

# Graduate Teacher Education Programs

Lander University offers graduate degree programs leading to the Master of Education degree in Teaching and Learning, and the Master of Education degree in Montessori 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/apply>. Requests for graduate application forms may also be addressed to the Office of Admissions, Lander University, Greenwood, South Carolina 29649, 888-4-Lander, or email [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 Admissions section of this catalog. (See pages 11-12.)

**Dispositions:** Students enrolled in advanced degree programs in the College of Education are expected to exhibit the knowledge, skills, and dispositions of professional educators. 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 educators’ own growth and professional development.” Professional Educators are expected to exhibit appropriate dispositions. Failure to do so may result in removal from a graduate education program.

Students enrolled in Lander University Graduate education programs are assessed using these learner outcomes and preferred dispositions and must embrace and demonstrate the knowledge, skills, and preferred dispositions set forth in the InTASC (Interstate Teacher Assessment and Support Consortium) standards.

## The Learner and Learning

- **Standard 1. Learner Development**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

- **Standard 2. Learning Differences**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- **Standard 3. Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

## Content

- **Standard 4. Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

- **Standard 5. Application of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

## Instructional Practice

- **Standard 6. Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

- **Standard 7. Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- **Standard 8. Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connection, and to build skills to apply knowledge in meaningful ways.

### **Professional Responsibility**

- **Standard 9. Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professional, and the community) and adapts practice to meet the needs of each learner.

- **Standard 10. Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

### **Grading System for Graduate Education Programs**

**Grade Point Ratio** - Grade points in any course are computed by multiplying the number of hours of 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 credit 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 posted on Bearcat Web.

**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:  
<https://www.lander.edu/academics/registrars-office/transcripts>.

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 credit hours carried, credit 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.

### **Transfer Credit**

As many as nine credit hours of 600-level graduate credit verified by an official transcript and approved by the director of a specific graduate program may be transferred from a regionally accredited institution of higher education. Coursework must have been completed within six (6) years at the time of acceptance into the M.Ed. program. 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.

### **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 a specific graduate program for consideration by the appropriate advanced degree committee.

### **Graduate Education Programs for Non-Degree Students**

- Teaching and Learning: 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 credit hours on a non-degree status.)
- Montessori: Students may choose to take the Montessori coursework as a non-degree seeking student for the purpose of obtaining certification from the American Montessori Society. Those students will need to mark "non-degree seeking" on the graduate application and supply an official undergraduate transcript to the Office of Admissions before beginning coursework; they may take up to 30 hours of MONT courses. Students admitted as non-degree seeking who wish to become degree seeking must apply to be degree seeking and meet all admissions requirement by the end of 12 credit hours.

### **Special Graduate Education 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 credit hour 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 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.