor. *One semester hour.*

### **PSYC 203.DEVELOPMENTAL PSYCHOLOGY**

A study of the psychological aspects of human development from conception through the experience of dying with emphasis on cognitive, emotional, social, physical and moral development. Different approaches to development, and various factors affecting development provide the framework for the course. Prerequisites: Grade of "C" or better in PSYC 101 and ENGL 102. *Three semester hours.*

### **PSYC 212.INTERVIEWING AND COUNSELING (FALL)**

Introduces the student to relevant theory and effective techniques of interviewing and counseling used in institutions, agencies, and business. Students will actively participate in class exercises as well as theoretical discussions to develop their knowledge and skills in this area of psychology. Prerequisites: ENGL 102, and one of the following: PSYC 101, SOCI 101, ANTH 104. *Three semester hours.*

### **PSYC 251.ABNORMAL PSYCHOLOGY**

Provides students with the basic vocabulary of the field and the basics of diagnostic procedure, plus an understanding of ethical issues. Students also learn how various disorders are explained and treated by the major approaches currently in use. Prerequisites: PSYC 101 and ENGL 102. *Three semester hours.*

### **PSYC 290.PSYCHOLOGY TUTORIAL PRACTICUM**

By serving as a peer tutor, the student will receive the practical experience of helping others to learn. Such experience should enhance the student's knowledge of psychological skills and concepts. The student must be available a minimum of two hours each week to work under faculty/staff supervision. Graded on a Pass/Fail basis, the course can be taken three times. Prerequisite: Recommendation by one of the psychology faculty. *One semester hour.*

### **PSYC 299.PSYCHOLOGICAL FIELDWORK**

One hour weekly in class meeting and two hours weekly service for a minimum of 26 hours, as volunteers for social service agencies or businesses. Formal reports in class. Prerequisites: PSYC 101, Psychology major or minor. Graded pass/fail. This course may be repeated for additional credit. *One semester hour.*

### **PSYC 301.SOCIAL PERCEPTION: SOCIAL PSYCHOLOGY I**

An analysis of the current methods and theories concerning how people process social information. Topics include person perception, attitudes and persuasion, the self, and prejudice and stereotyping. Prerequisites: PSYC 101 and ENGL 102. *Three semester hours.*

### **PSYC 302.GROUP PROCESSES: SOCIAL PSYCHOLOGY II**

An analysis of the current methods and theories concerning group processes. Topics include conformity, obedience, aggression, prosocial behavior, group cooperation and conflict. Prerequisites: PSYC 101 and ENGL 102. *Three semester hours.*

### **PSYC 303.PSYCHOLOGY OF AGING**

Course is structured to trace the latter part of the maturation scale, studying the biological, psychological, and sociological changes and adjustments attendant upon the human organism in advancing years. The changes in the organism's vulnerability because of the psychological, chemical, and anatomical adjustments; the changes in capacity to adapt to the demands of the environment and other persons; the changes in social habits due to society's expectations--these are the interests this course is designed to address. Prerequisites: PSYC 101 and ENGL 102 or permission of instructor. *Three semester hours.*

### **PSYC 304.BIOLOGICAL BASES OF BEHAVIOR**

An investigation of the biological foundations of behavior with particular emphasis on the role of the nervous system. Topics included are sensation, motivation, emotion, learning and some aspects of psychopathology. Prerequisites: PSYC 101, ENGL 102, and a lab science course. *Three semester hours.*

### **PSYC 306.PSYCHOLOGY OF PERSONALITY**

Detailed study of normal personality. The course is organized around the biological and social determinants of personality, and sketches important methods used in personality study, various theories of personality development, concepts of traits, types and attitudes. Prerequisites: PSYC 101, ENGL 102, and junior status. *Three semester hours.*

**PSYC 312.SYSTEMS OF PSYCHOTHERAPY (SPRING)**

An investigation of the theories, processes, and practical applications of psychological principles of therapy. Students are encouraged in participation in order to experience some of the methods that comprise an integral part of therapy through such activities as videotaping, testing, interviewing, role play and simulated therapy sessions. Prerequisites: PSYC 101 and ENGL 102. *Three semester hours.*

**PSYC 314.PSYCHOLOGY OF CHILDHOOD**

An examination of human development from conception to adolescence. This course will focus on psychological development, with particular emphasis on cognitive, social, and emotional development. Prerequisites: PSYC 101 and ENGL 102. *Three semester hours.*

**PSYC 315.ADOLESCENT DEVELOPMENT**

An examination of human development through the period of adolescence. This course will focus on the scientific examination of psychological development, with particular emphasis on cognitive, social, and emotional development. Prerequisites: PSYC 101 and ENGL 102. *Three semester hours.*

**PSYC 330.METHODS AND LOGIC OF BEHAVIORAL RESEARCH**

An examination of basic assumptions, rules and limitations of the scientific method, as well as the procedures involved in formulating research hypotheses, measuring variables, and selecting appropriate research designs. Scientific writing, hypothesis testing, psychometrics and a lab component are also required. Prerequisites: Grade of "C" or better in PSYC 101 and ENGL 102. Corequisite: ENGL 275 or 373. *Four semester hours.*

**PSYC 331.BEHAVIORAL STATISTICS IN EXPERIMENTAL PSYCHOLOGY**

Explains the properties of the different kinds of data scales and distributions encountered in behavioral research. Covers the procedures of summarizing data and presenting them in tabular and graphic forms. Also covers the logical process of selecting appropriate inferential statistics and the use of statistical software. Includes research lab component. Prerequisites: Grade of "C" or better in PSYC 330 and MATH 211 (any exception must be petitioned). *Four semester hours.*

**PSYC 333.COGNITIVE PSYCHOLOGY**

Theories and research pertaining to cognitive topics, such as perception, learning of concepts, memory, reasoning, and language. Junior/senior status recommended. Prerequisites: PSYC 101 and ENGL 102. *Three semester hours.*

**PSYC 341.PSYCHOLOGY OF RELIGION**

This course reviews the psychological nature and functions of religious beliefs and practices, from the perspective of the major schools of psychological thought (Psychoanalytic, Humanistic, Existential, and Eastern Psychology). It will include a discussion of the role and function of religious beliefs in the development of a healthy personality, and review the methods (practices) used by the world's major religions (Western and non-Western) to fulfill these functions. Prerequisites: ENGL 102 and PSYC 101. Junior/senior status recommended. (Global Issues/Non-western Studies). *Three semester hours.*

**PSYC 350.ADVANCED EXPERIMENTAL RESEARCH**

An intensive review of research methodology and statistics. Computer generated data analyses are stressed. Students work in groups to design, conduct and present original research. Prerequisite: Grade of "C" or better in PSYC 331. *Three semester hours.*

**PSYC 358.HISTORY AND SYSTEMS OF PSYCHOLOGY**

Designed to examine the development of systems of thought and theories in psychology with an emphasis on the criticisms of and contributions made by these systems and theories. Prerequisites: PSYC 101 and ENGL 102 and junior standing. *Three semester hours.*

**PSYC 360.WOMEN AND MEN**

This course examines gender and gender roles from a number of different perspectives: psychological, biological, historical, anthropological, and social roles. This course also considers how gender is perceived in Western and Non-Western cultures and how gender influences interactions in a number of real world domains (such as work, government, and education). Prerequisites: PSYC 101 and ENGL 102. Junior/senior status recommended. (Global Issues/Non-Western Studies course) *Three semester hours.*

**PSYC 361. STATES OF CONSCIOUSNESS**

This course investigates the current scientific psychological research into states of consciousness and the practical implications of this research. Topic areas include sleep, hypnosis, meditation, mind altered states, and drug states. Prerequisite: PSYC 101. *Three semester hours.*

**PSYC 362.HEALTH PSYCHOLOGY**

The profession of psychology has found an increasingly important role in the treatment of health related behaviors. The course reviews our current scientific knowledge with respect to the psychological and emotional causes for many health problems (obesity, heart disease, stress disorders). This course will also investigate the role that psychology plays in the treatment of obesity, smoking, stress, and sleep disorders. Prerequisite: PSYC 101. *Three semester hours.*

**PSYC 363.SEXUAL BEHAVIOR AND DEVIANCE**

This course reviews psychology's current research into the occurrence development, and classification of human sexual behavior including deviant behaviors. This course will acquaint the students with the range of different forms that sexual behavior may take and the challenges faced by researchers in this field of study. Prerequisite: PSYC 101. *Three semester hours.*



### **PSYC 370-379.SPECIAL TOPICS SEMINARS**

Such seminars are designed to provide an in-depth analysis of a topic. The student is expected to participate more than he/she ordinarily would in a traditional lecture course. Prerequisites: PSYC 101 and ENGL 102. These courses are not sequential. *Three semester hours.*

### **PSYC 400.PSYCHOMETRICS**

The first section covers the techniques and principles of test construction. The second section deals with the application and methods of interpretation of some standard psychological tests. Prerequisite: Grade of "C" or better in PSYC 330. *Three semester hours.*

### **PSYC 405.DEATH AND DYING**

A cross cultural analysis of death and dying from historical, anthropological, psychological, theological, and sociological perspectives. Topics will include denial/acceptance of death, euthanasia, funeral rituals, mourning, and suicide. Prerequisites: ENGL 102 and PSYC 101. Junior/senior status recommended. (Global Issues/Non-Western studies course). *Three semester hours.*

### **PSYC 421.RESEARCH SEMINAR**

Independent research on a topic of psychological interest. A research paper is required. This course may be repeated for additional credit. Prerequisite: Grade of "C" or better in PSYC 331. *Three semester hours.*

### **PSYC 470-479.SPECIAL TOPICS IN DEVELOPMENTAL PSYCHOLOGY**

These courses are designed to provide an in-depth analysis of a developmental topic, such as parenting, childhood psychopathology, and mental retardation. These courses are not sequential. Prerequisites: PSYC 101 and ENGL 102. *Three semester hours.*

### **PSYC 490.INTERNSHIP**

Interns work for a social/service agency or business for an average of eight hours per week for 13 weeks, performing various activities related to their particular career goals and emphases in psychology, e.g., testing, counseling, behavior modification, human resources, day care, elder care. Interns meet in class once per week and make formal presentations. This course may be repeated for an additional three hours credit with the approval of the unit head. Graded Pass/Fail. Prerequisites: PSYC 331 with a minimum of "C" and permission of the instructor. *Three semester hours.*

### **PSYC 499.SENIOR SEMINAR**

The professional concerns/capstone course. Topics include issues of professional conduct, ethics, resumes, and transition to career choices. Graded on a Pass/Fail basis. Prerequisites: Psychology major/minor and senior status. *One semester hour.*

## **SOCIOLOGY**

### **SOCI 101.INTRODUCTION TO SOCIOLOGY**

General perspectives of sociologists toward human behavior in social groups, the individual as a social actor, interaction pattern between social groups, inter-institutional differentials in human behavior, and dynamics of social systems. SOCI 101 is required of all sociology majors. *Three semester hours.*

### **SOCI 190.CAREERS IN SOCIOLOGY**

Designed to introduce students to careers in sociology. Provides information about: (1) the knowledge and skills taught in the sociology program at Lander; (2) career activities among recent Lander sociology graduates; (3) requirements and application procedures for advanced degrees (MS, Ph.D.) in sociology. Enrollment in the course is restricted to sociology majors, sociology minors, and students who have not declared a major. Graded on a Pass/Fail basis. *One semester hour.*

### **SOCI 202.SOCIAL CHANGE AND SOCIAL PROBLEMS**

Sources, nature, extent, and consequences of social and cultural change, with special emphasis on the development of social movements, political protest, and collective violence. Attention is also given to the major problems confronting groups and individuals in contemporary societies. Sociology 101 strongly recommended. *Three semester hours.*

### **SOCI 204.AMERICAN SOCIETY**

This course focuses on an analysis of the dynamic processes associated with social, cultural, political and economic change in 20th Century American society, with an emphasis on civil rights and social movements concerned with the extension of civil rights to subordinated and minority groups. SOCI 101 strongly recommended. *Three semester hours.*

### **SOCI 205.AFRICAN-AMERICAN COMMUNITIES**

The course focuses on: 1) the history, development, and internal structure of African-American communities as a unique social type in American Society; and 2) the ways in which these communities have shaped African-American identity. The course explores the assumption that African-American communities have been shaped by a particular set of historical circumstances. Within these communities, autobiographical, generational, and ancestral memories of those events inform racial/ethnic identity. SOCI 101 strongly recommended. *Three semester hours.*

### **SOCI 209.JUVENILE DELINQUENTLY**

The causes of juvenile delinquency, its extent and the variations in the laws, treatment of the delinquency and the significance of such factors as changing cultural patterns and teenage cultures. Prerequisite: "C" or better in SOCI 101 or permission of instructor. *Three semester hours.*

**SOCI 210.CORRECTION, PROBATION AND PAROLE**

This course attempts to explore the broad spectrum of the systems, processes and people that constitute the field of correction and examines the history of the emergence and development of prisons and jails, probation, parole, and community-based corrections. SOCI 101 strongly recommended. *Three semester hours.*

**SOCI 214.CRIMINAL JUSTICE SYSTEM**

Examination of law enforcement systems and courts practice, police discretion and the methods of dealing with suspects. Emphasis on criminal justice processes and the implication of criminal law in society. SOCI 101 strongly recommended. *Three semester hours.*

**SOCI 215.SOCIAL SCIENCES DATA ISSUES**

An introduction to data sources, uses and presentation designed specifically for social science students. Coverage includes the use of statistical analysis programs, discovery, manipulation, and creation of data files and presentation development with appropriate software programs. Prerequisite: MATH 101, MATH 121 or MATH 211. *Three semester hours.*

