

LANDER UNIVERSITY 2009/2010 CATALOG



Lander University reserves the right to make changes in curricula, degree requirements, course offerings, and all academic regulations at any time when, in the judgment of the faculty, the President, or the Board of Trustees, such changes are in the best interest of the students and the University. *For the most current edition of the 2009-10 Lander University Catalog, please go to <http://www.lander.edu/academics/catalog/>*

Registration at Lander University assumes the student's acceptance of all published regulations as applicable, including both those which appear in this document and all others in any official announcement. This catalog is effective for the 2009-10 academic year, commencing with the 2009 fall semester and extending through the 2010 summer sessions.

ADMISSIONS TELEPHONE NUMBERS

OFFICE	864-388-8307 1-888-4-LANDER (1-888-452-6337)
FAX	864-388-8125
EMAIL	admissions@lander.edu
HOME PAGE	www.lander.edu

GREENWOOD, SOUTH CAROLINA 29649

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.

STEPS IN THE APPLICATION PROCESS

1. Application

Prospective students are encouraged to apply for admission online by going to <http://www.lander.edu/bearcatweb>. Students may also request an application by emailing the Office of Admissions at admissions@lander.edu, by calling (864) 388-8307 or 1-888-4LANDER, or by mail at Office of Admissions, Lander University, Greenwood, South Carolina 29649 and return the completed application to the Office of Admissions. A *non-refundable* \$35 application fee will be required prior to processing the application.

2. Transcripts

All freshman applicants must submit transcripts of their high school records directly from the present or last high school attended. Transfer applicants must submit a transcript directly from each college attended. Transfer students with less than 24 semester hours or 36 quarter hours of college credit are also required to submit high school transcripts. *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 24 semester hours of college credit must submit the results of the Scholastic Assessment Test (SAT) or the American College Testing Program (ACT).

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 hourly from 9:00 a.m. to 4:00 p.m. Monday-Friday and specific Saturdays. Saturday Open House events are scheduled four times per year, two times in the fall and two times in the spring. See Lander's website for more information on visit dates. To ensure an informative and enjoyable visit, arrangements should be scheduled in advance by calling the Office of Admissions at (864) 388-8307 or toll free, 1-888-4LANDER (1-888-452-6337).

GRADUATE APPLICATION PROCESS

See page 345.

BASIC EXPENSES (Full-Time Student)

Please visit Lander website at http://www.lander.edu/business_office to get the most current costs of attendance.

For the most current edition of the 2009-10 Lander University Catalog, please go to <http://www.lander.edu/academics/catalog/>

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UNIVERSITY CALENDAR

ACADEMIC YEAR 2009-2010

FALL SEMESTER--2009

Since this schedule is subject to change, please consult the following website, www.lander.edu/registrar for the most current calendar.

Monday	June 22	EXPO I begins at 8:00 a.m.
Tuesday	June 23	EXPO I continues
Wednesday	June 24	EXPO I ends
Monday	July 19	EXPO II begins at 8:00 a.m.
Tuesday	July 20	EXPO II continues
Wednesday	July 21	EXPO II ends
Saturday	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.
Monday	August 17	Transfer Week
Friday	August 21	Transfer Week ends
Saturday	August 29	Residence halls open (New Freshmen only)
Sunday	August 30	Residence halls open for Continuing Students and Transfer Students
Tuesday	September 1	Classes begin
Monday	September 7	Registration and Drop/Add ends. Last day to drop a course and completely and receive a tuition refund.
Monday	September 7	Last day to validate and pay fees with the University Business Office Failure to validate and pay university fees will result in cancellation of student's schedule. Please refer to www.lander.edu/business_office for details.
Tuesday	September 8	Withdrawal from individual classes with a "W" grade begins. No academic penalty, no tuition refund.
Monday	October 12	Midterm Week
Thursday	October 15-16	Fall Break
Friday	October 30	Withdrawal from individual classes with a "W" grade ends.
Monday	November 9	Registration for 2010 Spring semester begins for continuing students
Friday	November 20	Graduation Application Deadline for Spring 2010
Tuesday	November 24	Residence halls close at 5:00 p.m. (Students with a Tuesday evening class MAY be permitted to stay until 9:00 p.m.)

Wednesday- Friday	November 25--27	Thanksgiving holiday (University closed)
Monday	November 30	Classes resume at 8:00 a.m.
Monday	December 7	Registration for Spring 2010 for New Students begins
Friday	December 11	Last day of classes and last day for a complete withdrawal from all classes
Monday	December 14	Examinations begin
Friday	December 18	Examinations end
Friday	December 5	Classes End.
Monday	December 8	Examinations begin
Friday	December 12	Examinations end
Saturday	December 19	Commencement at 11:00 a.m.
Monday	December 21	All Grades Due
Thursday	December 24	University closed for Holidays

FALL MINI-TERM

Monday-Tuesday	October-November 3	Registration
Monday	November 2	Classes begin
Wednesday- Thursday	November 4-17	Individual Course withdrawal
Wednesday-Friday	November 25-27	Thanksgiving Break
Thursday	December 10	Classes end
Monday	December 14	Examinations

SPRING SEMESTER--2010

Since this schedule is subject to change, please consult the following website, www.lander.edu/registrar for the most current calendar.

Tuesday	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.
Monday	January 4	University opens after holiday break
Thursday	January 7	Residence halls open for new students
Friday	January 8	Residence halls open for continuing and transfer students
Monday	January 11	Classes begin
Friday	January 15	Registration and Drop/Add ends (5days). Last day to completely drop a course and receive a tuition refund.
Friday	January 15	Last day to validate and pay fees at the University Business Office Failure to validate will result in cancellation of class schedule.
Monday	January 18	Martin Luther King Holiday
Tuesday	January 19	Withdrawal from individual classes with a grade of "W" begins
Monday	February 22	Mid-Term Week
Monday-Friday	March 1-5	Spring holidays
Friday	March 19	Withdrawal from individual classes with a grade of "W" ends
Monday	March 22	Registration begins for 2010 Fall Semester and 2010 Summer Sessions via Bearcat Web
Friday	April 2	Graduation Application Deadline-Fall
Monday	April 13	Registration for new students begins
Friday	April 23	Last day of classes
Friday	April 23	Last day for a complete withdrawal from all classes
Monday-Friday	April 26-30	Examinations
Saturday	May 1	Commencement - 11:00 a.m.

SPRING MINI-TERM

Monday-Tuesday	March 8-16	Registration
Monday	March 15	Classes begin
Wednesday- Thursday	March 17-39	Individual Course Withdrawal
Thursday	April 22	Classes end
Monday	April 26	Examinations

TENTATIVE SUMMER 2010 FOR UNDERGRADUATE AND GRADUATE CLASSES.
Since this schedule is subject to change, please consult the following website, www.lander.edu/registrar for the most current calendar.

SUMMER SESSION I

Monday	March 22	Registration begins for 2010 Fall Semester and 2010 Summer Sessions via Bearcat Web
Monday	April 12	Registration for new students begins
Monday	May 17	Classes begin and Registration ends
Tuesday-Monday	May 18-24	Withdrawal from individual class with a “W” grade begins. No academic penalty, no tuition refund.
Wednesday	June 23	Last day to withdrawal from all Summer 1 classes.
Wednesday	June 23	Classes End
Thursday	June 24	Examinations
Monday	June 28	All grades due-4:00 p.m.

SUMMER SESSION II

Monday	March 22	Registration for continuing students begins
Monday	April 12	Registration for new students begins
Monday	June 28	Classes begin and Registration ends
Tuesday-Tuesday	June 29-Jul 6	Withdrawal from individual class with a “W” grade begins. No academic penalty, no tuition refund.
Monday	July 5	Fourth of July Holiday
Thursday	August 5	Classes end
Thursday	August 5	Last day to withdraw from all Summer 2 courses
Monday	August 9	Examinations
Wednesday	August 11	All grades due by 4:00 p.m.
Friday	August 13	Graduation date (no ceremony)

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.

Congressional District	Member	Expiration of Present Term
First		
Seat 1	Mr. Charles R. Thompson, Jr.	2010
Seat 2	Mr. Robert A. Brimmer	2012
Second		
Seat 3	Mr. Maurice Holloway	2010
Seat 4	Mr. George R. Starnes	2012
Third		
Seat 5	Ms. Mamie W. Nicholson	2010
Seat 6	Ms. Linda Dolny	2012
Fourth		
Seat 7	Mr. Fred M. Thrailkill	2010
Seat 8	Mr. Jack W. Lawrence	2012
Fifth		
Seat 9	Dr. Glenn J. Lawhon, Jr.	2010
Seat 10	Ms. S. Anne Walker	2012
Sixth		
Seat 11	Ms. Ricci Land Welch	2010
Seat 12	Ms. Catherine Lee	2012
At-Large Members (elected by the General Assembly)		
Seat 13	Mr. Raymond D. Hunt	2010
Seat 14	Ms. Ann B. Bowen	2012
Seat 15	Mr. Bobby M. Bowers	2010
At-Large Member (appointed by the Governor)		
Seat 16	Mr. L.B. Adams, Jr.	
Ex Officio Member		
	Governor Mark Sanford	
	Designee: Dr. Sally E. Self	

EXECUTIVE OFFICERS OF THE ADMINISTRATION

Daniel W. Ball
President

Danny L. McKenzie
Vice President for Academic Affairs

Diane D. Newton
Vice President for Business and Administration

Randall Bouknight
Vice President for Student Affairs

Adam Taylor
Vice President for University Advancement

Jefferson J. May
Athletics Director

ADMINISTRATIVE OFFICES

Office of the President

Affirmative Action/EEO

Human Resources

Academic Affairs

Academic Colleges and Departments

College 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

Office of Continuing Education

Institutional Research and Assessment

- Enrollment Management
 - Office of Admissions
 - Office of the Registrar
 - Office of Financial Aid
 - Academic Success Center
- Library
- Business and Administration
 - Bookstore/Post Office
 - Budget Office/Grants
 - Business Office/Accounting/Payroll
 - Engineering Services
 - Information Technology Services
 - Physical Plant
 - Printing Services/Post Office
 - Procurement Services
- Intercollegiate Athletics
 - Baseball (Men)
 - Basketball (Men/Women)
 - Fastpitch (Women)
 - Golf (Men)
 - Soccer (Men/Women)
 - Tennis (Men/Women)
 - 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: 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 Athletic Training Education (CAATE), 2201 Double Creek Drive, Suite 5006, Round Rock, TX 78664. 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, 777 South Harbour Island Boulevard, Suite 750, Tampa, FL 33602-5730 USA, Telephone: 813-769-6500, Fax: 813-769-6559. 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 61 Broadway, 33rd Floor, New York, NY 10006, or 1-800-669-1656, ext. 153. 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). Lander's Montessori Teacher Education Program offers coursework leading to certification by the American Montessori Society. It is fully accredited by the Montessori Accrediting Council for Teacher Education (MACTE), 524 Main Street, Suite 202, Monument Square, Racine, WI 53403. 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 and the Master of Arts in Teaching Art are accredited by the National Association of Schools of Art and Design (NASAD). Both programs have been examined and approved by 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
Spanish

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

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
Graphic Design

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
Information Technology
International Studies
Latin American Studies
Mass Communication
Mathematics
Military Science and Leadership
Music
Philosophy

Political Science
Pre-Law
Public Administration
Psychology
Religion
Sociology
Spanish
Theatre
Visual Arts

GRADUATE PROGRAMS

A Master of Arts in Teaching (MAT) degree with a concentration in art education (see page 345).

