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](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.

**IMMUNIZATION:** All students taking courses on the Lander campus will be required to meet immunization standards as specified in the current university catalog. (See pages 21-22)

**DISPOSITIONS:** 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. This framework provides direction for programs, courses, teaching and candidate assessment. 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 by the conceptual framework.

**Learner Outcome 1:** The professional educator integrates content knowledge and skills of scholarly inquiry to teach all students.

1.1 Candidate demonstrates a command of appropriate knowledge of content area(s) subject matter.
1.2 Candidate implements standards of content area appropriately on a regular basis.
1.3 Candidate provides developmentally and age appropriate activities that address physical, cognitive, social and emotional needs.
1.4 Candidate structures content to make connections among content areas for contextualized, meaningful learning.

**Learner Outcome 2:** The professional educator plans, provides and assesses learning experiences that are supported by research, knowledge of best practice and professional standards.

2.1 Candidate demonstrates use and adaptation of Long Range Plans to reflect students’ needs and interests within the logical sequence of the curriculum.
2.2 Candidate demonstrates the use of Short Range Plans that are prepared ahead of time, aligns state and national standards with goals and objectives of discipline and provide a clear connection to prior and future learning.
2.3 Candidate demonstrates use of a variety of formal and informal assessments to measure student learning on a regular basis. Accurate records are maintained and evidence of use for future planning is present.
2.4 Candidate communicates expectations for student achievement with opportunities for additional support and student choice provided through varied assignments.
2.5 Candidate demonstrates a variety of appropriate instructional strategies that are used effectively to meet the needs of diverse learners including multimedia and technology.
2.6 Candidate uses multiple resources for teaching that are accurate, current and diverse with evidence of respect for diverse perspectives in delivering content.
2.7 Candidate delivers specific and appropriate instructional feedback that results in student learning and displays a general understanding of the changing dynamics of the learning environment.
2.8 Candidate creates and maintains a safe, positive emotional and physical environment that is conducive to learning through active engagement of students and the display of a caring attitude.
2.9 Candidate ensures standards of conduct are clear, reviews and prompts behaviors when appropriate and uses preventative discipline techniques, instructional and non-instructional time effectively.

**Learner Outcome 3:** The professional educator communicates and collaborates with diverse populations (students, educators, families, and community members) exhibiting professional behaviors and dispositions.

3.1 Candidate demonstrates oral and written communication that is correct, accurate, clear and relevant to the listening or reading audience (students, educators, families, and community members).

3.2 Candidate demonstrates professional responsibilities and behaviors (e.g. appearance, attendance, punctuality, confidentiality, etc.) in interactions with students, educators, families, and community members that support the learning environment.

3.3 Candidate demonstrates professional dispositions (initiative, responsibility, self-control and flexibility) in interactions with students, families, community and colleagues.

**Learner Outcome 4:** The professional educator engages in reflection and professional development to foster student learning and inform instructional decisions.

4.1 Candidate systematically uses assessments that are appropriate to evaluate student learning before, during and after instruction to assess impact of instruction and provides evidence of positive impact on student learning.

4.2 Candidate recognizes effectiveness of lessons and notes strengths and weaknesses. Candidate uses the reflective cycle to implement change in the teaching-learning process as evidence by lesson reflections and modifications.

4.3 Candidate is involved in professional opportunities, uses available resources to develop as a reflective professional and intentionally advocates for educational values.

**Grading System for Graduate Education 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 meanings 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>4</td>
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<tr>
<td>B</td>
<td>3</td>
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<tr>
<td>C</td>
<td>2</td>
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<td>D</td>
<td>1</td>
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<td>F</td>
<td>0</td>
</tr>
<tr>
<td>FA</td>
<td>0</td>
</tr>
</tbody>
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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 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 [http://www.lander.edu/Academics/Registrar-Office/Transcripts.aspx](http://www.lander.edu/Academics/Registrar-Office/Transcripts.aspx).

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.*

**Transfer Credit**

As many as nine semester 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 semester 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 semester 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 semester 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.