**SOCI 227.SOCIAL MOVEMENTS**

This course offers an introductory survey to the sociology of social movements. Particular social movements to be studied may include, but will not be limited to environmental, civil rights, feminist, gay rights, class-based, hate-based, and terrorist social movements. Significant attention will be paid to the history, theory and methods of social movement research, and also to role of social movements in contemporary society. Prerequisite: SOCI 101 with a "C" or better or permission of instructor. *Three credit hours.*

**SOCI 228.POPULAR CULTURE AND THE MASS MEDIA**

This course addresses the sociology of popular culture and the mass media. Theories of the construction and reproduction of popular culture, the role and influence of the mass media in society, connections to systems of race, class and gender stratification, and the sociology of particular forms of mass media (e.g. television, film, literature, music, digital & internet) will be addressed. Prerequisite: SOCI 101 with a grade of "C" or better. *Three semester hours.*

**SOCI 230.DEVIANCE AND SOCIAL CONTROL**

This course concerns the sociology of deviance and social control at both individual and organizational levels of society. Theories of deviance, different forms of deviance, mechanisms of social control, and how deviant behavior is related to questions of power, identity, and systems of race, class, and gender stratification, will all be addressed. Prerequisite: SOCI 101 with a grade of "C" or better. *Three semester hours.*

**SOCI 290.SOCIOLOGY TUTORIAL PRACTICUM**

By serving as a peer tutor, the student will receive the practical experience of helping others to learn. Such experience should enhance the student's understanding of the basic concepts of sociological skills. A student must be available a minimum of 28 hours during the semester for tutoring under faculty/staff supervision. Graded on a Pass/Fail basis, the course can be taken three times. Prerequisite: Recommendation by one of the sociology faculty. *One semester hour.*

**SOCI 301.RACE AND ETHNIC RELATIONS**

This course examines the nature of racially and ethnically defined intergroup relations in a variety of cultural contexts. Of particular concern are the ways in which race and ethnicity shape stratification systems, and the ways in which race and ethnicity shape individual and group identity. The course examines both historical and cultural variations in prejudice and discrimination. Prerequisite: completion of at least 40 credit hours of college coursework. Junior/senior status recommended. (Global Issues/Non-Western Studies) *Three semester hours.*

**SOCI 302.COMPARATIVE SOCIAL INSTITUTIONS**

Constant and variable features of major social institutions- familial, religious, educational, political, economic, and legal, dealing with their structure, function, change, and pattern of interaction with respect to other societies. Prerequisite: SOCI 101. *Three semester hours.*

**SOCI 303.CRIMINOLOGY**

Delinquency and crime with special emphasis upon the character extent and causes of crime, criminal law, court and penal systems and programs, for crime prevention. Prerequisite: SOCI 101. *Three semester hours.*

**SOCI 305.SOCIOLOGICAL THEORY**

This course provides an overview of classical and contemporary (i.e. post 1945) social and sociological theory. It explores the unique historical conditions and circumstances that gave rise to the discipline of sociology, intellectual precursors to social and sociological theorizing, the work and ideas of leading 19th and early 20th century European and American theorists (e.g. DuBois, Marx, Weber, Durkheim, Simmel, Park, Spencer, Mead) and their intellectual counterparts in the latter half of the 20th and early 21st century (e.g. Parsons, the Frankfurt School theorists, Goffman, Garfinkel, Elias, Foucault, Bourdieu, Habermas, Castells, Smith, West, Collins, Harvey). The focus of the class will not just be on learning social and sociological theory for its own sake but also on the use of theory as a tool for developing the sociological imagination. Prerequisites: SOCI 101 and nine additional hours in sociology with a grade of "C" or better. *Three semester hours.*

**SOCI 310.CIVIL RIGHTS & SOCIAL MOVEMENTS**

This course surveys significant national civil/human rights legislation and legal decisions in the United States from 1857 to the present. Emphasis is placed on the exploration of the connection between these legislations and decisions and social movements aimed at expanding and strengthening access to constitutionally assured civil rights. Prerequisite: SOCI 101. *Three semester hours.*

**SOCI 311.INTRODUCTION TO SOCIAL WORK**

Survey of the historical background of social work and the changing philosophy as shown in the present principles and techniques common to all forms of social case work. Prerequisite: SOCI 101. *Three semester hours.*

**SOCI 312.METHODS OF SOCIAL RESEARCH**

An introduction to the logic and conduct of social research, relationships between theory and empirical evidence; formulation of hypothesis; conduct and analysis of field research; research design; techniques for data collection and analysis. Prerequisites: SOCI 101 and nine additional hours in sociology with a grade of "C" or better and MATH 211 or BA 225. *Three semester hours.*

**SOCI 314.SOCIAL WELFARE POLICIES AND PROGRAMS**

This course will examine the history of social welfare, including the values, beliefs, and attitudes that have shaped social welfare in the United States. The course will examine diverse social issues. The student will have the opportunity to address political and economic factors that affect social welfare policy. The student will also participate in developing a social project policy, carry out the policy, and then evaluate the policy on the act usage of the newly developed policy. Prerequisites: SOCI 101, with a "C" or better. *Three semester hours.*

**SOCI 316.URBAN SOCIOLOGY**

An introduction to selected aspects of modern urbanized society dealing with the analysis of the formal organization, social consequences of the modern city, normative change, technological advance, the restructuring of markets, social policy and planning. Prerequisite: SOCI 101. *Three semester hours.*

**SOCI 321.MEDICAL SOCIOLOGY**

The analysis of the various social roles played by those who are sick and those who deal directly or indirectly with the sick, social structure of the hospital and social system of medical care, social epidemiology and ecology of disease. The emphasis will be on the sociology of medicine. Prerequisite: SOCI 101. *Three semester hours.*

**SOCI 322.SOCIOLOGY OF MENTAL HEALTH**

Sociocultural variations in the predictability of psychopathology of mental disorder. A critical analysis of the complex organizations, etiologies, typologies, and social policies relative to the phenomenon of mental health. Prerequisite: SOCI 101. *Three semester hours.*

**SOCI 326.SOCIETY AND LAW**

Study of the social origin of law: the interrelations of society and law: examines the moral, ethical, social and the legal aspect of law, criminal law and legal process. Prerequisite: SOCI 101. *Three semester hours.*

**SOCI 328.SOCIOLOGY OF GENDER**

This course analyzes the role of gender and sexuality in society. It explores the social construction of gender, cross-cultural research variations of masculinity, femininity and sexuality; how gender and sexuality impact life chances and well-being; and gendered dimensions of social institutions, including the economy, media, family, religion, politics, science and the law. Prerequisite: SOCI 101 with a "C" or better. *Three semester hours.*

**SOCI 351.SOCIOLOGY OF FAMILY**

A primary purpose of this course is to provide an in-depth cross-cultural analysis of family systems. It will involve an examination of the major aspects of the family. In addition, attempts will be made to understand the basic sociological perspectives employed in the analysis of family. Prerequisite: completion of at least 40 credit hours of college coursework. Junior/senior status recommended. (Global Issues/Non-Western Studies) *Three semester hours.*

**SOCI 361.SOCIOLOGY OF AGING (FALL AND EVEN NUMBERED SPRING)**

Aging as a phenomenon of study necessarily requires an understanding of temporality. It is the real life example of how past and future are implicated in present experience from a cross cultural perspective. It will involve an in-depth comparison of social problems and issues of aging and how they relate to both time and place. Theories of aging will be introduced and analyzed with reference to the variations and similarities of the aging experience as a global concern. Prerequisite: completion of at least 40 credit hours of coursework. Junior/senior status recommended. (Global Issues/Non-Western Studies) *Three semester hours.*

**SOCI 371.SPECIAL TOPICS IN SOCIOLOGY**

Exploration of topics and issues not currently included in the sociology curriculum. This course is designed as an experimental course that reflects emergent areas of sociological study and analysis as informed by sociological theory. May be taken for additional credit as topic changes. Prerequisite: "C" in SOCI 101 or permission of instructor. *One to three semester hours.*

**SOCI 377.GLOBAL ISSUES/NON-WESTERN STUDIES SPECIAL TOPICS**

Special or experimental course that either explores a sociological topic relevant to all cultures and societies or explores a sociological issue relevant to nonwestern cultures and societies. Prerequisite: Junior/Senior status. *Three semester hours.*

**SOCI 421.SOCIOLOGY SENIOR SEMINAR**

Independent research using primary sources on a topic of sociological interest. Prerequisites: Senior standing, SOCI 305, and SOCI 312 or permission of instructor. *Three semester hours.*

**SOCI 425.HUMAN ECOLOGY AND GLOBAL CONCERNS SEMINAR**

The focus is on in-depth sociological analyses of the current human ecological issues and key social problems of global concerns. The emphasis on selected topics of social problems may vary depending upon the social awareness current at the time of the seminar. Prerequisites: ANTH 103 or 104, SOCI 101 or 202, or approval of instructor. Open to seniors or rising seniors only. (Global Issues/Non-Western Studies) *Three semester hours.*

### **SOCI 490.INTERNSHIP**

An advanced workshop for future professionals in the field of applied sociology. The main objective of this course will be the application of selected basic concepts of sociology to a current social reality. Emphasis will be given to analyses of aspects of current acute social problems while familiarizing students with the basic principles of sociologists' professional ethics. They are required to work at least 8 hours per week for 13 weeks in an approved social agency for three hours credit. This course may be repeated for additional three hours credit with approval of the division chair. Graded Pass/Fail. Prerequisites: SOCI 313 or permission of instructor and a GPA of 2.25 or better in all sociology courses taken. *Three to six semester hours.*

### **SOCI 499.PRACTICUM IN CONTEMPORARY SOCIOLOGY**

This course is designed to be one of the last classes a sociology major (including those students choosing the criminal justice emphasis) will take at Lander. It is structured to help students understand the role of sociology in society today and to develop a practical orientation for students as they enter society as sociology majors. Topics to be covered include a review of the major topics, concerns, and controversies students have learned while majoring in sociology; engagement with recent sociological research and theorizing; discussion and analysis of projects sociologists are currently working on; and practical strategies for putting a sociology degree to work in a post-collegiate context. Prerequisites: "C" or better in SOCI 101, 305, and 312. *Three semester hours.*

## **SPANISH**

### **SPAN 101-102.ELEMENTARY SPANISH**

Fundamentals of pronunciation, vocabulary building, principles of grammar and reading facility. Emphasis on idiomatic usage of the spoken language. Spanish 101 is a prerequisite for Spanish 102. *Three semester hours each.*

### **SPAN 111.INTENSIVE ELEMENTARY SPANISH**

A one-semester equivalent of Spanish 101-102 for students with some background in the language. The course provides intensive review and practice in the four language skills. Students who have previously enrolled in Spanish 101 may not take this course. Prerequisite: Placement by proficiency examination. *Three semester hours.*

### **SPAN 210.SPANISH CONVERSATION**

Intended to increase vocabulary and fluency in the spoken language. The course helps build confidence in pronunciation and essential conversational skills. Recommended for all Spanish minors. Prerequisite: SPAN 102. *Three semester hours.*

### **SPAN 211.INTERMEDIATE SPANISH**

The course seeks to improve basic reading, writing and conversation abilities by way of grammar review and the active use of the language in the four areas of language development: aural comprehension, oral expression, reading, and writing. Prerequisite: SPAN 102 or permission of the division. *Three semester hours.*

### **SPAN 212.INTERMEDIATE SPANISH**

The course offers continued practice in the four basic areas: aural comprehension, oral expression, reading, and writing. There is an increased emphasis on reading and writing skill. Most topics to be considered deal with contemporary Hispanic literature and civilization. Prerequisite: SPAN 210, 211 or permission of the division. *Three semester hours.*

### **SPAN 290.SPANISH PRACTICUM**

Students learn methods of teaching a foreign language. This is a required course for Spanish peer tutors; however, taking the course does not guarantee or require employment in the Peer Tutoring Center. Spanish majors may take this course for elective credit only. Prerequisites: SPAN 210 or SPAN 211 and recommendation by faculty based on competency demonstrated in Spanish. This course can be repeated up to three times with instructor's permission. *One semester hour.*

### **SPAN 300.RESEARCH IN SPANISH**

To be taken in conjunction with History 222, 321-323 or 432, or Philosophy 315. Credit is given for using Spanish language skills to write, in English, a term paper or papers. The grade received for the paper(s) is the grade for Spanish 300. *Two semester hours.*

### **SPAN 301.STUDY TOUR IN LATIN AMERICA**

The tour will provide the student with experience in Spanish through daily contact with the local population. Latin American civilization and culture will be studied in a variety of ways, including lectures, discussions, site visits, and excursions to museums, ruins, and theatrical productions. Prerequisite: Individual offerings may have prerequisite(s). Junior/senior status recommended. (Global Issues/Non-western Studies). *One to three semester hours.*

### **SPAN 304.SPANISH CONVERSATION AND PHONETICS**

This course is designed to increase the student's vocabulary and fluency in the spoken language. Emphasis will be placed on pronunciation and word forms. Recommended for all Spanish majors and minors. Prerequisite: SPAN 212 or equivalent. *Three semester hours.*

### **SPAN 305.SPANISH GRAMMAR AND COMPOSITION**

This course is designed to increase the student's command of written Spanish. Emphasis on writing proficiency. Prerequisite: SPAN 212 or equivalent. *Three semester hours.*



**SPAN 306.CIVILIZATION AND CULTURE OF LATIN AMERICA**

An introduction to the culture and civilizations of Latin America. A study of Latin American historical development and aspects and issues of its social, artistic, intellectual, and political life today. Prerequisite: SPAN 102. Junior/senior status recommended. (Global Issues/Non-western Studies). *Three semester hours.*