A Master of Education (M.Ed.) degree is offered in elementary education (see page 345) and in Montessori Education. (348).

THE UNIVERSITY CENTER OF GREENVILLE

Lander University offers the following degree programs at the University Center of Greenville: Sociology, Sociology with a criminal justice emphasis, and Political science with a public administration emphasis. The University Center of Greenville offers a Master of Education (M.Ed.) degree in Montessori Education.

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 67.

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, 19th 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.

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 newly renovated 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 124th year of service to the University and its alumni. The Association is governed by a 24-member Board of Directors. The current president is Donald H. Scott, Class of 1975. All graduates and former students who attended Lander for at least one year 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 14 academic departmental scholarships, and provides financial assistance for the Presidential Ambassadors Scholarship Program. Over 30 students are recipients of scholarships provided by the Alumni Association for the 2009-2010 academic year.

GREENWOOD-LANDER PERFORMING ARTS

For the 2009-2010 Season Greenwood-Lander Performing Arts will bring to the Lander stage five concert series. Our season opens on September 17, 2009 with I Love a Piano, a Broadway musical featuring the music of Irving Berlin from 1918-1960. Next, we are excited to present on December 1, 2009, A Viennese Christmas, featuring the Sigmund Romberg Orchestra and Soloists performing Christmas favorites to get everyone in the mood. We continue our season with Synergy on January 21, 2010. Synergy is a high energy Brass Quintet performing a wide variety of music from old sentimental favorites to classical to the blues. Then, on February 23, 2010, experience the international, multi-talented cast of Barrage, a high-octane fiddle-fest performing an eclectic mix of music, song, and dance. Our final performance of the Season will be on March 8, 2010 with the Lily Cai Chinese Dance Company, which bridges the past to the contemporary, from spectacular court dance of Chinese dynasties to modern works fusing classical Chinese dance and ballet.

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 by picking them up at the GLPA office, Suite 101 Barratt Hall or at the Cultural Center Box Office. All GLPA events are FALS approved and students must have their student ID to receive the ticket.

GLPA Outreach Program- During the past six years the Greenwood-Lander Performing Arts Outreach Program has brought over 18,000 area students to special daytime concerts and performances. Students from fifty schools from Abbeville, Anderson, Greenwood, Hodges, Laurens, McCormick, Ninety Six, and Ware Shoals have attended these special offerings by talented artists. The performances brought high quality music, dance and theatre performances to area students, using a variety of repertoire and representing a diversity of cultures. The opportunity to attend these performances provides exposure to the arts which many students would not otherwise experience.

The GLPA Series and Outreach 2009-2010 Performances Schedule:

<i>I Love a Piano</i>	September 17, 2009 @ 7:30 PM
<i>Alice in Wonderland (Outreach)</i>	<i>September 29, 2009 @ 9:30 AM & 12:30 PM</i>
<i>Harold and The Purple Crayon (Outreach)</i>	<i>November 20, 2009 @ 9:30 AM & 12:30 PM</i>
<i>A Viennese Christmas</i>	December 1, 2009 @ 7:30 PM
<i>Synergy (Outreach)</i>	<i>January 20, 2010 @ 9:30 AM & 12:30 PM</i>
<i>Synergy</i>	January 21, 2010 @ 7:30 PM
<i>Barrage</i>	February 23, 2010 @ 7:30 PM
<i>Lily Cai Chinese Dance Company</i>	March 8, 2010 @ 7:30 PM
<i>Lily Cai Chinese Dance Company (Outreach)</i>	<i>March 9, 2010 @ 9:30 AM and 12:30 PM</i>

Undergraduate Admission

Graduate Admissions (see page 345).

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 continual 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>. Students may also request an application by emailing the Office of Admissions at admissions@lander.edu, by calling (864) 388-8307 or 1-888-4LANDER, or by mail at Office of Admissions, Lander University, Greenwood, South Carolina 29649 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 2009 semester – August 1, 2009

Spring 2010 semester – December 1, 2009

****Although applicants are encouraged to submit the requested records by these two dates, they may submit them thereafter, but necessary evaluation may not be completed in a timely manner.***

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 24 semester hours or 36 quarter 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 24 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 hourly from 9:00 a.m. to 4:00 p.m. Monday-Friday and on specific Saturdays. Saturday Open House events are scheduled four times per year, two times in the fall and two times in the spring. See Lander's website for more information on visit dates. To ensure an informative and enjoyable visit, arrangements should be scheduled 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 250. Applicants who wish to major in Music should refer to page 115 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	3 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	4 units

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 is recommended. 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 is recommended in computer science, which includes programming (i.e. not merely 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. Students may be required to take a placement test administered by the University. 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 (p. 39), 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 257).

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 have acceptable SAT or ACT scores 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 he/she 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 24 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 or the ACT must be forwarded to the Office of Admissions.

General transfer requirements include:

- 1) Evidence indicating the 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 fewer than 24 semester hours or under 21 years of age must also meet freshman admission requirements;
- 4) If applicant was suspended from a prior institution, the applicant must take action to restore eligibility 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 38 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.

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 *enrollment* at 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 the student earned a grade of "C" or higher 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
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. 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 for college credit military experience-schools, special courses, seminars, etc.

International students wishing to transfer college level credit must have a “course by course” evaluation completed by a Credential Evaluation Service 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 for these services are the student’s responsibility.

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 40 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/International Admissions Officer

Gavin A. Bethea, Assistant Director of Admissions
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

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)

Any former student whose attendance at Lander has been interrupted for any reason for one or more fall and/or spring semesters must submit a readmission application. **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 completed suspension must:

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

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

Students completing their term of suspension must submit a readmission application prior to the following preferred deadlines:

Fall 2009 semester - August 1, 2009

Spring 2010 semester - December 1, 2009

See page 38 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 include:

- 1) A completed application for admission;
- 2) An 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 on page 54.

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. Non-degree seeking students are not eligible to receive financial aid.

See page 38 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), 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 and students may only audit the same course one time. Students must present approval from the college dean offering the course to the Office of the Registrar. Upon presentation of approval, the Office of the Registrar will complete the course registration if all requirements have been met.

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 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 only for one semester 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

Evening Classes: Application must be made through the Office of Admissions and an applicant must meet all usual requirements for admission.

Off-Campus Courses: Application must be made through the Office of Admissions and an applicant must meet all usual requirements for admission, including applications for the programs at the **University Center of Greenville**. (See page 67) 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 and 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 wishing 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 all applicants must fulfill:

- 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 must have a "course by course" evaluation completed by a Credential Evaluation Service 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 minimum score on the TOEFL is 550 (paper-based) or 80 (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 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, students will be responsible for paying their fees at the time of 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 *several 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.

International students must provide Immunization Form and Tuberculosis Screening Form completed by a Health Care Provider.

Health and Accident Insurance: **All** international students and their dependents residing in the United States must participate in the student insurance program. Information concerning the limits and benefits of this insurance can be obtained from the Student Wellness Center.

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, and if these persons do not receive compensation as full-time state employees.

The program definition of "full-time employees" is defined as employment that consists of at least thirty seven and one half hours a week on a single job in a full time status. A person who works less than thirty seven and one half hours a week but receives or is entitled to receive full time employee benefits shall be considered to be employed full time. A person who meets the eligibility requirements of the Americans with Disabilities Act must present acceptable evidence that they do not satisfy their prescribed employment specifications in order to qualify for this waiver.

Lander University further stipulates that the "no payment of tuition" opportunity may only be applied for the first attempt of a course. An exception will be given if the qualified resident is a degree-seeking student and repetition of a course is necessary for graduation requirements. Qualified residents will be allowed to register for classes on the first day of classes for each semester or summer session.

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. 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 52 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 40.

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. Such proof must be shown on the Lander form provided or by written documentation from a medical doctor or health clinic.

All students taking classes and who were 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 (223 Crews Street, (864) 388-8885 fax (864) 388-8085).

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

- For students born after December 31, 1956: two doses of immunization against measles, mumps and rubella (MMR)
- *International Students:* A Tuberculosis screening form completed by a Health Care Provider, as well as a completed immunization form.

Recommended Immunizations (not required):

Varicella – 2 doses

Hepatitis B – 3 doses

Tetanus/Diphtheria (TD) – Booster every 7-10 yrs.

Meningococcal – 1 dose

Influenza – 1 dose annually

Pneumococcal – 1 dose those students over 65 years of age or with certain long term health problems.

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 Students with Disabilities

Lander University is committed to making programs and activities available to qualified students with disabilities. The advisor to students with disabilities coordinates services for students with disabilities, assists students with disabilities 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 students with

disabilities. The advisor is also available to meet with prospective students to discuss services available at Lander University. The advisor for students with disabilities is located in the Lander Wellness Center.

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.

Course Substitutions

A specific learning disability can interfere with a student's successful completion of a course (e.g., foreign language and math courses). Appropriate documentation from a psychologist that specifically addresses this issue is required. Course substitutions cannot be permitted if the course is determined essential to a student's major. See the Students with Disabilities Handbook for more details about this accommodation.

Students With Learning Disabilities

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 psycho educational evaluation not more than three-years old) which the student is responsible for providing. A "Faculty Contact Sheet" is developed for students 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 students with learning disabilities, there is no specific program for students with learning disabilities at the University. Students with learning disabilities 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 students with learning disabilities may find to be particularly helpful.

Visually Impaired Students

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.

Students With Physical Disabilities

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 students with physical disabilities. 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 student with a disabilities 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 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 Joe Franks in the Wellness 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:

Kitty Lewis
The Wellness Center, Lander University
Greenwood, SC 29649
(864) 388-8805
E-mail: klewis@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 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
The Wellness Center, Lander University
Greenwood, SC 29649
(864) 388-8082

Fees and Expenses

BASIC EXPENSES (Full-Time Students)

Current tuition and fees may be accessed on-line at 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 10 meal, 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~~ 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~~ 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 .

New Student Orientation Fee--A \$100.00 orientation fee must be paid by first-time freshmen students. This fee does not apply to the basic expenses.

International Students--All Students classified as international students will be required to participate in the Lander University International Student Insurance Program. No exceptions will be made to this policy. International students are required to purchase mandatory 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 255.

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 Damage Deposit--A boarding student is required to pay a \$75 room 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.

Senior Citizens--Senior citizens may register for classes only *after* regular registration times on a space available basis with free tuition. See page 24.

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 .

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.

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%

Lander students receiving Federal Stafford Loans, Federal Stafford Plus Loans, Federal Perkins Loans, Pell Grants, ACG, National SMART Grant 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.

Refunds/returns are distributed in the following order:

Unsubsidized FFEL/Direct Loan
Subsidized FFEL/Direct Loan
Perkins Loan
FFEL/Direct Grad Plus Loan
FFEL/Direct Parent Plus Loan
Pell Grant
ACG
National SMART Grant
Federal SEOG
State funded Scholarships and Grants
Personally Guaranteed payments

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 34 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. 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

Financial assistance is necessary for many students to be able to pursue a higher education. While the process may seem overwhelming at times, please read the information carefully and remain in constant contact with the Office of Financial Aid if you have any questions about your status.

Limited information regarding financial aid is provided in this catalog; for details and the most current information concerning financial aid at Lander University, please visit www.lander.edu/finaid.

For information regarding the SC state scholarship programs (Palmetto Fellows, LIFE, HOPE, National Guard College Assistance Program), please visit the SC Commission on Higher Education website at www.che.sc.gov.

Application Process

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 must be completed for each academic year that aid is requested. The Office of Financial Aid awards aid upon receipt of the results of the FAFSA throughout the academic year. However, students whose FAFSA results are received by the **priority deadline of March 31** preceding the fall term will be considered for all aid programs. Funding is limited for students whose applications are received after the priority deadline so students are strongly encouraged to file the FAFSA electronically by March 1 in order to meet the **March 31** priority deadline.

TYPES OF AID

Scholarships and grants are gift aid and do not require repayment. Work programs allow the student to work part-time. 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 completed online at <http://www.fafsa.ed.gov>. A brief description of the federal programs can be found on this website. 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 online at <http://www.ed.gov/students> or requested by contacting the Federal Student Aid Information Center at 1-800-433-3243.

The most common programs at Lander University are:

1. Federal Pell Grant
2. Federal Perkins Loan
3. Federal Supplemental Educational Opportunity Grant (SEOG)
4. Federal Scholarship for Disadvantaged Students
5. Federal Work-Study
6. Federal Stafford Loan (Subsidized and Unsubsidized)
7. Federal Parent Loan to Undergraduate Students (PLUS)
8. Federal Academic Competitiveness Grant (ACG)
9. National Science & Mathematics Access to Retain Talent Grant (SMART)
10. S.C. Palmetto Fellows Scholarship
11. S.C. Legislative Incentives for Future Excellence (LIFE)
12. S.C. HOPE Scholarship
13. S.C. Need-Based Grant
14. S.C. Teachers Loan Program
15. S.C. Air and Army National Guard College Assistance Program
16. Lander Foundation and other University Scholarships

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. Certain programs have more stringent requirements than those listed. 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 pass a minimum of 67% of ALL attempted hours*. The percentage of earned hours is calculated by dividing the number of passed hours by the number of attempted hours. (Passed ÷ 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:

***Attempted hours include Pass/Fail courses, withdrawals, repeated courses, and failed courses. Summer hours are included. All transfer hours attempted from all institutions (including withdrawals or failing grades) and hours for which a student did not receive financial aid are counted. Courses which are dropped during the regular Drop/Add periods and 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 catalog. The current minimum acceptable level of academic achievement is provided below.

Cumulative Hours Passed	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 credit 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 45 credit hours. 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, before re-evaluation.

Student Academic Success Program Participation Extension

Students placed on Warning are strongly encouraged to see the Director of The Academic Success Center, LC 340, regarding SASP.

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 catalog 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 or state 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 throughout the year. 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. Transfer grades and credits are evaluated at the time of receipt for the maximum time frame limit for students transferring into Lander University.

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. If transcripts received after the beginning of the term cause students to exceed the maximum time frame limit, the student will be liable for any aid already received for that term.

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 website at http://www.lander.edu/business_office/Payplan.html.

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 or visit http://www.lander.edu/business_office/RefundPolicy.html.

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/.

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 by 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 contingent upon funding.

SCHOLARSHIP ELIGIBILITY POLICY

Incoming Freshmen: Lander Academic scholarships are awarded to high school seniors who have been accepted for admission and demonstrate academic merit. Students are encouraged to complete their application for admission by mid-December as awards are made on a first-come, first-served basis and funding is limited. No separate application is required, but generally students who are admitted and have at least a 3.5 High School GPA (SC Uniform Grading Scale) and at least a 24 ACT or an 1100 SAT score (not including the writing portion) will be offered a scholarship.

Transfer Students: A limited number of scholarships may also be awarded to transfer students entering in the fall who have a cumulative GPA of 3.25 or better with a minimum of 30, but not more than 90, semester hours earned and have a satisfactory completion rate. Students must be admitted and have all final transcripts submitted by June 1. These scholarships are contingent upon funding each year.

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 financial aid (including, but not limited to: grants, scholarships, loans, Federal Work-Study and VA benefits) 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 Departments may disclose separate renewal criteria for Departmental scholarships in the written scholarship contract.

Student Life

The Division of Student Affairs provides a well-balanced program of co curricular activities and encourages student participation in these and other aspects of University life. As members of the University community, students have opportunities to gain valuable experience in leadership and human relations skills which can enrich their lives far beyond their college years. Registered student organizations, intramurals, and athletics are just a few of the many opportunities offered at Lander. There are over 60 registered student organizations, which include academic organizations, club and interest groups, club sports, Greek organizations, honor societies, media groups, and religious organizations. Students are also encouraged to become involved in the Greenwood community through volunteer opportunities, which are coordinated through the Student Activities Office.

The **student** orientation program, EXPO, helps new students become acquainted with the Lander campus. Emphasis is placed on student services information, co curricular 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 co curricular activities. In addition, students are also encouraged to participate in a comprehensive, high quality intramural and recreational sports program.

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.

The **Intercollegiate Athletics** program allows students/athletes an opportunity to support teams in ten varsity sports: women's basketball, soccer, softball, volleyball, tennis, 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 Wellness Center is located in Genesis Hall. The Center houses Health Services and Counseling Services. The office hours are 8:00 a.m. until 5:00 p.m. – Monday through Friday. Summer hours are 7:30 a.m. until 5:00 p.m. Monday through Thursday. During the summer months, counseling sessions after 12:00 noon on Thursday are by appointment only.

Health Services are funded by and serve full time students who pay the student health services' fee. The staff consists of registered nurses and a group of local physicians who treat students upon referral.

Counseling Services provide professional assistance 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. (In a physical or mental health emergency during the day or after office hours, students may choose to be treated or be referred to the Express Care or the Emergency Room at Self Regional Health Care. Such treatment is at the student's expense.)

Veterans' Affairs information is available from the Office of the Registrar or from www.lander.edu/registrar.

The Office of Career Services works with students in developing and implementing career plans. Located on the third floor of Grier Student Center, the Office of Career Services offers individual career counseling and testing. 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 visit Lander's online job board at www.collegecentral.com/lander. Many online resources are available to students including information on career exploration, internships, graduate school, resumes, and interviewing. Students and alumni can access this free online information at www.lander.edu/careerservices .

A Cooperative Education Program allows students to combine academic instruction with paid work experience both on and off campus. Students interested in participating in the Cooperative Education Program should contact Ms. Jennifer Pierce-Turman in the Office of Career Services. 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-discipline, 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.

PLACEMENT TESTS CRITERIA

All degree-seeking freshmen and transfer students must either take placement tests in mathematics. All entering students who do not have 101 and 102 college-level foreign language credit must take the Foreign Language Placement Test (see Foreign Language Placement Policy 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 Skills Assessment unless any of the following apply:

- Transfer students who transfer in credit for a course listed as equivalent to a Lander University mathematics course are exempt from taking the Math Skills Assessment. Please note, students whose program requires one or more additional courses in mathematics are strongly advised to take the Math Skills Assessment prior to enrolling in a mathematics course at Lander University.

FOREIGN LANGUAGE PLACEMENT POLICY

Prior to registration, the foreign language placement test will be taken by all students new to Lander.

Exceptions:

- a) Readmitted students who have previously taken the foreign language placement test.
- b) Transfer students who have passed (with at least a “C”) modern foreign language courses equivalent to the first year proficiency (or higher) at other accredited colleges and universities.
- c) Transfer students who have passed (with at least a “C”) a modern foreign language course equivalent to the second half year proficiency at other accredited colleges and universities. For example, SPAN 102 or FR 102.
- d) Students seeking a second bachelor’s degree.
- e) Students for whom English is a second language are exempt from the foreign language placement test and the university requirement. International students may take upper-level courses in their native tongue but must take the placement exam first.
- f) Students who have never taken a specific language may take any language without taking the placement test. Students must contact the Director of the Academic Success Center, Learning Center 340, for a registration waiver.

- Students bringing in AP, IB, and CLEP scores may place out of the General Education foreign language requirement and will not be required to take the Foreign Language Placement Exam. Students must consult with the Admissions Office and/or their advisor to confirm their credit for foreign language.
- Transfer students who have passed (with at least a “C”) a modern language course equivalent to the first half year proficiency at other accredited colleges and universities must enroll in the second semester of their foreign language.
- Students cannot enroll for credit in a foreign language course below their placement level.
- No retroactive credit will be granted based on the foreign language placement test.
- Other languages: Students who come to Lander with a background in a foreign language other than Spanish, French, German, Russian, or Latin (such as Japanese) should contact the Director of the Academic Success Center, Learning Center 340, for placement test availability. To enroll in SPAN 101 or FR 101, students must contact the Director of the Academic Success Center for a registration waiver.