**SPAN 307.CIVILIZATION AND CULTURE OF SPAIN**

An introduction to the culture and civilizations of Spain. A study of physical and human geography, historical development, and major aspects and issues of contemporary Spanish society. Prerequisite: SPAN 102. *Three semester hours.*

**SPAN 311.SURVEY OF HISPANO-AMERICAN LITERATURE**

A panoramic study of Spanish American literature from its origins in pre-Columbian indigenous literature through the essayists of the Spanish conquest, the colonial writers of the seventeenth and eighteenth centuries, the Romantics and Realists of the nineteenth century, to the turn-of-the-century-Modernists. A research/writing project requires a detailed examination of an author or theme during the periods covered. Prerequisite: SPAN 212. *Three semester hours.*

**SPAN 312.SURVEY OF HISPANO-AMERICAN LITERATURE II**

A panoramic study of Spanish American literature from the Modernists to the post Modernists to the contemporary novelists, short story writers, poets, and dramatists. A research/writing project requires a detailed examination of an author or theme during the periods covered. Prerequisite: SPAN 212. *Three semester hours.*

**SPAN 313.SURVEY OF SPANISH LITERATURE**

A panoramic study of Spanish literature from the medieval period through the Spanish Golden Age, the eighteenth and nineteenth centuries. Essay, narrative, poetry and drama of particularly prominent writers shall be discussed and read, including Cervantes, Caledrón de la Barca, Góngora and Bécquer. A research/writing project requires a detailed examination of an author or theme during the periods covered. Prerequisite: SPAN 212. *Three semester hours.*

**SPAN 314.SURVEY OF SPANISH LITERATURE**

A panoramic study of Spanish literature from the Generation of '98 through the Generation of 1927, and the Spanish Civil War to the contemporary novel, short story, poetry and drama. The works of particularly prominent writers shall be discussed, including Aleixandre, Lorca, Cela, and Sastre. A research/writing project requires a detailed examination of an author or theme during the periods covered. Prerequisite: SPAN 212. *Three semester hours.*

**SPAN 395.STUDY ABROAD**

Topics will vary according to foreign institution attended and student placement and preferences. Prerequisite: Completion of six hours of sophomore level Spanish. *Three semester hours.*

**SPAN 401.TECHNOLOGICAL APPLICATIONS IN FOREIGN LANGUAGES**

This course investigates the use of technology for a variety of career needs. Students will use technology in areas such as pronunciation, grammar, translation, and composition and will explore uses of multimedia computers in professional applications. Prerequisites: SPAN 305, Study Abroad credits, or permission of the instructor. *Three semester hours.*

**SPAN 403.SPECIAL TOPICS IN SPANISH LANGUAGE**

Topics will vary but will be germane to the linguistic and dialectal study of Spanish as spoken in Spain and the Americas. *Three semester hours.*

**SPAN 405.SPECIAL TOPICS IN HISPANIC AMERICAN LITERATURES**

Topics will vary and emphasis may be placed on technique, authors, or themes. Prerequisite: 6 hours of sophomore level Spanish. Junior/senior status recommended. (Global Issues/Non-western Studies). *Three semester hours.*

**SPAN 451.METHODS OF TEACHING SPANISH**

A study of various approaches to teaching a second language, including the study of second language acquisition theory, instructional and specialized communication-based methodology and materials for dealing with diverse learning styles and grade levels. The course will include the development of authentic foreign language materials for use in teaching and will explore the uses of recent technology in the second language classroom. A planned clinical experience of at least ten hours will be completed. Prerequisites: SPAN 304 and 305. *Three semester hours.*

**SPAN 490.SPANISH INTERNSHIP**

This course seeks to provide teacher candidates and/or Spanish majors and minors with practical opportunities to develop the theories of second language acquisition in the field. Students will put into practice these theories using different methods. These opportunities will provide field experiences prior to student teaching or professional work after graduation. Students will adapt instruction to address a variety of learning styles in order to meet special needs and promote reflection on lesson plans through audio and video tape analysis. May be repeated for additional credit. Prerequisite: SPAN 290. *One to nine semester hours.*

**SPAN 499.SENIOR PROJECT**

Taught as a seminar and workshop, includes such topics as the foreign language majors in the marketplace, the graduate school experience, resumes, exit assessment evaluations, and discussion and guidance in the preparation of the Senior Project, the culminating expression of undergraduate study which, ordinarily is of a creative or critical nature and designed by the student. *One semester hour.*

## **SPECIAL EDUCATION**

*See Education (page 241)*

## **SPEECH**

### **SPCH 101.SPEECH FUNDAMENTALS**

Develops increased accuracy in the basic elements of the communicative process. Study and application of the principles of speech communication. **Three semester hours.**

### **SPCH 102.FUNDAMENTALS OF ORAL INTERPRETATION**

Develops demonstrated competence in the elements of voice and body used in oral interpretation. Competence is also required in the analysis of literature for its spirit and meaning. Required for majors. **Three semester hours.**

### **SPCH 201.VOICE AND DICTION**

Designed to develop demonstrated competence in personal speech and diction skills through the study of voice production technique, the skills required to achieve clear articulation, and the ability to identify and master standard pronunciation. Required for majors. Restricted to Mass Communication and Theatre Arts Majors or permission of instructor. This is a studio course. **Three semester hours.**

## **THEATRE**

### **THTR 103.INTEGRATED VOICE AND MOVEMENT**

Through the study of occidental and oriental voice and movement techniques, students will develop inner focus, stage presence, and performance stamina. This is a studio course that requires intensive physical and vocal participation. Required for Theatre emphasis majors. **Three semester hours.**

### **THTR 110. DRAFTING TECHNIQUES**

Introduces students to the elements of basic drafting techniques required for theatrical design. **Two semester hours.**

### **THTR 111.THEATRE PRODUCTION**

Required active participation in all phases of theatre production, including auditioning for all theatre productions at Lander University. Required of all theatre majors each semester of enrollment at Lander, and theatre minors (three hours required). Any student, regardless of major, who wishes to participate in a dramatic production may receive credit for such participation by taking this course. **One semester hour.**

### **THTR 200.ACTING I**

Focus is on the creative process as it applies to the study of acting. A variety of techniques that help actors to create believable characters in performance will be actively addressed. Restricted to Mass Communication and Theatre majors or permission of instructor. **Three semester hours.**

### **THTR 201.INTRODUCTION TO THEATRE AND FILM**

Gives a general background in film and theatre. Areas discussed are theatre history, dramatic literature, technical theatre, theatre design and production. **Three semester hours.** *This course maybe taken as one of the fine art requirements for recertification on the secondary level.*

### **THTR 203.ACTING II**

A continuation of Theatre 202. Focus is on scene analysis and developing emotional honesty in a performance. Required for Theatre emphasis majors. Prerequisites: THTR 202 or permission of the instructor. **Four semester hours.**

### **THTR 221.BASIC STAGECRAFT**

Lecture and laboratory course on the basic principles and techniques of executing the design elements of stage scenery, lighting and costuming. The emphasis is on the practical experiences that require students to demonstrate competences in these areas. **Three semester hours.**

### **THTR 301.THEATRE PROBLEMS**

Specialized instruction in area of theatre not normally covered in existing course work. Area to be covered will be based on need of students. Course can be repeated for different topics. **Three semester hours.**

### **THTR 302.ACTING III**

Focus is on acting styles and a study of various performance techniques. Prerequisite: THTR 202 or permission of the instructor. **Three semester hours.**

### **THTR 303.CAREER PRACTICUM**

Current issues and tactics in preparing for a performing arts related career are actively addressed. Topics include: goal setting, resume writing, audition preparation, interview technique and job research. Prerequisite: THTR 202 or permission of the instructor. **Three semester hours.**

**THTR 320.STAGE COSTUME**

Survey of the construction and design of stage costumes from antiquity to the present day. Develops demonstrated competence in the areas of construction, costume history and costume design. *Three semester hours.*

**THTR 331.STAGE LIGHTING DESIGN**

Develops demonstrated competence in the aesthetic and practical considerations in lighting stage productions. Classroom experience in planning, operation and designing techniques. Prerequisite: THTR 101 or permission of instructor. Required for Theatre Major. *Three semester hours.*

**THTR 332.CHILDREN'S THEATRE**

Creative dramatics for pre-school through high school. Theatre for children and theatre with children. *Three semester hours.*

**THTR 341.STAGE SCENERY DESIGN**

Develops demonstrated competence in the aesthetic and practical considerations in designing stage scenery. Classroom experience in planning, operation and designing techniques. Prerequisite: THTR 101 or permission of instructor. Required for major. *Three semester hours.*

**THTR 350.THEATRE HISTORY AND LITERATURE**

Survey of the historical developments in theatre including literature and criticism. Playwrights, representative plays and styles of production will be surveyed from Greek Classicism through the Medieval Period. Prerequisite: ENGL 102. *Three semester hours.*

**THTR 390.SCRIPTWRITING**

A study of the mechanics and format for stage, television/film, and radio writing with practical application achieved through the actual production of scripts. All students will be required to complete a short script. Scripts will receive public readings and selected short script will be produced in the appropriate media. Prerequisite: ENGL 102. *Three semester hours.*

**THTR 391.SCRIPTWRITING II**

A continuation of Theatre 390. Prerequisite: THTR 390. *Three semester hours.*

**THTR 412.DIRECTING II**

A continuation of Theatre 416 with emphasis on theories of directing. The directing of a one-act play for public performance is required. Prerequisite: THTR 415 and THTR 416. *Three semester hours.*

**THTR 416.PLAY DIRECTING LABORATORY**

A continuation of Theatre 415. Students cast and direct a one-act play. Emphasis is on practical application of the information learned in Theatre 415. Prerequisite: THTR 415. *One semester hour.*

**THTR 421.COMPUTER-AIDED DESIGN AND DRAFTING**

This course introduces the student to various CADD software program applications on both IBM and MacIntosh machines. The primary emphasis is AutoCad. Prerequisite: THTR 101 or permission of the instructor. *Three semester hours.*

**THTR 440.SPEECH AND THEATRE SEMINAR**

Meets two hours weekly. *Course offered on demand. One semester hour.*

**THTR 450.THEATRE HISTORY AND LITERATURE**

Survey of the historical developments in theatre including literature and criticism. Playwrights, representative plays and styles of production will be surveyed from the Medieval Period through Realism. Prerequisite: ENGL 102. *Three semester hours.*

**THTR 490.INTERNSHIP**

Designed to give the student a practical work experience in a field related to his or her major. A student will work through an approved agency, business, or theatre company under the supervision of one of its professional employees and a major professor. Students must apply one semester in advance of the internship. Suitable positions determine availability. Prerequisites: 18 semester hours in the major and junior or senior standing. *One to six semester hours.*

**THTR 499.PLAY DIRECTING**

Students will learn the basic theory and techniques required to plan and direct a theatrical production. Emphasis is placed on the formulation of a production concept and the completion of a prompt book. This is also a capstone course which will examine current legal and ethical issues as well as opportunities for employment and post-graduate training. Prerequisites: THTR 202, 221, 250, 350 or permission of the instructor. Junior/senior status is required. *Three semester hours.*

# Graduate Teacher Education Programs

Lander University offers graduate degree programs leading to the Master of Arts in Teaching (MAT) degree with a concentration in art, 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.

Students are encouraged to apply for admission online by going to <http://www.lander.edu/bearcatweb>. Requests for graduate application forms may also be addressed to the Office of Admissions, Lander University, Greenwood, South Carolina 29649, 888-4-Lander, or e-mail [admissions@lander.edu](mailto:admissions@lander.edu).

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

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 132).

## **The Masters of Arts in Teaching 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 MAT program cycle begins once each year in May, with all admissions from the previous year beginning and completing required coursework as a cohort group. Students can complete program requirements in one academic year (fall and spring terms) combined with full-time enrollment for two summers. Requirements include 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 MAT 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.

**Initial Admission.** The student seeking admission to the MAT with a concentration in art education must have completed an undergraduate degree in that content area from an accredited institution with a minimum GPA of 2.75 on a 4.0 scale. A completed application, three letters of reference on official Lander recommendation forms, 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 \$35 must accompany the student's initial application for admission to graduate studies at Lander University.

**Admission to Student Teaching.** Admission to Student Teaching requires:

- a) application to the South Carolina Department of Education for certification requiring fingerprint and background check approval.
- b) application to the Department of Teacher Education for admission to student teaching.
- c) acceptance during the semester prior to the student teaching experience.
- d) completion of specified courses in the MAT program of studies with a minimum GPA of 3.0. Three C's in any graduate courses precludes continuation in the program.
- e) completion of 100 hours of clinical experience including a two-week placement at a single site.
- f) favorable recommendation by the Coordinator of Art Education Programs and by the Dean of the College of Education.
- g) approval by the Graduate Programs Committee.
- h) passing scores on the Praxis II Subject Assessments/Specialty Area Tests required for certification in art by the South Carolina Department of Education.
- i) **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:

- j) Presentation of a professional studio portfolio appropriate to the content area (i.e., graduate exhibition for MAT candidates in art education).
- k) Successful performance of a summative Program Defense evaluated by professionals in the fields of art, art education and education.
- l) 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. 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**

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.



\*NOTE: A non-refundable application fee of \$35 must accompany initial application.

- 1. Initial Admission.** Graduation from a regionally accredited college or university and completed a state approved teacher education program or hold a valid teaching license. 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. Candidates must also submit a GRE score of at least 800 or 380 on the Miller's Analogy Test. Three letters of recommendation on official Lander recommendation forms from professional associates are required. All credentials will be reviewed by the Director of Admissions and an interview with the Director of Graduate Studies is required.
- 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 M.Ed. 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 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 --** (15 hours)

#### Elementary -

EDUC 658: The Integration of Language Arts & Social Studies  
EDUC 640: Curriculum Development in the Elementary School  
EDUC 648: Diagnosis & Correction of Reading Difficulties in the Elementary School  
EDUC 663: Strategies & Techniques for Teaching Science  
EDUC 633: Strategies & Techniques for Teaching Math  
EDUC 655: Methods of Teaching Content Reading

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

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

Transfer credit is applied to the area of related study.

## MONTESSORI EMPHASIS

Master of Education students 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 includes provisions for grade appeals. Neither grade changes nor appeals for grade changes can be made after one calendar year from the time the grade was given. After graduation no grade can be changed or appealed.



**Transcripts**--Requests for official transcripts of a student's record should be addressed to the Office of the Registrar. Procedures for requesting an official transcript can be found at <http://www.lander.edu/registrar/transcripts.html>.

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

\*Students must submit request for transcripts to be mailed to the State Department of Education.

### **Auditing**

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

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

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

### **Petitions**

Lander University provides formal procedures for addressing student petitions for variance from stated policies governing curricular issues. All petitions are submitted to the Director of Graduate Studies 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. 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.

# Graduate Courses of Study

## MASTER OF ARTS IN TEACHING (M.A.T.)

### ART

#### **ART 600.PRACTICES FOR TEACHING ART: MATERIALS AND METHOD (FALL)**

This course focuses on translating theory into practice in the art classroom. The graduate studio/seminar assignments are designed to prepare or update teaching professionals in the field of art. Topics of seminars and the focus of studio strategies are based on current concerns in the profession, such as discipline based arts education, multiculturalism, meeting the needs of a diverse student population, use of instructional technology and portfolio assessment. After students have taught and critiqued model lessons, they will move into a two-week clinical experience in public school. Prerequisite: Undergraduate degree in Art, in Art Education, or acceptance into the MAT graduate degree program of permission of the instructor. *Six semester hours.*

#### **ART 611.CURRICULUM DEVELOPMENT IN ART, K-12 (SUMMER)**

In this course, students will develop long-range curriculum plans supporting the “National Standards for Art Education” for art instruction for kindergarten through secondary school. Emphasis will be placed on providing age-appropriate content for the artistic development of children, theories of learning with significance for art expression, and meeting the needs of diverse learners. Program advocacy and grant writing for support of school arts programs will be modeled through course assignments. Prerequisite: Acceptance into the MAT graduate degree program or permission of the instructor. *Three semester hours.*

#### **ART 621.HISTORY AND PHILOSOPHY OF ART EDUCATION (SUMMER)**

This course provides an introduction to art education as a profession through examination of art education history, curricular developments and theories and philosophies. Current issues in the field are addressed through review and response to research. This course will provide the student with a historical context for current theory and practice and will encourage continued personal growth and contributions to the profession. A clinical experience will allow students to examine art education practices involving public school students. Prerequisite: Acceptance into the MAT graduate degree program or permission of the instructor. *Three semester hours.*

#### **ART 630.ART CONTEXTS FOR ART EDUCATION**

This course emphasizes acquiring knowledge of and presentation skills related to the cultural contexts of art represented in both global and Western European traditions and contemporary fine art and craft. Students develop instructional units supporting the “National Standards for Art Education.” Acceptance into the MAT graduate degree program or permission of the instructor. *Three semester hours.*

#### **ART 640.COMPUTER AND MEDIA TECHNOLOGY (SUMMER)**

This course focuses on the application of instructional technology to art education including the research and preparation of instructional materials and the use of appropriate media to document and present electronically a defensible integration of the student’s program of studies in art education. Enrollment in courses for completion of MAT graduate degree program or permission of instructor. *Three semester hours.*

#### **ART 650.CRAFTS DESIGN AND PRODUCTION**

This course emphasizes studio art production for craft forms appropriate to the goals of art education. Media selection offers potential for both challenge and success, for development of multicultural contexts and personal creativity, and for compatibility with the budget and space restrictions of public school art classes. Crafts media may include ceramics, textiles, and enameling and/or may vary based on student interests and the use of current cultural resources. *Three semester hours.*

#### **ART 660.DESIGN AND SCULPTURE (SUMMER)**

This course emphasizes studio production of quality 3-D design and sculptural projects from readily available, inexpensive materials using simple processes appropriate for instruction of young students from kindergarten to advanced secondary levels, as well as students with special needs. Attention will be given to management of the studio classroom and to projects that teach 3-D problem solving while utilizing limited space and easily manipulated materials. Prerequisite: Undergraduate degree in studio art, acceptance into the MAT graduate degree program, or permission of the instructor. *Three semester hours.*

#### **ART 661.GRADUATE EXHIBITION (SUMMER)**

This course contains two major components. The first is an internship experience in the selection and preparation of artworks for exhibition and the installation and publicity of the art exhibit for educational purposes. Completion of this component will be documented through a journal of the experience. The second component is the selection of works, preparation, installation and publicity of an interpretive gallery exhibit of the student’s own work completed in studio and art education courses in the graduate program. Completion of this component will be documented through the actual exhibition and demonstrated knowledge of proper exhibition practices. Prerequisite: ART 600, ART 611, ART 650, ART 660, EDUC 666 and concurrent enrollment in ART 640. *Three semester hours.*

## EDUCATION

### EDUC 604.SCHOOL AND SOCIETY

The course will provide a broad overview of program and issues involving various aspects of schooling as they relate to the needs of society. The students will explore social, multicultural, economic, and political problems that American education is expected to ameliorate. The student will also study the history, philosophy, organization, and operation of schools, along with a consideration of the teacher's role. A clinical experience will allow students to examine current practices in public school classrooms. Prerequisite: Acceptance into the MAT graduate degree program. *Three semester hours.*

### EDUC 625.THE LEARNER

This course will provide an overview of life-long human growth and development (physical, social, intellectual, and emotional) with a focus on the characteristics of exceptional individuals (handicapped and gifted). Attention will also be given to the study of modern psychological principles and methods as they impact upon the major learning theories. *Three semester hours.*

### EDUC 663.CONTENT AREA READING AND ASSESSMENT

This course contains two major components. The first involves a study of the background information and needed by secondary teachers for guiding pupils' growth in the through reading. Teachers will identify reading skills needed in content areas, will assess pupil development of those skills, and will adjust content instruction to variations in reading development. The second component focuses on selection, administration, and interpretation of both formal and informal assessment instruments. Prerequisite: Acceptance into the MAT graduate degree program. *Three semester hours.*

### EDUC 664.PRINCIPLES OF TEACHING

This course will include a blending of learning theory and educational psychology. Major learning theories will be studied from the perspective of what is known about how individuals learn. Students will examine the structure of appropriate classroom practice which is based upon knowledge of learning principles. Methods and materials appropriate for incorporating computers in content classrooms and models of classroom management will be explored. Methods of conducting and interpreting research will be taught in order for students to examine the best knowledge of how individuals learn and to support them in planning instruction accordingly. Prerequisite: Acceptance into the MAT graduate degree program. *Three semester hours.*

### EDUC 665.PRACTICES OF TEACHING

Students will use classroom simulation to implement the major models of teaching. They will learn the direct presentation method, questioning techniques, concept identification and teaching, guided discovery, cooperative learning, and inquiry teaching. Individuals will develop curriculum, unit and daily plans, and assessment based upon learning theory and national and state guidelines. After students have taught and critiqued lessons, they will move into a clinical experience in a public school. The major focus of the clinical experience is upon being able to both teach and manage public school students who are functioning on a variety of levels. This course must be taken simultaneously with either SCI 665 or ENGL 665 because the methods courses will be cooperatively planned and taught. Prerequisite: Acceptance into the MAT graduate degree program. *Three semester hours.*

### EDUC 666.STUDENT TEACHING

This course, open only to graduate students in the Master of Arts in Teaching program, involves observation, participation and supervised teaching in the public schools. It also includes a series of seminars dealing with issues in effective teaching. Prerequisite: Acceptance into MAT graduate degree program, completion of prescribed courses. Graded pass/fail. *Twelve semester hours.*

## MASTER OF EDUCATION (M.Ed.)

## EDUCATION

### EDUC 603.COMPARATIVE EDUCATION

A study of systems of education in a variety of cultural settings in the modern world. *Three semester hours.*

### EDUC 605.THE BRITISH EDUCATIONAL SYSTEM

The British Educational System is the core class intended to provide a context for study in Great Britain. It will be taught both on campus and through visits to appropriate schools. Topics include Britain and the British culture, the English educational system, the National Curriculum, and the local environment. *Three semester hours.*

### EDUC 606.PHILOSOPHY AND HISTORY OF EDUCATION

This course will provide a broad overview of problems and issues involving various aspects of schooling as they relate to the diverse needs of society. Students will explore social, multicultural economic and political problems that American education is expected to ameliorate. Students will study the history and philosophy of education and their effect upon current and future trends in school organization and operation as well as a consideration of their impact upon teacher roles. *Three semester hours.*

### EDUC 620.APPLIED CONTEMPORARY LEARNING THEORIES

This course includes a survey of contemporary learning theories, both established and evolving, and the manner in which each is reflected in all aspects of the educational process. Emphasis is placed upon the connections between educational research and pragmatic application of the research in instructional settings. *Three semester hours.*

### EDUC 621.EDUCATIONAL MEASUREMENT

A study of educational measurements with particular reference to such concepts as validity and reliability of various types of measurement. *Three semester hours.*

**EDUC 622.ADVANCED HUMAN GROWTH AND DEVELOPMENT**

This course addresses the study of human growth and development throughout the total life span, prenatal development through death. All factors which have an impact upon each stage of development are explored in depth, with major emphasis placed upon those factors uniquely indicative of each stage of development. *Three semester hours.*

**EDUC 623.METHODS AND MATERIALS OF EDUCATIONAL RESEARCH\*\***

This course is a study of the major methods and techniques of research employed in education as they relate in a historical context, to current practice and the role they will play in the projected needs of the future. As a result of this study, students will be able to comprehend the significance of educational research, analyze results, and evolve as reflective practitioners and change-agents within their chosen field. *Three semester hours.*

*\*\*Required of all degree-seeking students in the first 12 hours of the program.*

**EDUC 626.MULTICULTURAL EDUCATION IN AN ENGLISH CONTEXT**

Students will study multicultural education in English schools as well as compare U.S. and English approaches to diversity. Seminars will be augmented by field studies conducted in London schools. *Three semester hours.*

**EDUC 633.STRATEGIES AND TECHNIQUES FOR TEACHING MATH 5-8**

This course is designed for middle level teachers or curriculum developers. Emphasis will be placed on current research in psychology and mathematics instruction. Connections will be made to the South Carolina Curriculum Frameworks and the NCTM standards. *Three semester hours.*

**EDUC 640.CURRICULUM DEVELOPMENT IN THE ELEMENTARY SCHOOL**

This course includes a study of the underlying principles of curriculum development and implementation derived from the successful curriculum integration demonstrated by exemplary elementary schools and classrooms. An emphasis will be placed upon best practices that match curriculum principles to the developmental level of the individual student. *Three semester hours.*

**EDUC 642.PROBLEMS AND ISSUES IN CONTEMPORARY EDUCATION**

A study of current problems in education with particular reference to social, economic, and political factors and the impact on school activities. *Three semester hours.*

**EDUC 643.MIDDLE SCHOOL ORGANIZATION AND CURRICULUM**

This course is a study of the middle level school and its unique place in today's public school organization. Underlying principles of curriculum development and implementation based upon classroom research conducted in exemplary middle school will be included. Connections with the South Carolina Curriculum Frameworks will be made. *Three semester hours.*

**EDUC 648.DIAGNOSIS AND CORRECTION OF READING DIFFICULTIES IN THE ELEMENTARY SCHOOL**

This course includes a study of theories of causation of reading difficulties and the appropriate use of techniques, procedures, and materials for the correction of reading disorders exhibited by primary level learners. *Three semester hours.*

**EDUC 650.TEACHING THE CHILD WITH SPECIAL NEEDS IN A PRIMARY CLASSROOM**

This course is a study of students with special needs in the primary classroom. Particular reference to designing appropriate learning activities and strategies matched to student's developmental levels will be included. *Three semester hours.*

**EDUC 652.SPECIAL PROBLEMS IN EDUCATION**

In consultation with other education agencies, selected problems in education will be identified, studied and resolved. (Ordinarily this course is available as a workshop for a specific group of professional personnel with common concerns.) *One to three semester hours.*

**EDUC 655.METHODS OF TEACHING CONTENT AREA READING**

This course is a study of methods, materials and competencies useful for integrating reading instruction into subject matter instruction to meet the unique needs of middle level learners. The course includes current research conducted in exemplary middle schools. *Three semester hours.*

**EDUC 656.BEHAVIOR & CLASSROOM MANAGEMENT**

The purpose of the course is to provide students with (a) an understanding of the basic principles of behavior management for individuals and groups, and (b) the application of those principles for creating positive behavioral support and designing effective classroom management systems. A focus is on preparing reflective practitioners to apply a variety of methods and philosophies for individuals and groups in general and special education settings. *Three semester hours.*

**EDUC 657.STRATEGIES AND TECHNIQUES FOR SCIENCE TEACHING GRADES 5-8**

This course will include an emphasis upon management and instructional strategies to promote investigative science skills at the middle level. Special attention will be given to individualizing instruction. Connections will be made with the South Carolina Curriculum Frameworks and the NSTA standards. *Three semester hours.*