- Non-Academic Learning Experience: Students who have acquired familiarity with Spanish or French while living or traveling abroad for an extended period of time must take the Foreign Language Placement Test before enrolling in a foreign language class in order to determine placement. Students with familiarity with German, Russian, or Latin may also test in those languages to determine foreign language requirements.

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

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 advanced standing and college credit as indicated on the chart below.

ADVANCED PLACEMENT

Examination	Lander Equivalent Course	Passing Score
Note: See course description(s) for credit		
Art History	ART 101	3
Biology	BIOL 111-112	3
Calculus AB	MATH 131	3
Calculus BC	MATH 131-132	3
Chemistry	CHEM 111-112	3
Chinese Language	Elective Credit	3*, 4**, 5***
Computer Science A	CIS 130	3
Computer Science AB	CIS 130	3
	CS 200 elective	3
English Language and Composition	ENGL 101-102	3
English Literature and Composition	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
German Language	Elective Credit	3*, 4**, 5***
Government and Politics: Comparative		
Government and Politics: United States		
Human Geography	Elective Credit	3*
Italian Language and Culture	Elective Credit	3*, 4**, 5***
Japanese Language & Culture	Elective Credit	3*, 4**, 5***
Latin: Latin Literature	Elective Credit	3*, 4**, 5***
Latin: Virgil	Elective Credit	3*, 4**, 5***
Macroeconomics	ECON 201	3
Microeconomics	ECON 202	3
Music Theory	MUSI 111-112	
	113-114	3
Physics B	PHYS 201-202	3
Physics C: Electricity and Magnetism	PHYS 212	3
Physics C: Mechanics	PHYS 211	3
Psychology	PSYC 101	3
Spanish Language	SPAN 101-102	3
Spanish Literature	SPAN 101-102-201	4
	SPAN 101-102	
	201-202	5
Statistics	MATH 211	3
Studio Art: Drawing Portfolio	ART 103	3
Studio Art: 2-D Design Portfolio	ART 105	3
Studio Art: 3-D Design Portfolio	ART 106	3
United States History	HIST 111-112	3
World History	Elective, 3 hrs	3

* *Credit: 6 semester hours*

** *Credit: 9 semester hours*

*** *Credit: 12 semester hours*

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 earning passing scores, as indicated below, will receive credit for the following courses upon the submission of an official score report to the Registrar's Office. Lander students should consult with their academic advisor and submit a Coursework Approval Form prior to taking the examination. Test dates, applications (payment of a fee for each exam), and registration deadlines is available through the Academic Success Center.

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	59
General Chemistry	CHEM 111-112	50
German (Level 1)	Elective Credit, 6 hrs	50
German (Level 2)	Elective Credit, 12 hrs	60
Human Growth & Dev.	EDUC 221 or PSYC 203**	50
Information Systems and Computer Applications	CIS 101	50
Introductory Accounting	ACCT 201	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, 201, 202	63
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.

3. The Regent's Exam is designed for students who wish to validate knowledge-based learning experiences.

Credit for the following courses may be earned, with examinations and Lander course equivalency indicated:

Lander Equivalent

<u>Examination</u>	<u>Course</u>
Human Resource Management	MGMT 315
Labor Relations	MGMT E
Organizational Behavior	MGMT 340
Abnormal Psychology	PSYC 251
Psychology or Aging	PSYC 303
Developmental Psychology	PSYC 203
Statistics	MATH 211

Students wishing to participate in the Regent's Exam should take the following steps:

1. Secure registration materials and information from the Academic Success Center (Carnell Learning Center 340)
2. Complete a Course Work Approval Form (Lander students)
3. Register for exam and pay fee.

4. TRANSFER CREDIT FOR REGISTERED NURSES

Upon the successful completion (with a grade of B or above) of the bridging course, NURS 307: (Professional Transition for Registered Nurses), RN students may earn advance standing credit that will satisfy up to 39 semester hours of nursing courses that are included in the Basic Nursing Core. (Refer to BSN requirements).

For questions and/or advising, see the director of the RN-BSN on-line option or the chair of the Department of Nursing.

5. 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 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:

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 learning in organizational leadership, time management, organizational change, teamwork, diverse work environments, performance coaching and feedback, and risk management.

6. 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 Registrar's Office of Lander University, 320 Stanley Avenue, Greenwood, SC 29649. If you have further questions, please contact Taylor Johnston at 864-388-8801.

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 A1	4 5, 6, 7	ENGL 101 ENGL 101 and ENGL 102
Geography	4, 5, 6, 7	GEOG 103
History	4, 5, 6, 7	HIST 103
Mathematics	4 5, 6, 7	MATH 131 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.*

7. 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.

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 Academic Success Center, LC 341.

ACADEMIC SUCCESS CENTER

The Academic Success Center houses tutoring labs 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. Academic Success Center administers all placement and standardized testing, and coordinates the program for students with disabilities as well as the Academic Success Center Advisement Program (ASCAP) and the Student Academic Success Program (SASP). Tracking of provisional and probation student success is monitored in this area. The office is located in Learning Center (LC) 342, telephone (864) 388-8308. Visit our web site at: <http://www.lander.edu/asc>.

The Academic Success Center--Providing academic assistance to students, the Academic Support Center (ASC) offers placement testing, individualized 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 Success Center Advisement Program (ASCAP). The Academic Success 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 Success Center is located on the third floor of the Carnell Learning Center (Telephone 864-388-8308).

Early Alert: This retention program is meant to help identify students who are having difficulty in coursework early in the term. These students will be referred to the Academic Success Center for tutorial assistance, study skills enhancement, and/or counseling. Early intervention is the key to success in college.

The Academic Support Center Advisement Program (ASCAP) provides intensive academic advising for freshman students and monitors individual student academic programs. The ASC tutoring lab coordinators 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 Academic Success Center, 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 Academic Success Center, LC 342.

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.

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; unless noted differently in the course description.
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 - 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.

Requirements:

- All students who wish to audit must be admitted to the University in order to be eligible to audit a course.
- Students may only audit the same course once.
- No audited course may be repeated for credit at a later date.

Students must present approval from the college dean offering the course to the Office of the Registrar. Upon presentation of approval, the Office of the Registrar will complete the course registration if all requirements have been met. 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.

Procedures regarding course substitutions, relief from requirements, and establishing transfer equivalencies

A course substitution means that a student may apply the credit earned in one course and substitute that credit in place of another course.

Relief from a requirement means that the student is given an exemption from completing the specific coursework necessary to satisfy a particular requirement. The student receives no credit for the relief. In this case, the credit hours associated with the requirement become electives for that student. For example, a student granted relief from a 3-hour requirement would not be required to have the specified 3 hours of coursework. Those 3 hours would now be considered elective hours.

Transfer equivalency means a course taken at another institution covers the same set of topics and material as a course offered at Lander. If the transfer course has an accepted Lander equivalency, the student will receive credit for the corresponding Lander course. In the case that a transfer course does not have a direct Lander equivalent, the student will receive elective credit for that transfer course.

Procedures for students seeking relief from a requirement

- A student seeking relief from a general education requirement or a university requirement, must petition the General Education Committee. Decisions will be made on a case-by-case basis.
- A student seeking relief from a requirement established by a Major program or a Minor program must petition the appropriate department. Decisions will be made on a case-by-case basis.

Procedures for students seeking course substitutions

Substitutions involving General Education Courses (non-transfer)

- Non-General Education to General Education:
 - Lander University courses which are not specifically approved as General Education Curriculum courses at Lander University cannot substitute for a General Education Curriculum course.
- Substitution within a competency:
 - If the student's Major program requires a specific General Education Curriculum course to satisfy a General Education competency, the student may petition to substitute the required General Education Course with another approved General Education course that addresses the same competency.
 - The student must petition the department of the major requiring the specific General Education course. Decisions will be made on a case-by-case basis.

Substitutions involving University course requirements

- A student wanting to substitute a course for a university course requirement, must petition the General Education Committee. Decisions will be made on a case-by-case basis

Substitutions of courses for a Major Program or a Minor Program (non-transfer)

- A student wanting to substitute courses within a Major program or Minor program must petition the department of the Major or Minor. Decisions will be made on a case-by-case basis.

Procedures involving courses transferring to Lander from another institution

In many cases, courses transferred from other institutions already have an accepted Lander course equivalency. These are the procedures for handling transfer courses for which the equivalency to an existing Lander course has not yet been established. These procedures also apply when an established equivalency is no longer accurate (because of catalog changes at either institution) and the equivalency needs to be updated.

- A student wanting to establish an equivalency (or update an existing one) between a transfer course and a General Education course must petition the General Education Committee. If the equivalency is approved, the Registrar's Office and the Admissions Office shall be notified of the update to add the course to the University's approved transfer list.

- A student wanting to establish an equivalency (or update an existing one) between a transfer course and a course within a Major program or a Minor program must petition the department offering the course of the course in question. If the equivalency is approved, the Registrar's Office and the Admissions Office shall be notified of the update to add the course to the University's approved transfer list.

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. A current course description from the institution the student wishes to attend must accompany the form if an articulation is not listed within the University's "Transfer Guides". Upon completion of the course(s) at another institution, the student must request an official transcript to be sent to the Lander University Office of the Registrar. Approval granted on a Coursework Approval form does not waive any of Lander University's academic policies governing transfer of coursework. The following stipulations apply to students who wish to study at other institutions:

- 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

SOUTH CAROLINA RESIDENTS at least 60 years of age

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, and if these persons do not receive compensation as full-time state employees.

The program definition of "full-time employees" is defined as employment that consists of at least thirty seven and one half hours a week on a single job in a full time status. A person who works less than thirty seven and one half hours a week but receives or is entitled to receive full time employee benefits shall be considered to be employed full time. A person who meets the eligibility requirements of the Americans with Disabilities Act must present acceptable evidence that they do not satisfy their prescribed employment specifications in order to qualify for this waiver.

Lander University further stipulates that the “no payment of tuition” opportunity may only be applied for the first attempt of a course. An exception will be given if the qualified resident is a degree-seeking student and repetition of a course is necessary for graduation requirements. Qualified residents will be allowed to register for classes on the first day of classes for each semester or summer session.