**EDUC 658.THE INTEGRATION OF LANGUAGE ARTS AND SOCIAL STUDIES AT THE MIDDLE LEVEL**

This course addresses the development and implementation of the integration of the disciplines of language arts and social studies in a manner that matches the developmental needs of middle level learners. The course includes the current research derived from (1) successful curriculum integration enjoyed in exemplary middle schools, (2) the literature-based movement in reading and language arts, and (3) recent research in cognitive science and neuroscience about how children learn. *Three semester hours.*



**EDUC 667.WHOLE LANGUAGE IN AN ENGLISH CONTEXT**

Students will learn about significant new developments in the teaching and assessment of oracy and literacy in English Primary schools. Students will also gain deeper understanding of language and literacy teaching and learning in general. There will also be a component which compares English and U.S. practices. *Three semester hours.*

**EDUC 669.APPLICATION AND INTEGRATION OF ADVANCED TECHNOLOGY IN THE ELEMENTARY CURRICULUM**

Techniques for in-depth analysis of instructional software and application of common programs in instruction. Time will be devoted to the exploration of resources available through the Internet and multi-media for classroom application in specific content areas. Prerequisite: EDUC 654 or permission from the instructor. *Three semester hours.*

**EDUC 670.CHARACTERISTICS OF PERSONS WITH MENTAL RETARDATION**

Survey of the field of mental retardation including etiology, characteristics and teaching strategies. *Three semester hours.*

**EDUC 671.CHARACTERISTICS OF PERSONS WITH LEARNING DISABILITIES**

A survey of terminology, causes and characteristics of learning disabilities. *Three semester hours.*

**EDUC 672.TEACHING PERSONS WITH LEARNING DISABILITIES**

A survey of teaching techniques and remediation activities for persons with learning disabilities. *Three semester hours.*

**EDUC 673.PRACTICUM IN LEARNING DISABILITIES**

An application of diagnostic/prescriptive teaching techniques with students identified as having specific learning disabilities. *Three semester hours.*

**EDUC 675.SPECIAL EDUCATION IN AN ENGLISH CONTEXT**

This course will allow students to extend their knowledge, understanding, and skill in the field of special education. It incorporates the study of curriculum with a practical curriculum application project to be carried out in English schools. *Three semester hours.*

**EDUC 676.ASSESSMENT OF DIVERSE LEARNERS, P-12**

This course is designed to provide the theoretical background concerning academic disability, diagnostic instruments, and prescriptive approaches necessary for developing basic academic skills for the elementary and secondary student with diverse learning needs. Emphasis will be placed on practical experience in assessment, error analysis, planning, and implementing remediation with a student in the content areas. *Three semester hours.*

**EDUC 677.CHARACTERISTICS OF INDIVIDUALS WITH LEARNING MENTAL & EMOTIONAL DISABILITIES**

This course is designed to introduce the student to the theoretical framework of special education for individuals with mild/moderate disabilities, early childhood through adolescence. Students will be introduced to definitions, etiology, characteristics, medical and educational concerns of individuals with mild/moderate mental, learning, and behavior disabilities as well as autism and traumatic brain injury. *Three semester hours.*

**EDUC 678.INTRODUCTION TO EXCEPTIONAL CHILDREN, K-12**

An introduction to the unique nature and needs of students with exceptionalities in the public schools, including early childhood intervention through adolescence. Special emphasis is placed on etiology, diagnosis and teaching strategies for students with exceptionalities in the regular classroom. *Three semester hours.*

**EDUC 680, 681 and/or 682.FIELD-BASED INDIVIDUALIZED ACTIVITIES**

A semester-long series of learning activities individually designed by the student in consultation with the professor and school building principal. Designed to meet the specific professional needs of the graduate student. Each sequence of activities will include reading, research, and applied skill development activities.

*Education 680. One semester hour;*

*Education 681. Two semester hours;*

*Education 682. Three semester hours.*

**EDUC 683.MONTESSORI METHODS: PRACTICAL LIFE**

The exercises of Practical Life form the child's foundation. Topics include how to prepare the exercise of Practical Life, grace and courtesy, control of movement, control of the person, care of the environment, and food and nutrition. Teachers will also learn how to analyze each child's development of independence that occurs from using the exercises. A gradual level research component will be required. Prerequisite: Permission of the instructor. *Three semester hours.*

**EDUC 684.MONTESSORI METHODS: SENSORIAL**

Teachers will learn to use the materials that aid children with the development and refinement of their senses in seven areas - size, color, form, touch, sound, smell and taste. Teachers will also learn to observe each child's development of classification and seriation, and to use the instructional strategy of the 3 Period Lesson. A graduate level research component will be required. Prerequisite: Permission of the instructor. *Three semester hours.*

**EDUC 685.MONTESSORI PHILOSOPHY AND EDUCATIONAL THEORY & ADMINISTRATION/PARENT EDUCATION**

Topics include an historical overview of Montessori and the Montessori movement and the philosophy of the absorbent mind, sensitive periods, logical mathematical mind, spiritual and moral development of the child. The course also explores how these topics relate to children, classroom materials, peace education, the role of the teacher, and the prepared environment. A graduate level research component will be required. Prerequisite: Permission of instructor. *Three semester hours.*

### **EDUC 686.METHODS OF OBSERVATION & CLASSROOM LEADERSHIP**

This course introduces teachers to reflective practices of observation and record keeping. Being open to and being willing to be informed by observation are two important aspects of the Montessori method. Teachers will also observe other Montessori classrooms during their practicum. The classroom leadership component of this course involves student teacher with designing the prepared environment, establishing daily routines, starting a new class, lesson strategies, evaluation, positive discipline, effective communication and problem solving. A graduate level research component will be required. Prerequisite: Permission of instructor. *Three semester hours.*

### **EDUC 687.MONTESSORI METHODS: LANGUAGE**

Topics of this course include oral expression, age-appropriate visual and auditory perceptual experiences, vocabulary development and enrichment, work study, beginning hand writing, expressive writing, and the first part of the functions of words. Teachers will learn how to present the language exercises to foster children's early literacy development. A graduate level research component will be required. Prerequisite: Permission of instructor. *Three semester hours.*

### **EDUC 688. MONTESSORI METHODS: MATHEMATIC**

This course begins with the philosophy of the "mathematical mind". Additional topics include numeration to 9,999, place value, linear counting, the four operations, memorization of math facts, and an introduction to fractions. Teachers will learn how to present the Mathematics materials and to observe each child's progress toward abstracting mathematical concepts. A graduate level research component will be required. Prerequisite: Permission of instructor. *Three semester hours.*

### **EDUC 689. MONTESSORI METHODS: SOCIAL STUDIES**

The purpose of this course is assist young children with developing a sense of geographic space, historical time, and multicultural awareness. Topics include the materials for geography and history (i.e., globes, maps, land forms, time lines, calendars, telling time), and international festivals and celebrations. A graduate level research component will be required. Prerequisite: Permission of instructor. *One semester hour.*

### **EDUC 690.RESEARCH AND THESIS PREPARATION**

The development and presentation of a creative research activity. *Three semester hours.*

### **EDUC 691.MONTESSORI METHODS: PHYSICAL AND LIFE SCIENCE**

The objectives of this course are to help children develop an understanding and an appreciation for the beauty and wonder of the natural world around them and the physical laws that govern the natural processes of nature and our human technological environment: to give children a sense of responsibility for the preservation of nature and ecology; to help children learn how to safely interact with nature and technology. A graduate level of research component will be required. Prerequisite: Permission of instructor. *One semester hour.*

### **EDUC 692.MONTESSORI METHODS: ART, MUSIC, AND MOVEMENT**

The Art curriculum provides techniques that promote creative expression. Art activities for the classroom, designing and preparing an art environment, and developing an appreciation for art are highlights of this course. The music/ movement component of this course explores the history of music, exercises in auditory training, music theory, eurhythmics, composition, kinesthetic and dance. The teacher will learn to integrate music activities with creative movement expression. A graduate level research component will be required. Prerequisite: Permission of instructor. *One semester hour.*

### **RECERTIFICATION**

These 600 level courses do not apply toward an advanced degree (recertification only).

### **BIOLOGY**

#### **BIOL 601.TOPICS IN BIOLOGY FOR TEACHERS**

A study of selected biological topics designed to provide recertification credit for elementary and secondary school teachers with minimal science backgrounds. The course is open to all teachers but is especially intended for grades 4-10. The topic selected for consideration will vary and will be announced in the current Lander University Class Schedule. Participants will learn current concepts and use laboratory/field methods pertinent to the topic. One to four semester hours credit consisting of lecture and laboratory as appropriate. May be taken for additional credit as topic changes. Prerequisites: BS/BA degree or permission of Instructor. *One to three semester hours.*

#### **BIOL 612.SPECIAL TOPICS IN GENETICS**

An examination of topics in genetics likely to be important to individuals with undergraduate training in the biological and physical sciences, including secondary school teachers, laboratory personnel, and practicing medical clinicians. Specific topics may include an examination of contemporary knowledge in genetics including human genetics, molecular genetics, the Human Genome Project, genetic basis of disease and cancer, genetic screening, prenatal diagnoses, etc. Prerequisite(s): BA or BS in Biology or Chemistry, or permission of the instructor. *Three semester hours.*

#### **BIOL 614.CONTEMPORARY TOPICS IN GENETICS-A HANDS-ON APPROACH**

An examination of current topics in the field of human and medical genetics. Genetic professionals will provide accurate analyses of these topics and serve to clarify much of the public media's information. Emphasis will focus on known results of the Human genome Project (HGP) and how these results are and will be used in healthcare. This course includes didactic instruction but primary emphasis is on break-out sessions, allowing for small group interactions and hands-on activities appropriate for classroom use. Prerequisites: BS/BA in Biology or Chemistry, or permission of the instructor. *Three semester hours.*



## CHEMISTRY

### CHPD 501.TOPICS IN CHEMISTRY FOR TEACHERS

Covers a selected chemical topic designed to provide recertification credit for elementary and secondary school teachers with minimal science backgrounds. Open to all teachers; especially intended for grades 4-12. The topic is announced in the Class Schedule. Participants learn concepts and use laboratory/field methods pertinent to the topic. *One to three semester hours credit consisting of lecture and laboratory as appropriate. May be repeated with different topics.*

## EDUCATION

### EDPD 552.SPECIAL TOPICS IN EDUCATION

Identified topics in education available for a specific group of professional personnel with common concerns. *Three semester hours.*

## ENGLISH

### ENPD 552.SPECIAL TOPICS FOR TEACHERS OF ENGLISH

A special topics course designed to meet the needs of teachers seeking graduate credit for rectification through the South Carolina State Department of Education. Special course titles under the "Special Topics" label will reflect both needs and interests of teachers while addressing the South Carolina State content standards. These standards will be reflected in course syllabi.

Prerequisite: Bachelor's degree in education from a regionally accredited college university. Three semester hours.

## FRENCH

### FRPD 510.MATERIALS AND METHODS OF TEACHING ROMANCE LANGUAGES

A study of organized activities which meet the needs of students on the secondary level. Emphasis is placed on resource materials and teaching strategies that contribute to effective language production. Prerequisite: Bachelor's degree. *Three semester hours.*

### FRPD 590.PRACTICUM IN FRENCH COMMUNICATION AND CULTURE

In the context of a total immersion situation, teachers of French promote learning proficiency in the target language through creative uses of language skill development activities; develop fluency, pronunciation, and conversation skills; design and introduce techniques to stimulate student interest and curiosity through a series of integrated learning activities. Prerequisite: Bachelor's degree. *Three semester hours.*

## HISTORY

### HIPD 552.SPECIAL TOPICS FOR TEACHERS OF HISTORY

A special topics course designed to meet the needs of teachers seeking graduate credit for recertification through the South Carolina State department of Education. Specific titles under the "Special Topics" label will reflect both needs and interests of teachers while addressing the South Carolina State content standards. These standards will be reflected in course syllabi. Prerequisite: Bachelor's degree in education from a regionally accredited college or university. *Three semester hours.*

## MATHEMATICS

### MAPD 552.SPECIAL TOPICS FOR TEACHERS OF MATHEMATICS

A special topics course designed to meet the needs of teachers seeking graduate credit for recertification through the South Carolina State Department of Education. Specific course titles under the "special Topics" label will reflect both needs and interests of teachers while addressing the South Carolina State content standards. These standards will be reflected in course syllabi. Prerequisite: Bachelor's degree in Education from a regionally accredited college/university. *Three semester hours.*

## PHYSICAL EDUCATION

### PEPD 570.SPECIAL TOPICS IN PHYSICAL EDUCATION AND EXERCISE STUDIES

This course will involve in-depth study of selected contemporary topics. Topics to be covered will be selected by the PEES Division in cooperation with other educational agencies. Generally, course topics will include subject matter not likely to receive thorough coverage in the general curriculum. Prerequisite: Bachelor's degree or permission of the instructor. *Three semester hours.*

## SPANISH

### SPPD 510.MATERIALS AND METHODS OF TEACHING ROMANCE LANGUAGES

A study of organized activities which meet the needs of students on the secondary level. Emphasis is placed on resource materials and teaching strategies that contribute to effective language production. Prerequisite: Bachelor's degree. *Three semester hours.*

### **SPPD 590.PRACTICUM IN SPANISH COMMUNICATION AND CULTURE**

In the context of a total immersion situation, teachers of Spanish promote learning proficiency in the target language through creative uses of language skill development activities; develop fluency, pronunciation, and conversation skills; design and introduce techniques to stimulate student interest and curiosity through a series of integrated learning experiences. Requires 20 hours of pre-workshop preparation and a comprehensive evaluation at conclusion of program. Prerequisite: Bachelor's degree. **Three semester hours.**

## **THEATRE**

### **THPD 521.THEATRE TECHNOLOGY AND SAFETY FOR THEATRE EDUCATORS (SUMMER)**

Students will study, from both a theoretical and hands-on point of view, the techniques and technologies of theatre production departments including scenery, lighting, sound, and properties. The safe use of resources will be discussed as each department is explored. Prerequisite: Bachelor's degree. **Four semester hours.**

### **THPD 571.MUSICAL THEATRE (SUMMER)**

Explore the music and style of production of musical theatre plays. Students will learn choreographic styles, scoring, and approaches to production that will enable them to more easily produce musicals within their limitations of budget, space, and other resources. Prerequisite: Bachelor's degree. **Four semester hours.**

# FACULTY

## EMERITUS PRESIDENT

Larry A. Jackson (1973)

## EMERITI FACULTY

Ralph Boroughs (1971)\*  
Marvin L. Cann (1967)  
Chan S. Chang (1973)  
Nahn J. Chang (1973)  
Larry J. Cook (1975)  
Robert P. Cumming (1974)  
Joseph W. Davis (1973)  
Doris F. Fitzgerald (1981)  
Gilbert S. Guinn (1970)  
Susan H. Guinn (1974)  
Ann T. Hare (1968)  
David L. Henderson (1987)  
John S. Hinkel (1981)  
Ann M. Hutto (1953)  
J. Hayden Igleheart, Jr. (1968)  
Harvey E. Jeffreys (1971)  
Anthony A. Lenti (1970)  
Marianne W. Lenti (1987)  
Agnes M. Luddy (1972)  
Roberta Major (1950)  
Sheila B. Marino (1973)  
Margaret L. Marks (1967)  
William T. Martin (1973)  
Marilyn E. Mecca (1990)  
Robert J. Morris (1991)  
Leo F. McMullin (1979)  
Joseph A. Murphy (1974)  
Carol M. Neubner (1975)  
Charles A. Park (1960)  
Walter M. Patterson, III (1980)  
Richard P. Pinckney (1980)  
Mary Lynn Polk (1970)  
Lorraine A. Redderson (1968)  
Wilma W. Reeves (1967)  
Carol Scales J. (1992)  
Samrendra Singh (1970)  
Thomas B. Stevens (1974)  
Shelton E. Stewart (1959)  
Peter A. Vahjen (1971)  
Larry E. Vereen (1970)  
Bruce F. White (1976)  
Betty H. Williams (1965)  
Jerome D. Wilson (1973)  
Carol Y. Wilson (1982)  
Jerry D. Wilson (1975)

## FACULTY

**Acorn, Deborah A.** (1989)  
Professor of Psychology  
B.A., University of Virginia (1983)  
Ph.D., University of California at  
Santa Barbara (1989)

**Ali, Farha** (2002)  
Instructor of Computer Science  
B.S., N.E.D., University-Karachi, Pakistan (1994)  
M.S., Clemson University (2002)

**Archie, Lee C.** (1977)  
Professor of Philosophy  
B.A., Austin College (1966)  
M.A., University of Arkansas (1973)  
Ph.D., University of Arkansas (1977)  
Distinguished Professor Award (1982)

**Baggett, Jeffrey** (1997)  
Associate Professor of English  
B.A., Hardin-Simmons University (1985)  
M.A., Emory University (1998)  
Ph.D., Emory University (2000)

**Ball, Daniel W.** (2000)  
President and Professor of Education  
B.S.E., Northeast Missouri State University (1965)  
M.A.T., Duke University (1968)  
Ed.D., University of Northern Colorado (1972)

**Barnette, Sean M.** (2005)  
Instructor of English  
B.M., University of South Carolina (2000)  
M.A., University of South Carolina (2002)

**Barbour, Karie A.** (2006)  
Assistant Professor of Economics  
B.A., University of Tennessee (1999)  
M.A., University of Tennessee (2003)  
Ph.D., University of Tennessee (2004)

**Barton, Gina V.** (1999)  
Associate Professor of Physical Education and Exercise Studies  
B.S.Ed., Abilene Christian University (1984)  
M.S.Ed., University of Dayton (1991)  
Ph.D., University of South Carolina (1999)

**Bassett, Jonathan F.** (2005)  
Assistant Professor of Psychology  
B.A., Furman University (1996)  
M.A., Georgia State University (2000)  
Ph.D., Georgia State University (2002)

**Benton, James E.** (2001)  
Assistant Professor of Accounting and Legal Environment  
B.S., Northern Illinois University (1989)  
MTx, Georgia State University (1997)  
MSPFP, Georgia State University (1998)  
JD, Georgia State University (2001)

**Blitch, Patricia M.** (1983)  
Professor of Mathematics  
B.S., University of South Carolina (1974)  
Ph.D., University of South Carolina (1983)

**Broadhacker, K. Lisa** (2006)  
Assistant Professor of Chemistry  
B.S., Piedmont Baptist College (1996)  
Ph.D., USC-Columbia, (2006)

**Brown, Helen M.** (1975)  
Associate Professor of French  
Certificate de Philosophie et Psychologie,  
Université d'Alger, Algeria  
License en Droit, Université de Paris  
Diplôme d'Histoire et d'Economie,  
Institut de Sciences Politiques  
M.A., Furman University (1965)

**Cabri, Joseph A.** (1972)  
Associate Professor of Mathematics  
B.A., St. Bernard College (1967)  
M.A., University of Alabama (1968)  
Ph.D., University of Alabama (1972)

**Caines, W. Royce** (1988)  
Professor of Economics  
B.S., Clemson University (1971)  
M.S., Clemson University (1974)  
Ph.D., Clemson University (1988)  
Distinguished Professor Award (1995)

- Carleton, Reese M.** (1989)  
Associate Professor of English  
B.A., Mississippi College (1964)  
M.A., Vanderbilt University (1967)  
M.S., University of Wisconsin-Madison (1975)  
Ph.D., University of Wisconsin-Madison (1976)
- Carson, Linda A.** (2005)  
Instructor of Sociology  
B.S., Houston Baptist University (1979)  
MS, University of Houston (1991)
- Cleland, Joel S.** (1974)  
Professor of History  
B.A., University of South Carolina (1965)  
M.A.T., University of North Carolina at  
Chapel Hill (1967)  
Ph.D., University of South Carolina (1974)
- Coffey, Anita L.** (2003)  
Assistant Professor of Spanish  
B.A., McMurry University (1991)  
M.S., Texas Tech University (1994)  
Ph.D., Texas Tech University (2002)
- Coleman, Gay S.** (1982)  
Director of Instructional Services and  
Mathematics Laboratory Director  
B.S., Lander College (1976)  
M.Ed., University of South Carolina (1989)
- Combs, Yvonne. J.** (2006)  
Assistant Professor of Sociology  
B.A., Pacific Lutheran University (1971)  
M.A., Pacific Lutheran University (1977)  
Ph.D., University of Florida-Gainesville (2004)
- Coon, Michel D.** (2006)  
Assistant Professor of Theatre  
B.S., Eastern New Mexico University (1996)  
M.S., Texas A & M University (1999)  
Ph.D., Eastern new Mexico University (1996)
- Criswell, Paul D.** (1989)  
Professor of Music  
B.M., West Virginia University (1970)  
M.M., West Virginia University (1971)  
Ph.D., University of Maryland (1987)  
Distinguished Professor Award (1994)
- Daugherty, Bernice P.** (1996)  
Associate Professor of Nursing  
B.S.N., Arizona State University (1970))  
M.S.N., University of Kansas (1992)
- Deanhardt, M. Lynn** (1985)  
Professor of Chemistry  
B.S., Clemson University (1970)  
Ph.D., North Carolina State University at Raleigh (1975)
- Dove, Kevin L.** (2003)  
Assistant Professor of Mathematics  
B.A., West Virginia University (1974)  
M.A., West Virginia University (1976)  
Ph.D., University of Pittsburg (1987)
- Dumont-Poston, Virginia M.** (1991)  
Associate Professor of English and Writing Center Director  
B.A., Francis Marion College (1983)  
M.F.A., University of North Carolina at  
Greensboro (1986)
- Dunn, Gina P.** (2002)  
Instructor of Mathematics  
B.S., Lander University (1994)  
M.Ed., Converse College (1997)
- DuPont, Timothy A.** (2003)  
Instructor of Economics  
B.S., Lander University (2001)  
M.B.A., Clemson University (2003)
- Edwards, Patrick W.** (1990)  
Professor of Psychology  
B.S., University of South Dakota (1980)  
M.S., University of Georgia (1982)  
Ph.D., University of Georgia (1984)
- Ervin, Barbara A.** (2001)  
Assistant Professor of Education and  
Director of Montessori  
B.A., Antioch College (1977)  
M.A., Alabama A&M University (1995)
- Figueira, Robert C.** (1991)  
Professor of History  
B.A., Wesleyan University (1973)  
M.A., Cornell University (1976)  
Ph.D., Cornell University (1980)
- Flarity, Jim R.** (2006)  
Assistant Professor of Exercise Studies  
B.S., University of Alabama (1980)  
MED, University of South Alabams (1985)  
Ph.D., University of Southern Mississippi (1990)
- Fox, Richard S.** (1977)  
Professor of Biology  
B.S., University of Florida (1966)  
M.S., University of Florida (1969)  
Ph.D., University of North Carolina  
at Chapel Hill (1980)  
Distinguished Professor Award (1985)
- Freese, Barbara T.** (1975)  
Professor of Nursing  
B.S.N., Missouri University (1967)  
M.S.N., Clemson University (1980)  
Ed.D., University of Georgia (1989)
- Gardiner, Robert A.** (2002)  
Instructor of Music  
B.M.E., University of South Carolina (1990)  
M.M., DePaul University (1997)
- Garrett, Tracy D.,** (2005)  
Instructor of Education  
B.S., Lander University (1996)  
M.Ed., Clemson University (2000)
- Gardner, David E.** (2002)  
Assistant Professor of Chemistry  
B.S., Carnegie Mellon University (1994)  
M.S., Purdue University (1994)  
Ph.D., Purdue University (2002)
- Going, Susan Creviston** (1973)  
Librarian and Associate Professor  
B.S., Knox College (1972)  
M.Ln., Emory University (1973)
- Granzow, Glen D.** (2000)  
Assistant Professor of Mathematics  
B.S., University of New Mexico (1980)  
M.S., University of New Mexico (1982)  
Ph.D., Northwestern University (1997)
- Hale, Sandra G.** (2002)  
Associate Professor of Nursing  
B.S.N., Purdue University - West Lafayette (1980)  
M.S.N., Purdue University - West Lafayette ((1988)
- Hare, Ann T.** (1968)  
Director of the Library and Professor  
B.A., North Georgia College (1957) Emeritus  
B.S., Lander College (1985)  
M.Ln., Emory University (1958)  
M.B.A., University of South Carolina (1979)