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 are given per semester hour.
- B:** Good--Indicates achievement above that required for graduation. Three quality points are given per semester hour.
- C:** Average--Indicates average achievement. Two quality points are given per semester hour.
- D:** Poor--Indicates achievement at a level below that required for graduation. One quality point is given 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 and *is considered in computing the grade point average*.
- FA:** Failure because of excessive absences. No quality points are given and *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. No credit is earned by auditing a course and no credit may be earned in an audited course by examination or otherwise.
- W:** Withdrew--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 Average--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; B = 3; C = 2; D = 1; F = 0; FA = 0

The grade point average is determined by dividing the total number of institution grade points earned by the total number of institution GPA 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 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: 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 seven weeks of the fall or spring semester. Any petition to drop or withdraw from individual classes after the seventh 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. 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 Official Withdrawal and/or Temporary Leave form with the Registrar's 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 was in good standing at the end of the last term completed at Lander and if the enrollment break is caused by appropriate personal, medical, or emergency reasons. The Official Withdrawal and/or Temporary Leave 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/Non Degree 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 should apply during the first semester of return to the university. 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 from GPA calculations (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 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 1st for December graduates and no later than April 1st for May graduates. August graduates must also appeal by April 1st 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**) 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*.

ACADEMIC STANDING

GOOD STANDING

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

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 Institution GPA of Lander University work is below the minimum acceptable level of achievement outlined below:

Overall <u>Hours Earned*</u>	Cumulative Institution <u>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. 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:

Overall <u>Hours Earned*</u>	Cumulative Institution <u>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 applications 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 2.200 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.

GENERAL DEGREE 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, the Master of Education degree in Elementary Education and the Master of Education degree in Montessori Education.

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.

Credit in a major---Credit in a major consists of at least 30 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.

Credit in a minor---Credit in a minor typically consists of 6-7 courses. See the department pages for specific 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 Series (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. Students may attend approved events scheduled on campus, in the city of Greenwood and in city of Greenville.

Students enrolled in an on-line degree program are not required to satisfy the FALS requirement but may need to complete elective hours to meet the minimum degree hour requirement.

Second undergraduate degree candidates are not required to satisfy the FALS requirement.

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 from the event sponsor at the entrance of the event before the event begins and turn it in at the conclusion of the event to the event sponsor.

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 Application and Approval 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 "GENERAL DEGREE REQUIREMENTS" listed in the University Catalog, Academic Regulations section.
5. Students who have earned a bachelor's degree from a regionally accredited institution are not required to meet the General Education Requirements or the University Requirements.

GRADUATION

Application for degree--A candidate for a degree must file a formal Application and Approval for Graduation form with the Office of the Registrar by the date published in the current catalog which is set in the term prior to the graduation term. 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 complete all institution course work in the anticipated term of graduation and by the semester deadline date for final grades in order to receive their

diploma/degree. Graduating students with physical disabilities are expected to communicate with the Office of the Registrar regarding accommodations needed for their participation in commencement ceremony upon submission of their application. After the submission of a graduation application to the Office of the Registrar, if a student's graduation plans change, academically or personally, the student must contact the Office of the Registrar by the third week of the graduation semester. Failure to notify the Office of the Registrar results in a diploma replacement fee upon reapplication. Students who apply to graduate in August and who complete all requirements receive their diploma in early August and are automatically included in the following December ceremony. Candidates for graduation who fail to complete all requirements for the anticipated term of graduation must submit a new Application and Approval for Graduation form by the appropriate deadline and pay a diploma replacement fee.

Participation in Commencement Ceremony –Student participation is allowed if

- the student has submitted an application for graduation for the specific commencement ceremony,
- the student receives initial approval for the specific commencement ceremony signified by signed copy of the application received from the Registrar's Office, and
- for those students who must complete the Fine Arts Lectureship requirement, it is completed by the last day of classes for the specific commencement ceremony.

An official or unofficial withdraw of all classes during the graduation semester will disqualify participation.

Any other conditions which disqualify a student from participation in the commencement ceremony must be appealed directly to the president of the University.

Conferring of Degree -- 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 within one month of the term graduation date. 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”.

Awarding Major Program Honors-Students can earn undergraduate Honors in any major as long as the following conditions are met:

- The student is pursuing an undergraduate degree;
- The student meets all of the major honors conditions set forth in the Catalog which is current at the time the student graduates;
- The dean of the college of the student’s major provides initial notification in writing to the Office of the Registrar that the student is eligible for major honors within the first month of the graduation semester.
- The dean of the college of the student’s major provides final notification in writing to the Office of the Registrar that the student has earned major honors no later than the semester day and time deadline for final grades for the anticipated term of graduation.
- Given the above, the Honor’s student’s transcript will be notated as follows: –Graduated with Honors in –(student’s major)”.

Graduation Honors

Golden L Award -- Awarded to students who have earned a cumulative GPA of at least 3.500 in the last 60 hours of undergraduate work through Lander University. The following course work may not be used to meet the required hours or to meet the GPA requirement (1) course work not completed in residence at Lander University (CLEP, credit earned by exam, transfer course work, etc.) and (2) Lander University course work graded on a –Pass/Fail” scale. 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.

Latin Designations - The following designations indicate a consistently high level of academic achievement through the student’s academic career. These designations are granted to students who have achieved a cumulative GPA of at least 3.500 on all Lander work as well as a combination of all Lander work and all coursework taken at other institutions. Courses and GPA calculations removed for academic renewal participants will be reinstated for the honor review. The designation is awarded based on the institution cumulative GPA.

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

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 to the Office of the Registrar or Appeal for Readmission form to the Office of Admissions. The request should include a concise letter 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 Admissions (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 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/resources/petition.html>.

AWARDS

ACADEMIC AWARDS

Thayer Award--The family of Dr. Henry K. Thayer gives an award 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 award is presented annually to a distinguished student of French.

Art Discipline Award

Given annually by the visual arts faculty to the most outstanding major in art. The recipient must exhibit high academic achievement, leadership, and promise in the field of art education, graphic design, art history, or any of the studio disciplines.

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 music 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 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.

Graduate Education Award

Given annually by the graduate education faculty to an outstanding graduate who best exemplifies professional leadership in the areas of teaching, contributions to the profession and school community and preferred dispositions of the *Professional Instructional Leader*.

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 Information Systems Discipline Award

Given annually by the discipline faculty to an upperclassman majoring in computer information systems 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, and must be expected to graduate within one calendar year of the award ceremony. The award includes a monetary gift.

Lander Science Scholar Awards

Given annually by the faculty of the Department of Biology and the Department of 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.

The 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).

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.

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 208, 214-215, 220-221, 228-229, 233-234 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 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.

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 Sociology with an emphasis in Criminal Justice*
- *Master of Education (M.Ed.) degree in Montessori Education*

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. To apply for admission into the Honors Program, please contact the Coordinator of the Honors Programs at 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 can maintain steady progress toward graduation by taking courses abroad that count toward their Lander curriculum requirements.

Lander University has agreements with both the University of Northampton and the University of Winchester in England. Qualified Lander students may spend a semester at the University of Northampton (spring semester) or the University of Winchester (fall or spring semester) for slightly more than the cost of attending Lander.

Lander is now affiliated with Academic Studies Abroad (ASA), an organization that offers semester and summer programs in Buenos Aires (Argentina), Vina del Mar (Chile), London and Oxford (England), Aix and Avignon (France), Dublin (Ireland), Florence and Rome (Italy), and Barcelona and Madrid and Salamanca and Sevilla

(Spain). ASA also offers a unique four-month Australia Walk-about Program that involves living and studying in three different cities.

Members of the Lander faculty 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 may also be earned for many of the Fine Arts Study Tours sponsored by the College of Arts and Humanities each year. Students who have a GPA of 2.5 or above and who have completed at least 18 credit hours of college-level study are eligible to participate in these Lander-sponsored study abroad programs.

Lander's Honors International Program requires participating students to earn six hours of credit for a foreign university. Spending a semester at the University of Winchester is recommended, but other study abroad opportunities are available during regular or summer semesters.

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.

Arrangements have been made for Lander students to take part in some 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.

Study abroad may involve 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.

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. For further information see www.lander.edu/study_abroad/

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.

The global issues/nonwestern studies requirement will be waived for students who spend a semester at an approved study abroad site. These students must still earn the minimum number of hours required for a degree in their major

Students who spend a semester at an approved study abroad site may be able to take courses that fulfill some of their University and General Education requirements. Each student should confer with his or her advisor and with the Director of Study Abroad Programs for specific course transfer details.

General Education

While we work to measure and achieve the following general education competencies, 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 competencies. 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.

Competencies (See skills and knowledge needed at:

http://www.lander.edu/academics/catalog/Goals_and_competencies_11_10_2006.pdf

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. Acquire an understanding of world cultures from historical and contemporary perspectives.
- H. Acquire an understanding of health.

General Education Curriculum

Below may be found each general education competency, the categories that address each competency and the particular courses offered within each category in order to meet that competency. Students should check the major program requirements on the following pages for the specific general education courses that may be required in a particular category for each academic program.

Students who have earned a bachelor's degree from a regionally accredited institution are not required to meet the General Education Requirements.

Competency/Category/Courses (Minimum Credit Hours)

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

WRITING

ENGL 101 & ENGL 102

- 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)

LOGIC & ANALYTICAL THOUGHT

CIS 130

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

PHIL 103

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

LABORATORY SCIENCE

BIOL 101* or BIOL 111*
BIOL 111, 112, 213
CHEM 103, 105, 106, 111, 112
GEOL 111
PSCI 111, 112
PHYS 201, 202, 203, 211, 212

*Students may take either BIOL 101 or BIOL 111 for general education credit in the laboratory science category. This policy is in effect from fall 2007 on and will not affect students who completed successfully both BIOL 101 and BIOL 111 for general education credit in the laboratory science category prior to Fall 2007.

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
SOC 101

HISTORY (3 credit hours)

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

POLITICAL ECONOMY (3 credit hours)

ECON 101, 201
POLS 101, 103

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
DANC 101, 102
FA 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 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, 214, 221, 241
HIST 330
HUMA 230, 285, 330, 390, 430
PHIL 102, 302, 312, 315
THTR 361

HUMANITIES - LITERATURE (3 credit hours)

ENGL 200, 201, 202, 204, 205, 214, 221, 241

G. Acquire an understanding of world cultures from historical and contemporary perspectives.

Under Construction: students graduating under the 2007-2008 catalog or earlier satisfy this by completing their foreign language requirement. Students using the 2008-2009 catalog should follow their major area program requirements.

H. Acquire an understanding of health.

WELLNESS (3 credit hours)

NURN 203***

NURS 203****

PEES 175 & PEES 176

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

****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 111-112, 121, 123, 126, 130, 134, 139, 143, 144, 146)

SPECIAL CATEGORY:

GLOBAL ISSUES/NONWESTERN STUDIES (3 credit hours)

ART 314	PEES 325
BA 390	PHIL 312
CHEM 381	POLS 303
ECON 321	POLS 310
EDUC 309	POLS 320
HIST 306	POLS 325
HIST 307	POLS 345
HIST 322	POLS 361
HIST 323	PSYC 341
HIST 365	PSYC 360
HIST 366	PSYC 405
HIST 370	SOCI 301
HIST 371	SOCI 351
HIST 383	SOCI 361
HUMA 390	SOCI 377
MUSI 333	SPAN 306
NURN 310	SPAN 405
NURS 310	

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

The Global Issues/Nonwestern Studies requirement will be waived for students who spend a semester at an approved study abroad site. These students must still earn the minimum number of hours required for a degree in their major.

Students who spend a semester at an approved study abroad site may be able to take courses that fulfill some of their University and General Education requirements. Each student should confer with his or her advisor and with the Director of Study Abroad Programs for specific course transfer details.

UNIVERSITY REQUIREMENTS

FINE ARTS LECTURESHIP SERIES (1 credit hour)

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.

FOREIGN LANGUAGE (0-6 credit hours)

FR 101 & 102
FR 102
SPAN 101 & 102
SPAN 102

Students may satisfy the foreign language requirement (1) by demonstrating first-year proficiency on the Foreign Language Placement Test, (2) by completing 101-102 courses in foreign languages offered at Lander University, (3) by completing the 102 course in foreign languages offered at Lander University, 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.

Students who have earned a bachelor's degree from a regionally accredited institution are not required to meet the University Requirements.

**UNDERGRADUATE ACADEMIC
PROGRAMS**

2009-10

COLLEGE OF ARTS AND HUMANITIES

Ann T. Hare, Interim Dean of College of Arts and Humanities

Linda Goldman, Administrative Assistant
Carla Landreth, Administrative Specialist
Susan McIntyre, Administrative Specialist

Department of Art

James D. Slagle, MFA
Assistant Professor of Art and Chair

Jonathan O. Holloway, MFA
Assistant Professor of Art
Linda K. Neely, PhD
Associate Professor of Art

Tom R. Pitts, PhD
Associate Professor of Art History
Robert H. Poe, MA
Emeritus Associate Professor of Art
Roger A. Wohlford, MFA
Emeritus Professor of Art

Department of English and Foreign Languages

Jeffrey S. Baggett, PhD
Associate Professor of English and Chair

Judy H. Bello, MA
Instructor of English
Lillian E. Craton, PhD
Assistant Professor of English
Virginia Dumont-Poston, MFA
Associate Professor of English
Misty L. Jameson, PhD
Assistant Professor of English
C. Renee Love, PhD
Associate Professor of English
Carl R. Mentley, PhD
Associate Professor of Spanish
Samuel Moody, MA
Instructor of Spanish

Osvaldo Parrilla, PhD
Associate Professor of Spanish
Robert K. Phillips, PhD
Emeritus Professor of English
William V. Poston, MA
Instructor of English
Branimir M. Rieger, PhD
Emeritus Professor of English
Murray M. Sellers, PhD
Assistant Professor of English
Monika Shehi, PhD
Assistant Professor of English
Lloyd E. Willis, PhD
Assistant Professor of English

Department of History and Philosophy

William L. Ramsey, PhD
Associate Professor of History and Chair

Lee C. Archie, PhD
Professor of Philosophy
Joel S. Cleland, PhD
Emeritus Professor of History
Robert C. Figueira, PhD
Professor of History
John G. Moore, PhD
Associate Professor of Philosophy

Kenneth N. Mufuka, PhD
Emeritus Professor of History
Jean Paquette, PhD
Emeritus Professor of History
Kevin B. Witherspoon, PhD
Assistant Professor of History

Department of Mass Communication & Theatre

Robert F. Stevenson, PhD
Associate Professor of Journalism and Chair

Michael P. Genevie, MFA
Associate Professor of Theatre
Laura E. Hester, MMC
Assistant Professor of Mass Communication

Monique E. Sacay-Bagwell, MFA
Associate Professor of Mass Communication
& Theatre
Frank E. Jackson, MFA, MMC
Emeritus Associate Professor of Mass
Communication & Theatre

Department of Music

Lila D. Noonkester, DMA
Associate Professor of Music and Chair

Paul D. Criswell, PhD
Professor of Music
Reed P. Gallo, DMA
Assistant Professor of Music
Robert A. Gardiner, DMA

Associate Professor of Music
Robert T. Kelley, PhD
Assistant Professor of Music
Anthony A. Lenti, DMA
Emeritus 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, Graphic Design Emphasis
B.S. in Visual Arts, 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

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

MISSION OF THE VISUAL ARTS MAJOR

As an accredited member of the National Association of Schools of Art and Design, the Lander University Department of Art is committed to offering a thought-provoking and challenging environment for which students understand the role of the arts in preserving cultural tradition, delineating social change, and fostering relationships within the community. Primary objectives include preparing students with the skills and tools necessary for the successful pursuit of careers in art and fine arts related activities.

PROGRAM OBJECTIVES

Students graduating from Lander University 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 standards, including:

1. Students will demonstrate familiarity with the works and intentions of major artists/designers and movements of the past and the present, both in the Western and non-Western worlds;
2. Students will demonstrate an understanding of the nature of contemporary thinking on art and design, and will have gained at least a rudimentary discernment of quality in design projects and works of art;
3. Students will demonstrate the ability to make workable connections between concept and media through a variety of art making methods;
4. Students will demonstrate the technical skills, perceptual development, and understanding of principles of visual organization sufficient to achieve basic visual communication and expression in one or more media;
5. Students will create a summative portfolio that demonstrates a developed visual sensitivity.

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 visual arts 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 or take electives in art.

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 digital portfolio of their work prior to graduation. Art majors who wish to obtain one hour’s credit for a senior exhibit must submit their digital portfolio for review and approval by the art faculty.

GRAPHIC DESIGN EMPHASIS

Students who are working towards a major in art may pursue an emphasis in graphic design. This emphasis is designed to meet the needs of students with a variety of interests by studying and practicing design techniques and theories that will improve artistic communication and enhance their professional goals. A student may explore many areas of graphic design including typography, illustration, photography, corporate identity/logo design, package design, environmental/sign design, web design, self promotion, production/printing techniques and procedures and design internships. Students successfully completing this emphasis will acquire knowledge and develop skills that will be essential in many entry-level design positions.

Requirements for the graphic design emphasis are:

Art 304	3
Art 404	3
Art 308	3
Art 408	<u>3</u>
TOTAL	12

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, 314, 371	<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

DGREE: BACHELOR OF SCIENCE

MAJOR: VISUAL ARTS

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section</i>)	
Behavioral Science	3
Fine Arts	3
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 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51
CORE REQUIREMENTS	
ART 103	3
ART 104	3
ART 105	3
ART 106	3
ART 203 or 307 or 219	3
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
Senior Digital Portfolio	0

ELECTIVES

18-24

TOTAL FOR BS DEGREE

121

For formal admission to the art major see page 79

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 visual arts.

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: VISUAL ARTS
CERTIFICATION: K-12 TEACHER CERTIFICATION

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS <i>(For approved courses see the General Education section.)</i>	
Behavioral Science (PSYC 101)	3
Fine Arts (MUSI 101)	3
Global Issues/ Nonwestern Studies (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 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51
CORE REQUIREMENTS	
ART 103	3
ART 104	3
ART 105	3
ART 106	3
ART 203 or 307 or 219	3
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
Senior Digital Portfolio	0

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
SPED 223	3

ELECTIVES 0-3

TOTAL FOR BS DEGREE 121-124

For formal admission to the visual arts major see page 79.

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.

PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE

MAJOR: VISUAL ARTS

EMPHASIS: GRAPHIC DESIGN

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section</i>)	
Behavioral Science	3
Fine Arts	3
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 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51
CORE REQUIREMENTS	
ART 103	3
ART 104	3
ART 105	3
ART 106	3
ART 203 or 307 or 219	3
ART 204	3
ART 205	3
ART 206	3
ART 302	3
ART 499 (Professional Concerns Seminar)	1
ADDITIONAL REQUIREMENTS	
ART 320	1
ART History	3
ART History	3
ART History	3
Senior Digital Portfolio	0

EMPHASIS REQUIREMENTS

ART 304	3
ART 404	3
ART 308	3
ART 408	3
ELECTIVES	20-26
TOTAL FOR BS DEGREE	121

For formal admission to the visual arts major see page 79.

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

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 visual arts.

DEPARTMENT OF ENGLISH & FOREIGN LANGUAGES

The Department of English and Foreign Languages encompasses the disciplines of English, modern languages (French 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 language and literature of the Western world.
3. The ability to understand and enjoy language and 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 in the major and minor programs.

Teacher Certification Program Goals: Students graduating from Lander University with recommendation for teacher certification should meet the English education standards of the National Council of Teachers of English, 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 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 499) 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] 30 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 are distributed among five 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

Lander University's Spanish program emphasizes language acquisition and the study of Hispanic cultures, civilizations, and literatures. Spanish majors gain proficiency in reading, listening, writing, and speaking the language. By the time they graduate, majors can converse with native speakers on a variety of topics, such as sports, cinema, art, and even politics and religion. They also have studied and experienced Hispanic culture to a point where they can distinguish similarities and differences between various Hispanic societies.

There is no doubt that the best way to become fluent in a language and a culture is to live in the middle of that culture for an extended period of time. Spanish majors are required to study in a Spanish-speaking country and thus gain first-hand experience participating in everyday life in another culture. Through its affiliation with Academic Studies Abroad, Lander offers home-stay programs in Argentina, Chile, and Spain. In addition to normal coursework, students with an advanced level of Spanish may choose to take part in an internship overseas. The Financial Aid Office at Lander works closely with students to help make this opportunity available.

The Spanish major program aims to develop the linguistic and analytical skills that can be utilized in any career. Students may choose to be a double major and concurrently pursue another program of study, such as Biology, Business, English, History, or Psychology. The range of occupations in which ability in Spanish will be an advantage is already great, and it continues to grow every day. These are some of the occupations in which knowing another language and culture will put the Lander graduate ahead of the competition: Banking and Insurance; Business (advertising, market research, personnel, labor, public relations); Clerical (bookkeeping, secretarial, reception); Education (elementary and secondary teachers, college professors, library staff); Engineering; Health Practices (physicians, dentists, therapists, nurses); Counseling; Journalism and Communications (reporters, interpreters, translators, technical writers); Ministry and Clergy; Social Services; Travel and Tourism (travel and ticketing agents, pilots and flight attendants, tour guides); and Government (foreign service, the armed forces, federal, state, and local government offices and agencies).