- Harrison, Daniel M.** (2005)  
Assistant Professor of Sociology  
B.A., New College of the University of South Florida (1993)  
M.S., Florida State University-Tallahassee (1996)  
Ph.D., Florida State University-Tallahassee (2001)
- Hawkins, Jerald D.** (1988)  
Professor of Physical Education and  
Exercise Science  
B.S., Carson-Newman College (1967)  
M.Ed., Memphis State University (1971)  
Ed.D., University of Georgia (1975)  
Distinguished Professor Award (1998)
- Hemric, Mark E.** (2005)  
Assistant Professor of Chemistry  
B.S., University of North Carolina-Chapel Hill (1983)  
Ph.D., East Carolina University School of Medicine (1990)
- Hudgens, Yvonne T.** (1991)  
Librarian and Associate Professor  
B.A., Lander College (1974)  
M.L., University of South Carolina (1991)
- Hughes, Christopher A.** (2005)  
Assistant Professor of Music  
B.A., Western State College (19974)  
M.M.E., VanderCook College of Music (1997)
- Hunter, Jill C.** (1994)  
Professor of Education  
B.A., University of South Carolina (1983)  
M.Ed., University of South Carolina (1986)  
Ph.D., University of South Carolina (1991)
- Jackson, Frank E., Jr.** (1972)  
Associate Professor of Mass Communication  
B.A., University of Houston (1965)  
M.F.A., University of Georgia (1972)  
M.M.C., University of South Carolina (1988)
- Kelley, Robert T.** (2005)  
Assistant Professor of Music  
B.M., Furman University (1998)  
M.M., James Madison University (2000)  
Ph.D., Florida State University (2005)
- Kirby, B. Kym** (2006)  
Assistant Professor of Physical Education  
B.S., Clemson University (1982)  
MAT, USC-Columbia (1998)  
Ph.D., USC-Columbia (2005)
- Knight, Sharon E.** (2005)  
Assistant Professor of Spanish  
B.A., Columbia College (1992)  
M.A., University of South Carolina-Columbia (1996)  
Ph.D., University of North Carolina – Chapel Hill (2003)
- Kuhl, Steven A.** (2003)  
Assistant Professor of Biology  
B.S., Purdue University (1973)  
M.S., Iowa State University (1977)  
Ph.D., University of South Carolina (1983)
- Lawson, Theresa G.** (2005)  
Instructor of Nursing  
B.S., Lander University (2002)  
M.S., Clemson University (2005)
- Layland, Ralph C.** (1999)  
Associate Professor of Chemistry  
B.S., University of Scranton, PA (1991)  
Ph.D., University of South Carolina (1996)  
Distinguished Professor (2005-06)
- Lee, Gilliean** (2005)  
Assistant Professor of Computing  
B.S., Sogang University-Seoul, Korea (1992)  
M.S., Sogang University-Seoul, Korea (1994)  
M.S., University of Florida-Gainesville (2003)
- Lemoine, Sandra M.** (2005)  
Professor of Physical Education  
B.A., Louisiana Tech University (1978)  
M.S., Louisiana Tech University (1979)  
Ph.D., University of Southern Mississippi (1984)
- Lockridge, T. Maurice** (2004)  
Assistant Professor of Accounting  
B.S., B.A., Chicago State University, (1975)  
M.B.A., Memphis State University (1993)  
Ph.D., University of Memphis (2004)
- Lubecke, André M.** (1987)  
Professor of Mathematics  
B.A., Glassboro State College (1975)  
M.S., University of South Carolina (1977)  
Ph.D., University of South Carolina (1985)  
Distinguished Professor (2003-04)
- Lundquist, Beth S.** (2000)  
Instructor of Mathematics  
A.B., B.S., Miami University (1980)  
M.S., Miami University (1982)
- Lundquist, Leonard E.** (1969)  
Professor of Biology  
B.S., University of South Carolina (1967)  
M.S., University of South Carolina (1969)  
Ph.D., Clemson University (1973)
- Lux, Fordyce G., III** (1991)  
Professor of Biology  
B.A., University of California at San Diego (1981)  
Ph.D., University of Colorado at Boulder (1990)  
Distinguished Professor Award (2001)
- MacTaggart, Alan C.** (1973)  
Professor of Art  
B.I.D., Pratt Institute (1971)  
M.A., East Tennessee State University (1973)  
M.F.A., Clemson University (1979)
- Maddy, Martha B.** (2006)  
Instructor of Biology  
B.S., Bowling Green State  
University  
M.S., Bowling Green State University
- Maze, Jennifer R.** (2002)  
Assistant Professor of Biology  
B.A., Slippery Rock University (1994)  
M.S., West Virginia University (1997)  
Ph.D., West Virginia University (2002)
- Maze, Timothy D.** (2003)  
Assistant Professor of Biology  
B.S., West Virginia State College (1995)  
M.S., Marshall University (1997)  
Ph.D., West Virginia University (2002)
- McDowell, Betsy M.** (1971)  
Professor of Nursing  
B.S.N., University of South Carolina (1971)  
M.S.N., University of North Carolina at  
Chapel Hill (1975)  
Ph.D., University of South Carolina (1997)
- McKenzie, Danny L.** (2001)  
Associate Professor of Education  
A.A., Sandhills Community College (1973)  
B.S., Appalachian State University (1975)  
M.A., Appalachian State University (1976)  
Ed.D., University of Georgia (1983)
- Mentley, Carl R.** (2006)  
Associate Professor of Spanish  
B.A., Michigan State University (1980)  
M.A., Michigan State University (1983)  
Ph.D., Cornell University (1992)



- Moore, John G.** (1998)  
Associate Professor of Philosophy  
B.A., Emory University (1987)  
M.A., Emory University (1991)  
Ph.D., Emory University (1998)
- Morgan, Amber** (2006)  
Instructor of Economics  
B.S., Lander University (1997)  
MBA, Clemson University (2005)
- Mufuka, K. Nyamayaro** (1976)  
Professor of History  
B.A., London University (1968)  
M.Litt., St. Andrews (Scotland) (1971)  
Ph.D., Queens University (Canada) (1975)
- Myers, Leisa W.** (2003)  
Instructor of Nursing  
A.B., Erskine College (1978)  
B.S.N., Lander University (2001)  
M.S.N., University of South Carolina
- Natvig, Deborah A.** (1994)  
Professor of Health Care Management  
B.S.N., Mankato State University (1971)  
M.S., Mankato State University (1976)  
M.S.N., University of Florida (1989)  
Ph.D., Medical College of Georgia (1993)  
Distinguished Professor Award (2002)
- Neely, Linda K.** (2000)  
Associate Professor of Art  
B.F.A., University of South Carolina (1972)  
M.A.T., University of South Carolina (1977)  
Ph.D., University of South Carolina (1999)
- Neufeld, Judith A.** (2002)  
Associate Professor of Education  
B.A., Tabor College (1983)  
M.Ed., Texas Christian University (1988)  
Ph.D., Arizona State University (1999)
- Noonkester, Lila D.** (1988)  
Associate Professor of Music  
Mus.B., Oberlin Conservatory (1982)  
M.M., Eastman School of Music (1984)  
D.M.A., Eastman School of Music (1988)
- O'Connor, Dava M.** (1998)  
Associate Professor of Special Education  
B.A., University of Massachusetts (1976)  
M.Ed., University of Massachusetts (1979)  
Ph. D., University of South Florida (1997)
- Ouzts, Mary Paige** (2003)  
Assistant Professor of Physics  
B.S., Furman University (1993)  
M.S., University of Alabama-Tuscaloosa (1997)  
Ph.D., University of Alabama-Tuscaloosa (2000)
- Paige, Rosalind C.**(2002)  
Associate Professor of Marketing  
B.S., Iowa State University (1978)  
M.S., Iowa State University (1994)  
Ph.D., Iowa State University (1999)
- Paquette, Jean** (1989)  
Professor of History  
A.A., Santa Monica College (1978)  
B.A., University of California at Los Angeles (1982)  
M.A., University of California at Los Angeles (1983)  
Ph.D., University of California at Los Angeles (1987)
- Pardieck, Daniel L.** (2003)  
Assistant Professor of Environmental Geology  
B.A., Hanover College (1979)  
M.S., Miami University (1981)  
Ph.D., University of Arizona (1988)
- Phillips, Robert K.** (1975)  
Professor of English  
B.A., University of South Carolina (1967)  
M.A., University of South Carolina (1970)  
Ph.D., University of Virginia (1977)  
Distinguished Professor Award (1980)
- Pitts, Tom R.** (1989)  
Associate Professor of Art History  
B.S., University of North Alabama (1969)  
M.A., University of Georgia (1973)  
Ph.D., University of Georgia (1988)
- Poe, Robert H.** (1972)  
Associate Professor of Art  
B.A., University of North Carolina at Chapel Hill (1962)  
M.A., East Tennessee State University (1972)
- Poston, William V., Jr.** (2003)  
Instructor of English  
B.A., Francis Marion College (1987)  
M.A., Clemson University (1991)
- Red, David Z.** (2003)  
Instructor of Physics  
B.A., La Salle University (1998)  
M.S., University of Florida (2001)
- Richburg, Kimberly M.** (2005)  
Assistant Professor of Political Science  
B.A., Clemson University (1994)  
M.A., University of North Carolina –Chapel Hill (2000)
- Rieger, Branimir M.** (1974)  
Professor of English  
B.A., University of Scranton (1964)  
M.A., John Carroll University (1966)  
Ph.D., University of Maryland (1973)
- Runyan, Michael E.** (1974)  
Associate Professor of Biology  
B.S., University of South Carolina (1971)  
M.S., University of South Carolina (1978)
- Sacay-Bagwell, Monique E.** (1991)  
Associate Professor of Theatre  
A.S., Kingsborough Community College (1984)  
B.F.A., Brooklyn College (1987)  
M.F.A., The Ohio State University (1990)
- Sacoco, Charles** (1984)  
Assistant Professor of Physical Education  
B.S., Lander College (1975)  
M.S., University of South Carolina (1977)
- Santandreu, Juan** (1990)  
Professor of Marketing  
B.S., University of Carabobo (1977)  
M.A., University of Alabama (1984)  
Ph.D., University of Alabama (1992)
- Schindwein, Charles W.** (1996)  
Associate Professor of Mathematics and Computer Science  
B.S., California Institute of Technology (1978)  
M.S., University of Nevada (1996)  
Ph.D., Pennsylvania State University (1993)
- Sellers, Murray M.** (2006)  
Associate Professor of English Education  
B.S., Florida Southern College  
M.Ed., Armstrong Atlantic State University (1984)  
Ph.D., University of Florida (1988)

- Shaffer, Dale O.** (1983)  
Professor of Computer Science  
B.A., Indiana University of Pennsylvania (1973)  
M.Ed., George Washington University (1976)  
M.C.S., University of Virginia (1980)  
Ph.D., University of Texas at Austin (1990)
- Shurden, Michael C.** (1987)  
Professor of Management  
B.B.A., Delta State University (1978)  
M.B.A., Delta State University (1982)  
D.B.A., Louisiana Tech University (1987)
- Slimmer, David A.** (1993)  
Professor of Physics  
B.S., Muhlenberg College (1986)  
M.S., Lehigh University (1988)  
Ph.D., Lehigh University (1992)
- Smith, Stephanie C.** (1986)  
Associate Professor of Management  
B.M., Mississippi University for Women (1958)  
M.B.A., Delta State University (1979)  
D.B.A., Memphis State University (1988)
- Snyder, Timothy L.** (1988)  
Professor of Psychology  
B.A., University of Akron (1981)  
M.A., University of Akron (1986)  
Ph.D., University of Akron (1989)
- Sonntag, Michael E.** (1996)  
Associate Professor of Psychology  
B.A., Baylor University (1989)  
M.A., University of Arkansas (1992)  
Ph.D., University of Arkansas (1997)  
Distinguished Professor (2004-05)
- South, Robbie M.** (2003)  
Assistant Professor of Nursing  
A.S.N., USC-Spartanburg (1975)  
B.S.N., USC-Columbia (2000)  
M.S.N., USC-Columbia, (2002)
- Sridharan, Uma V.** (1999)  
Associate Professor of Finance  
B.A., Sambalpur University (1977)  
M.B.A., The University of Iowa (1979)  
M.A., The University of Iowa (1988)  
Ph.D., The University of Iowa (1990)
- Stevenson, Robert F.** (1999)  
Associate Professor of Mass Communication  
B.S., Lander College (1987)  
M.A., University of South Carolina (1989)  
Ph.D., University of South Carolina (2003)
- Tannenbaum, Aron G.** (1975)  
Professor of Political Science  
A.B., Brown University (1963)  
Ph.D., Indiana University (1972)  
Certificate, Russian and East European  
Institute, Indiana University (1972)
- Taylor, Robert R.** (1994)  
Professor of Education  
B.S., Campbellsville College (1973)  
M.Ed., Clemson University (1981)  
Ed.D., University of Georgia (1984)
- Tillman, C. Justice** (2005)  
Assistant Professor of Management  
B.A., Augusts State University (1997)  
M.A., Clemson University (2003)  
Ph.D., Clemson University (2005)  
MBA, Clemson University (2005)
- Tolbert, Samuel H.** (2000)  
Associate Professor of Health Care Management  
B.S., Clemson University (1973)  
M.S., Georgia Institute of Technology (1974)
- Trainor, Mary Jane** (2006)  
Instructor of Education  
B.A., University of South Carolina-Columbia, (1975)  
M.Ed., Clemson University (1979)
- Uttley, Meredith J.** (1993)  
Professor of Anthropology  
B.S., University of Idaho (1977)  
M.A., University of Idaho (1980)  
Ph.D., University of Kansas (1991)
- Vahjen, Peter A.** (1971)  
Professor of Chemistry  
B.S., State University College at Oneonta (1964)  
M.S., University of Connecticut (1967)  
Ph.D., University of Connecticut (1971)  
Distinguished Professor Award (1977)
- VanLandingham, Alisa M.** (2006)  
Assistant Professor of Psychology  
B.A., University of Toledo (1994)  
M.S.W., Wayne State University (1999)
- Vartanian, Lee** (2006)  
Assistant Professor of Education  
B.A., Auburn University (1997)  
M.S., Old Dominion University (2001)  
Ph.D., Old Dominion University (2004)
- Walker, Lewis H.** (2006)  
Assistant Professor of Education  
A.A., North Greenville College (1966)  
B.A., Furman University (1968)  
Southwestern Baptist Theological Seminary (1971)  
M.S., George Peabody College for Teachers (1982)  
Ed.D., Vanderbilt University, (1986)
- Whitsitt, Julia C.** (1991)  
Professor of English  
A.B., Dickinson College (1972)  
Ph.D., University of California at Berkeley (1977)
- Williams, Betty H.** (1965)  
Librarian and Associate Professor  
B.A., Lander College (1964)  
M.S.L.S., University of North Carolina at  
Chapel Hill (1965)
- Willis, Lloyd E.** (2006)  
Assistant Professor of English  
B.A., University of North Carolina-Wilmington (2001 )  
M.A., University of Florida (2005)  
Ph.D., University of Florida (2006)
- Witherspoon, Kevin B.** (2006)  
Assistant Professor of History  
B.A., Florida State University (1993)  
M.A., University of Maine (1996)  
Florida State University (2003)
- Wohlford, Roger A.** (1975)  
Professor of Art  
B.F.A., Western Carolina University (1970)  
M.F.A., University of Georgia (1973)
- Wood, Carol P.** (2005)  
Assistant Professor of Accounting (2005)  
B.A., University of South Carolina –Columbia (1974)  
M.A., University of South Carolina-Columbia (1979)
- Zimmerman, Elisabeth** (2002)  
Instructor of Biology  
B.A., Erskine College (1984)  
M.S., Vanderbilt University (1987)



# Administration and Staff

## EXECUTIVE OFFICERS OF THE ADMINISTRATION

Daniel W. Ball, President  
Leonard E. Lundquist, Provost and Vice President for Affairs  
Diane D. Newton, Vice President for Business and Administration  
H. Randall Bouknight, Vice President for Student Affairs  
Eleanor S. Teal, Vice President for University Advancement  
Jefferson J. May, Athletics Director