Your Spanish degree tells prospective employers more than that you can speak Spanish. It tells them that you are familiar with another culture, that you can adapt to a foreign setting, and that you have a sense of adventure. All of these are traits of the kind of people that companies are seeking as they compete in the global marketplace.

The major program requires at least 30 hours of Spanish coursework beyond the 100 level. Three specific courses are required: Grammar and Composition (SPAN 305), Introduction to Hispanic Literature (SPAN 310), and Senior Project (SPAN 499). Coursework is also required in the areas of Peninsular civilization (SPAN 307, 350, 480), Spanish-American civilization (SPAN 306, 350, 480), and Hispanic literature (SPAN 312, 313, 314, 360, 410). In addition to coursework, the Spanish major requires a semester of overseas study on an approved program, and the successful completion of the Departmental Comprehensive Evaluation.

Students graduating with a major in Spanish will have acquired the following competencies:

1. To communicate verbally and in writing in Spanish on a variety of topics in different settings, at the ACTFL Advanced level.
2. To understand the relationship between practices, products, and perspectives of Hispanic cultures.
3. To understand the nature of language and how it works.
4. To understand the nature of culture.

SPANISH MINOR

To obtain a minor in Spanish, students must complete between 18 and 24 hours in Spanish which must include

SPAN 305 Spanish Grammar and Composition (3 semester hours);
and

One of the following:

SPAN 306 Spanish-American Civilization (3 semester hours),
SPAN 307 Spanish Civilization (3 semester hours),
SPAN 350 Overseas Study: Culture (1 to 9 semester hours), or
SPAN 480 Special Topics (3 semester hours);

and

SPAN 215 Introduction to Hispanic Literature (3 semester hours)

Students who begin the minor with SPAN 101 must complete 24 hours in Spanish; students who begin the minor with SPAN 102 must complete 21 hours in Spanish; students who begin with SPAN 201 or higher must complete 18 hours in Spanish.

Participation in a departmentally approved overseas study program is strongly encouraged.

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 (Spanish-American Civilization)	3
Minor Electives	<u>12</u>
TOTAL	18

Electives may be chosen from the following courses:

HUMA 395 (Topics in Latin American Studies)
SPAN 313 (Spanish-American Literature Since 1700)
SPAN 350 (Overseas Study: Culture) (must be completed in Spanish America)
SPAN 405 (Seminar in Hispanic Literature) (must be a Spanish-American topic)
SPAN 480 (Special Topics) (must be a Spanish-American topic)

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
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS <i>(For approved courses see the General Education section)</i>	
Behavioral Science	3
Fine Arts	3
Global Issues/ Nonwestern Studies	3
History	3
Humanities/Literature (ENGL 221)	3
Humanities	3
Laboratory Science	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51
CORE REQUIREMENTS	
ENGL 200	3
ENGL 201	3
ENGL 202	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
ELECTIVES	22-28
TOTAL FOR BA 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.

PROGRAM REQUIREMENTS

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

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS <i>(For approved courses see the General Education section)</i>	
Behavioral Science	3
Fine Arts	3
Global Issues/ Nonwestern Studies	3
History	3
Humanities/Literature (ENGL 221)	3
Humanities	3
Laboratory Science	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51
CORE REQUIREMENTS	
ENGL 200	3
ENGL 201	3
ENGL 202	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>	6
MEDA 101, 341, 421	
SPCH 101	
BA 101, 205, 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	19-25
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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
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS <i>(For approved courses see the General Education section)</i>	
Behavioral Science	3
Fine Arts	3
Global Issues/ Nonwestern Studies	3
History	3
Humanities/Literature (ENGL 221 or ENGL 214)	3
Humanities (PHIL 102)	3
Laboratory Science	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51
CORE REQUIREMENTS	
ENGL 200	3
ENGL 201	3
ENGL 202	3
ENGL 345	3
ENGL 499	3
ADDITIONAL REQUIREMENTS	
200-level Foreign Language	3
200-level Foreign Language	3
ENGL 401	3
ENGL 413	3
ENGL 417	3
ENGL 451	3

MAJOR ELECTIVES

300 level courses	6
400 level courses	6
Include U.S., British, and world literature and works by female writers. Must be approved by an advisor.	

TEACHER CERTIFICATION REQUIREMENTS

EDUC 202	3
EDUC 203	0.5
EDUC 204	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	122-128

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
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section.</i>)	
Behavioral Science	3
Fine Arts	3
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 AND UNIVERSITY REQUIREMENTS	45-51
CORE REQUIREMENTS	
SPAN 215	3
SPAN 305	3
SPAN 306*	3
SPAN 307*	3
SPAN 499	3
*Requirement may also be met by SPAN 350 overseas or by a corresponding SPAN 480	
MAJOR ELECTIVES	
SPAN 312, 313, 314, or 405**	3
SPAN 200, 300, and 400-level electives	12
**Requirement may also be met by SPAN 360 overseas	
ELECTIVES	43-49
TOTAL FOR BA 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.

Spanish majors must spend a minimum of one semester living and studying on an approved overseas residential study program. Majors must also successfully complete the Departmental Comprehensive Evaluation by passing the *Examen Básico of the Diploma de Español como Lengua Extranjera* (DELE).

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. critically evaluate a secondary source of history;
2. place major events in American history in correct chronological order;
3. critically evaluate primary sources;
4. narrate a series of events in the history of a country other than the United States;
5. write a research paper using the *Chicago Manual of Style* for documentation;
6. orally articulate and defend a position developed through research;

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 distributed as follows:

I. Intermediate level foreign language (200-level) or intermediate proficiency	0-6
II. Courses from first chosen area (page 137-138)	9
III. Courses from second chosen area (page 137-138)	<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 (Spanish-American Civilization)	3
Minor Electives	<u>12</u>
TOTAL	18

Electives may be chosen from the following courses:

- HUMA 395 (Topics in Latin American Studies)
- SPAN 313 (Spanish-American Literature Since 1700)
- SPAN 350 (Overseas Study: Culture) (must be completed in Spanish America)
- SPAN 405 (Seminar in Hispanic Literature) (must be a Spanish-American topic)
- SPAN 480 (Special Topics) (must be a Spanish-American topic)

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 201 - Financial Accounting Principles

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

RELIGION MINOR

The religion minor provides students with the opportunity to engage in a scholarly study of religion in a manner that places value on understanding the origins and meaning of religion in different cultures rather than the inculcation of the values of any one religion. The minor provides studies in the primary texts, histories and founders of all of the world's major religions. While it is possible to develop a deep knowledge of Christianity, the focus is on the comparative study of religious experiences. The minor is intended for students who wish to pursue a religious vocation following graduation, including enrollment in a seminary, and for those who have a general interest in the academic discipline of religious studies.

The Religion Minor consists of 18 semester hours of courses distributed as follows:

<u>Core Required Courses:</u>	<u>Semester hours</u>
RELI 101 SACRED TEXTS AND IDEAS	3
RELI 211 INTRODUCTION TO THE OLD TESTAMENT	3
RELI 212 INTRODUCTION TO THE NEW TESTAMENT	3
RELI 301 RELIGIONS OF THE WORLD	3
	<u>12 Semester Hours</u>
<u>Six semester hours from among the following:</u>	
PHIL 102 INTRODUCTION TO PHILOSOPHICAL INQUIRY	3
PHIL 312 ORIENTAL PHILOSOPHY	3
PSYC 341 PSYCHOLOGY OF RELIGION	3
RELI 441 TOPICS IN RELIGION	3
(May be repeated with different topics)	
	<u>6 Semester Hours</u>
Total hours in the minor:	18 semester hours

PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF ARTS

MAJOR: HISTORY

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section.</i>)	
Behavioral Science	3
Fine Arts	3
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 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51
CORE REQUIREMENTS	
HIST 201	3
HIST 390 (fall semester)	3
HIST 391 (spring semester)	3
HIST 499 (fall and spring semester)	3
ADDITIONAL REQUIREMENTS	
Intermediate Foreign Language	3
Intermediate Foreign Language	3
HIST (101, 102, 103, 111, 112, or 113)	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
HIST 300 level or higher	3
HIST 300 level or higher	3
HIST 300 level or higher	3
HIST 300 level or higher	3
ELECTIVES	28-34
TOTAL FOR BA 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.

PRE-LAW PROGRAM

History majors interested in the preparation for law school should consult page 100 for appropriate electives.

PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE

MAJOR: HISTORY

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
 GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section.</i>)	
Behavioral Science	3
Fine Arts	3
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	2
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51
 CORE REQUIREMENTS	
HIST 201	3
HIST 390	3
HIST 391	3
HIST 499	3
 ADDITIONAL REQUIREMENTS	
HIST (101, 102, 103, 111, 112, or 113)	3
Computer Science	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
HIST 300 level or higher	3
HIST 300 level or higher	3
HIST 300 level or higher	3
HIST 300 level or higher	3

ELECTIVES

34-40

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.

PRE-LAW PROGRAM

History majors interested in the preparation for law school should consult page 100 for appropriate electives.

PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE

MAJOR: HISTORY

CERTIFICATION: SECONDARY SOCIAL STUDIES TEACHER

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section.</i>)	
Behavioral Science (SOC 101)	3
Fine Arts (ART 101 or MUSI 101 or THTR 201)	3
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 (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION REQUIREMENT	45-51
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	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

MISSION STATEMENT

The Mass Communication and Theatre program gives students the knowledge and skills needed to become effective professional communicators in their chosen field.

The Mass Communication and Theatre graduate is expected to be able to achieve the following objectives:

- 1) to communicate effectively in person
- 2) to communicate effectively through multiple media
- 3) to analyze and critically evaluate messages produced in different media
- 4) to identify and discuss historical, ethical and legal issues related to the student's chosen emphasis area
- 5) to apply their training in a professional environment

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.