## PRESIDENT'S OFFICE

Daniel W. Ball, President  
Bonds, Clara S., Administrative Assistant  
Vacant, Administrative Specialist II  
Stone, Dewitt B. Jr. Special Assistant to the President

## ACADEMIC AFFAIRS

Leonard E. Lundquist, Vice President for Academic Affairs  
Boling, Linda A., Administrative Assistant  
Braaten, Matthew, Director of Academic Web Based Communications  
Going, Susan, Special Projects  
Thompson, Melissa H., Administrative Assistant

## ACADEMIC COLLEGES AND DEPARTMENT SECRETARIES

Belton, Ellen P., Administrative Specialist II, College of Education  
Bishop, Carolyn, Administrative Specialist II, College of Education, Department of Physical Education  
and Exercise Studies  
Bishop, Sue W., Administrative Specialist II, College of Science and Mathematics, Department of Nursing  
Collier, Jamie, Administrative Assistant IV, College of Science and Mathematics  
Goldman, Linda M., Administrative Assistant IV, College of Arts & Humanities  
Koch, Rebecca J., Administrative Specialist IV, College of Education  
Martin, Russell, Administrative Specialist II, College of Arts and Humanities  
McIntyre, Lori A., Administrative Specialist II, College of Business and Public Affairs,  
Department of Political and Social Sciences  
Simpson., Kirk, Administrative Specialist II, College of Arts and Humanities, Department of English  
& Foreign languages, Department of History & Philosophy  
Strom, Julia M., Administrative Specialist II, College of Science and Mathematics, Department of  
Mathematics and Computing  
Stroud, Jennifer, Administrative Specialist, College of Education, Department of Psychology &  
Institutional Assessment  
Shelton, Joyce L., Administrative Assistant IV, College of Business and Public Affairs

## ENROLLMENT SERVICES

R. Thomas Nelson, III, Dean of Enrollment Services

## ADMISSIONS

Jonathan T. Reece, Director of Admissions  
Atkins, Donna C., Administrative Specialist II  
Ballenger, C. Michele, Publications Coordinator  
Bethea, Gavin A., Admissions Counselor/Transfer Coordinator  
Booth, Shirley W., Administrative Specialist II

Constant, Jeffrey A., Assistant Director of Admissions  
Finney, Karen L., Administrative Specialist II  
Spearman, Mary Ellen F., Student Services Program Coordinator I  
Wood, Susan H., Assistant Director of Admissions

### **FINANCIAL AID**

Fred E. Hardin, Director  
Brown, Christi, Loan Coordinator  
Gaylord, Vivian S., Assistant Director  
Leedy, Linda S., Financial Aid Counselor

### **INSTITUTIONAL RESEARCH**

Mac C. Kirkpatrick, Director of Institutional Research

### **REGISTRATION**

Helen W. Lewis, Registrar  
Barton, Student Services Program Coordinator I  
Jay, Catherine, Student Services Program Coordinator I  
Satterfield, Christopher M., Student Services Program Coordinator I

### **LIBRARY AND INSTRUCTIONAL SERVICES**

Ann T. Hare, Dean of Library and Instructional Services

### **LIBRARY**

Burgess, Carol N., Library Specialist  
Fitzgerald, Russell M., Library Technical Assistant  
Going, Susan C., Librarian  
Haigh, Adam E., Librarian  
Hudgens, Yvonne T., Librarian  
Jennings, Josephine D., Library Specialist  
Vacant, Librarian  
Long, Betty B., Library Technical Assistant  
Strauss, Lois F., Library Technical Assistant  
Williams, Betty H., Librarian

### **ADVISING CENTER**

Hollace R. Hubbard, Director of Advising Center

### **INSTRUCTIONAL SERVICES**

Coleman, Gay, Director of Instructional Services,, Academic Support Center Coordinator and  
Mathematics Laboratory Director  
Harrison, Lafayette, Peer Tutoring Director and Advisor to Disabled Students

### **STUDENT SUPPORT SERVICES**

Leslie Glover, Director  
Cooner, Shirley, Administrative Specialist  
Molina, Michelle, Academic Advisor  
Stalley-Abnery, Counselor Advisor

### **SUPPORT PERSONNEL**

Eastwood, Freddie J., Equipment Check-out, Joe V. Chandler Physical Education and Exercise Studies Center  
Hershey, Charles P., Director, Intramural Sports & Recreation, Physical Education and Exercise Studies  
Ligon, Stan A., Supply Manager I, Physical Education and Exercise Center  
McGowan,, Colleen , Student Services Program Coordinator I, School of Business Administration

## **ATHLETICS DEPARTMENT**

Jefferson J. May, Athletics Director  
Anstee, Linda, Assistant Trainer  
Atkins, A. Kent, Head Trainer/Assistant AD for Sports Medicine and Athletics Facilities and NCAA Compliance Coordinator  
Ayer, Chris, women's Soccer Coach  
Bagwell, Roger D., Golf Coach/Assistant AD for Sports Marketing  
Bell, Cheryl F., Senior Woman Administrator/Assistant AD  
Cabri, Joseph A., Men's Tennis Coach, Emeritus  
Cochran, Kathy, Administrative Specialist II  
Decker, Carla, Women's Volleyball  
Dobbins, R. Lee, Women's Fastpitch  
Evans, Bruce, Men's Basketball Coach  
Gregg, Russ, Women's Basketball Assistant  
Grogan, B. Steve, Director, Bearcat Club  
Hannah, Daniel, Assistant Trainer Women's Volleyball  
Moore, Chris, Baseball Coach  
Nickles, Brad, Men's Soccer Assistant  
Pederson, Kevin, Women's Basketball  
Roberts, Steve, Men's Basketball Assistant  
Simpson, Brett, Men's and Women's Tennis Coach  
Stoner, Robert A., Women's Cross Country Coach/Assistant AD for Sports Media  
Taylor, E. Van, Men's Soccer Coach  
Williams, Betty H., Faculty Athletics Representative

## **BUSINESS AND ADMINISTRATION**

Diane D. Newton, Vice President for Business and Administration  
McDaniel, Mary W., Administrative Coordinator

## **BOOKSTORE**

Diane B. Moody, Director  
Moore, Robin D., Head Cashier  
Osborne, Mary E., Assistant Manager  
Perry, Susan, Sales Clerk  
Pilgrim, Scott, Textbook Manager  
Ward, Mary H., Accounts Payable/Receivable Assistant

## **FINANCIAL SERVICES**

Tom Covar, Director  
Arrington, Melisa, Cashier  
Burel, Charlene B., Student Accounts  
Hallman, Melanie, Payroll Accountant  
Jones, Jan, Accounts Payable  
Stevenson, Chareen F., Accounting Manager  
Talley, Traci, Senior Accountant  
Watterson, Nancy D., Student Accounts, Manager

## **INFORMATION TECHNOLOGY SERVICES**

Robin Lawrence, Director  
Atkins, Nick, Lead Technician  
Bain, Sylvia B., Telecommunications Coordinator  
Godagno, Marcy, Applications Analyst  
Henderson, Mike R., Server Administration Coordinator  
Henry, Thomas, Student Network Coordinator  
Hughes, Kelly, Faculty Coordinator & Computer Training  
Ladouceur, Ray, Network Manager  
Latham, Jo S., Applications Analyst  
Lindley, Ricky J., Database Administrator

McMahan, F. Wayne, Computer Repair/Installation Manager  
Minter, Karen, Web Server Administrator & Computer Training  
O'Connor, Glen A., Instructional Technology Manager  
Roberts, Catherine B., Administrative Applications Manager  
Wilczewski, John, Application Analyst

## **ENGINEERING SERVICES**

Jeff Beaver, Director  
Barker, Larry R., Engineering Technician  
Beaver, Jeff, Engineer  
Brown, Donna, Administrative Assistant  
Hodges, Harley W., Engineering Technician

## **HUMAN RESOURCES**

Daniel R. Adams, Director  
Langrehr, Jean M., Compensation Coordinator  
Poole, Patricia A., Benefits Coordinator  
Wren, Laura Ann R., Assistant Director

## **PHYSICAL PLANT**

J. Harold Galloway, Director  
Avery, Linda H., Custodian  
Black, Doris O., Custodian  
Blackwell, Raymond, Groundkeeper  
Boyer, Richard L., Bldg. Maint. Technician  
Boyer, Rodney B., Campus Safety/Safety Coordinator  
Branham, David A., Groundskeeper  
Brown, Robert A., Bldg. Maint. Technician  
Vacant, Groundskeeper  
Burns, Jonni Mae, Custodian  
Butler, James, Superintendent of Custodial Services  
Cason, Louise D., Custodian  
Coleman, Kelvin, Custodian  
Crutcher, Paul, Lock, Key Control  
Davis, Eddie A., Superintendent of Bldg. Maintenance  
Davis, James C., Bldg. Maintenance Technician  
Devore, Terry L., Bldg. Maint. Technician  
Draft, Betty J., Custodian  
Gary, Matt, Groundskeeper  
Goldman, Matt, Bldg. Maintenance Technician  
Harris, Betty J., Custodian  
Hendrix, David L., Bldg. Maint. Technician  
Hitchcock, Ronald O., Custodian  
Kinard, Samuel M., Custodian  
Martin, Robbie B., Groundskeeper  
McKellar, Donny B., Bldg. Maint. Technician  
McVay, Frank, Special Events  
Mitchum, Robert, Special Events  
Minter, S. Todd., Groundskeeper  
Morton, Pearlena G., Custodian  
Nix, Lauren A., Custodian  
Ouzts, Kent P. Bldg. Maint. Technician  
Powell, Terry L., Bldg. Maint. Technician  
Price, Douglas Ray, Bldg. Maintenance Technician  
Reed, Dorothy L., Custodian  
Reynolds, Michael, Groundskeeper  
Robinson, Ethel, Custodian

Runyans, James M., Bldg. Maint. Technician  
Rushton, James T., Custodian  
Sells, Frank., Superintendent of Grounds  
Shaw, Jerrell E., Jr., Special events Coordinator  
Shaw, William G., Bldg. Maint. Technician  
Smith, Victor, Bldg. Maint. Technician  
Steinberg, Judy K., Administrative Assistant  
Tumblin, Thomas C., Custodian  
Vickery, Daniel, Custodian  
Wallace, Janie M., Custodian  
Watson, Milagros, Custodian  
Williams, Daniel E., Custodian  
Williamson, Hartwell S., Bldg. Maint. Technician  
Willis, Kathy C., Office Manager  
Wilson, Mikel K., Groundskeeper  
Wright, Gerald, Bldg. Maint. Technician  
Vacant, Facilities Schedule

### **CENTRAL RECEIVING**

Carnell, Marion Ray, Supply Manager

### **PRINTING SERVICES/POST OFFICE**

Marion F. Steinberg, Director  
Farmer, Tammy R., Printing Equipment Operator  
Hawthorne, Ben F., Printing Equipment Operator  
Payne, Patsy, Postal Center Director

### **PROCUREMENT SERVICES**

Diane B. Moody, Director  
Amick, Lois J., Assistant Director  
Pilgrim, Margaret, Procurement Specialist  
Williams, Reka, Procurement Specialist

### **STUDENT AFFAIRS**

H. Randall Bouknight, Vice President for Student Affairs and  
Dean of Students  
Bartley, Pamela T., Administrative Coordinator I

### **CAREER SERVICES**

Amber Morgan, Director  
Wooten, Allison, Administrative Specialist II

### **COUNSELING SERVICES**

C. Joe Franks, Director of Counseling Services  
Hasting, Bonnie, Administrative Specialist II

### **UNIVERSITY POLICE DEPARTMENT**

Ray O. Manley, Police Chief  
Briggs, Roy Edward, Law Enforcement Officer I  
Busby, C. Derrick, Law Enforcement Officer I  
Fulbright, Angela M., Administrative Specialist II  
Garrick, Robert, Law Enforcement Officer I  
Lewis, Charles, Law Enforcement Officer I  
Moore, George, Law Enforcement Officer I  
Nicholson, Stephen B., Law Enforcement Officer I  
Pratt, Jonathan, Law Enforcement Officer I  
Zellars, Christella, Law Enforcement Officer I

## **HOUSING AND RESIDENCE LIFE**

Cynthia J. Dysart, Director

Darling, Chandler R., Assistant Director of Residence Life

Gantt, Stacey W., Student Services Program Coordinator

Clifton, Tracy C., Assistant Director of Residence Life and Director of Judicial Affairs

## **STUDENT ACTIVITIES**

D. Steve Hopkins, Director

Moore, April, Assistant Director of Student Activities

Spearman, Deborah D., Student Services Program Coordinator

## **STUDENT HEALTH SERVICES**

Kathryn B. Lewis, Director of Student Health Services and Campus Nurse

Brown, Shelby, Administrative Specialist

## **STUDENT PUBLICATIONS**

Robert F. Stevenson, Director

## **UNIVERSITY ADVANCEMENT**

Eleanor S. Teal, Vice President for University Advancement  
and Executive Director of the Lander Foundation

Cromer, Peggy, Accountant for University Advancement

Kidd, Linda C., Administrative Assistant

Shaffer, Myra, Administrative Assistant

## **ALUMNI AFFAIRS**

B. Steven Grogan, Director of Alumni Affairs and  
Special Projects

Johnson, Donna H., Alumni/Development Coordinator

## **GREENWOOD-LANDER PERFORMING ARTS**

Beverly T. Psomas, Executive Director

## **UNIVERSITY RELATIONS**

Charlotte S. Cabri, Director of University Relations and Publications

Drummond, Holly, Writer

Goldsmith, Kathy L., Public Information Specialist

Lorenzatti, David, Writer

Perrone, Jason, Writer

Scott, Maria, Designer

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