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): MUSI 101, MUSI 333, PEES 210, THTR 112	4
TOTAL SEMESTER HOURS	23

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

Minors in Mass Communication and Theatre

Students who are pursuing a major other than mass communication and theatre may pursue a minor in either 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 18 hours of course work as follows:

MEDA 101	3
MEDA 302	3
MEDA 340	3
JOUR 201	3

Six hours from the following:

ART 308	3
ART 219	3
MEDA 450	3
MEDA 490	3
THTR 390	3
THTR 201	3

Theatre Minor

This minor requires 17 hours of course work as follows:

SPCH 201	3
THTR 112	2
THTR 200	3
THTR 350	3
THTR electives	6
(Excluding THTR 412)	

PROGRAM REQUIREMENTS

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

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section.</i>)	
Behavioral Science	3
Fine Arts	3
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 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	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

ART 203 or ART 219	3
ART 204	3
BA 205	3
MEDA 360 or ENGL 275 or ENGL 350	3
JOUR 302	3
MEDA 460	3
JOUR 375	3
MCOM 499	1

EMPHASIS REQUIREMENTS

MEDA 290 or 490	3
MEDA 301	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
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS <i>(For approved courses see the General Education section.)</i>	
Behavioral Science	3
Fine Arts	3
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 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	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 112	3
THTR 112	3
THTR 203 Spring even year (2010)	4
THTR 221 Fall odd year (2009)	3

EMPHASIS REQUIREMENTS

THTR 331	Spring odd year	3
THTR 341	Spring even year	3
THTR 350	Fall odd year	3
THTR 416	Spring even year (2010)	1
THTR 450	Spring even year (2012)	3
THTR 499	Fall odd year (2009)	3
THTR 490		3
THTR 301		3

ELECTIVES 11-17

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 study of music affords the student opportunities not only to develop self-discipline, creativity, critical thinking, and an appreciation for human achievement, but also yields life-long intellectual and personal benefits. Students majoring in music are expected to gain knowledge and skill in the areas of performance, aural skills and analysis, composition and improvisation, history and repertory, and technology. Lander's music curriculum focuses on heightening the student's musical awareness and sensitivity to the broadest possible spectrum of music in preparation for possible graduate study and the pursuit of a career in music.

GOALS

Fully accredited by the National Association of Schools of Music, the Department of Music offers a comprehensive program of music study designed to promote musical literacy and artistry.

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.

CAREER OPPORTUNITIES IN MUSIC

Lander music students gain valuable experience assisting with on-campus activities presented by Greenwood-Lander Performing Arts, Music Educators National Conference, South Carolina Music Teachers Association, Lander Piano Festival, Lander Choral Festival, and South Carolina Band Clinics. Possible career paths for students who have earned a degree in music include, but are not limited to:

- Educator
 - Collegiate educator/administrator
 - Private studio management
 - Primary or secondary education and administration
- Performer
 - Accompanying/collaborative performance
 - Conducting
 - Military band/chorus
 - Opera and music theatre
 - Orchestral or band performer
- Music Business
 - Advertising and public relations
 - Arranging
 - Composition: radio, TV, movie, commercials

Computer musician
Concert manager/artist representative
Instrumental manufacturer representative
Instrument repair technician
Music administration/arts commissions
Music and copyright law
Production and stage management

MUSIC DEGREE OPTIONS

Bachelor of Science in Music

Conceived within the tradition of a liberal arts education, the Bachelor of Science in Music degree 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 requirements, 2) core music requirements, and 3) electives. 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.

Bachelor of Science in Music, 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. The degree is divided into three components: 1) general education requirements, 2) core music requirements, and 3) teacher certification requirements. Music majors pursuing teacher certification will 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.” Upon completion of the degree, 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.

APPLIED MUSIC

Applied music is available in:

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

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

All applied students pursuing the Bachelor of Science in Music degree must complete eight semesters of private study on the major instrument. They must also demonstrate keyboard proficiency by enrolling for two semesters of piano class or by passing the Piano Proficiency Examination.

All applied students pursuing the Bachelor of Science in Music, K-12 Teacher Certification degree must adhere to the following sequence of private and class instruction.

Keyboard Emphasis

- 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.

Voice Emphasis

- a) Seven semester hours of private instruction.
- b) A total of six semester hours of class and/or private piano instruction. Students may satisfy all or part of the requirement by passing the Piano Proficiency Examination.

Instrumental Emphasis

- a) Six semester hours of private instruction on major instrument.
- b) One semester hour of major or secondary wind/percussion/piano private instruction.
- c) Three semester hours of secondary wind/percussion/piano private instruction with advisor's approval.
- d) One semester hour of voice class.
- e) A total of two semester hours of piano class. Students may satisfy all or part of the keyboard requirement by passing the Piano Proficiency Examination.

PERFORMANCE

The Department of Music provides many opportunities for students to participate in solo and chamber performances. Monthly recitals are scheduled throughout the academic year. Students may also be selected by competitive audition for the annual Honors Recital. Advanced students may, with permission of the applied instructor, perform a solo or chamber recital during the junior or senior year for which credit may be received by enrolling in MUSI 390. Specific regulations concerning recitals may be obtained from the applied instructor.

Students pursuing the Bachelor of Science in Music degree participate in the 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 pursuing the Bachelor of Science in Music, K-12 Teacher Certification degree participate in the appropriate principal ensemble every semester except when student teaching. Customarily, teacher certification students must take a minimum of seven semester hours of ensemble credit.

Principal performing ensembles include:

- University Singers (required for choral emphasis)
- Lander Wind Ensemble (required for instrumental emphasis)

Additional music performance opportunities in which music majors are expected to participate include:

- Old Main Singers (by audition)
- Lander Jazz Ensemble
- Opera Scenes
- Chamber Winds
- Woodwind Ensemble
- Brass Ensemble
- Piano Ensemble
- Percussion Ensemble
- Guitar Ensemble
- Gospel Choir

AUDITIONS: STUDIO, SCHOLARSHIP, ENSEMBLE

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. Auditions are required of all students who wish to be considered for music scholarships. Information from auditions is used by music faculty advisors to plan each student's course of study, to make recommendations for scholarships and other forms of financial aid, and to make decisions regarding performance opportunities and participation in choral and instrumental ensembles.

Audition information, dates, and application forms may be obtained from the Department of Music, Lander University, Greenwood, South Carolina 29649, 864-388-8323, or on the web at www.lander.edu.

MUSIC MINOR

The music minor is intended to serve students of other majors who wish to study music for personal enrichment. The minor requires a minimum of 18 credit hours in music:

MUSI 017 (two semesters)	0 credit hours
MUSI 111-112, 113-114	8
MUSI 201	3
Applied Music (two semesters)	2
Ensemble	2
Electives in Music	<u>3</u>
TOTAL	18

Electives may be selected from courses in music theory, music history, applied music, ensemble, methods, and conducting. Students interested in the music minor should contact the Chair of the Department of Music to schedule an audition.

PART-TIME STUDENTS

Music majors enrolled for less than 12 semester hours are classified as part-time students and will be charged tuition according to Lander University's fee schedule for part-time students. Each part-time student will develop with a music faculty advisor a long-range plan of study to include a projected date of completion of studies. Part-time music majors are expected to demonstrate steady progress toward the completion of all general education, core music, and elective/teacher certification requirements.

PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE

MAJOR: MUSIC

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS <i>(For approved courses see the General Education section.)</i>	
Behavioral Science	3
Fine Arts	3
Global Issues/ Nonwestern Studies (MUSI 333)	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 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	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	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	21-27
TOTAL FOR BS DEGREE	124

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 this two hour piano requirement by passing the Piano Proficiency Exam or by completing MUSI 123-124.

PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: MUSIC
EMPHASIS: K-12 TEACHER CERTIFICATION

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS <i>(For approved courses see the General Education Section)</i>	
Behavioral Science (PSYC 101)	3
Fine Arts (ART 101)	3
Global Issues/ Nonwestern Studies (MUSI 333)	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 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	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, major instrument	7
Applied Music, secondary instrument	4
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

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
SPED 223	3

TOTAL FOR BS DEGREE 133-141

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 this two hour piano requirement by passing the Piano Proficiency Exam or by completing MUSI 123-124.

COLLEGE OF BUSINESS AND PUBLIC AFFAIRS

**Charles R. B. Stowe, MBA, JD, PhD
Dean and Professor of Management**

Department of Business Administration

**Michael C. Shurden, DBA
Professor of Business Administration and Chair**

Karie A. Barbour, PhD Assistant Professor of Economics	Deborah A. Natvig, PhD Professor of Health Care Management
Timothy A. DuPont, MBA Instructor of Business Administration	Nancy J. Niles, PhD Assistant Professor of Business Administration
John R. Garlick, Sr., PhD Assistant Professor of Accounting	Juan Santandreu, PhD Professor of Marketing
Alan M. Green, MA Assistant Professor of Economics	Uma V. Sridharan, PhD Professor of Finance
Stephan E. Harvey, PhD Assistant Professor of Accounting	Samuel H. Tolbert, MS Associate Professor of Health Care Management
Gail D. Moore, JD Assistant Professor of Business Administration	Carol P. Wood, MAcc Assistant Professor of Accounting
	Joyce L. Shelton Administrative Assistant

Department of Political and Social Sciences

**Daniel M. Harrison, PhD
Associate Professor of Sociology and Chair**

Linda Carson, MSW, LMSW Instructor of Sociology	Scarlet B. Moore, JD Assistant Professor of Criminal Justice
Yvonne Combs, PhD Assistant Professor of Sociology	Kimberly M. Richburg, PhD Assistant Professor of Political Science
James Kier, MPA Instructor of Political Science	Aron Tannenbaum, PhD Professor Emeritus of Political Science
Samuel Lucas McMillan, PhD Assistant Professor of Political Science	Meredith Uttley, PhD Professor of Anthropology

Department of Military Science

Shane Baker

Lieutenant Colonel, US Army

Professor of Military Science

Adrienne Bradley

Captain, US Army

Assistant Professor of Military Science

Robert Prince

Sergeant First Class, US Army

Instructor of Military Science

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 administration 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 graduate with an accounting emphasis should meet the qualifications to sit for the CPA exam in South Carolina; however, to be licensed as a CPA in South Carolina, 150 semester hours of education are required. The 150-hour requirement must include 36 hours of accounting with 24 of these hours at the 300 level or above. Business courses totaling 36 hours are also required as part of the 150 hours. Lander University students may meet the 150-hour requirement by completing the baccalaureate degree requirements at Lander (approximately 125 semester hours) plus additional credit hours sufficient to meet the 150-hour requirements. For more details, students should see their academic advisors. Also, please note that CPA licensing requirements vary from state to state, and students planning to practice outside of South Carolina should check with the Boards of Accountancy in the appropriate states

The 150 hour requirement does not apply to accounting students who pursue careers that do not require the CPA license.

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 needed 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

Lower-Level Core Requirements

During the freshman year, a student who designates business as his/her major is assigned an advisor from the Department of Business Administration to ensure compliance with departmental requirements and procedures. To advance to upper-level (300-level) business courses, a student must meet all of the following Department of Business Administration requirements. The student must

1. Have completed at least 54 semester hours;
2. Have an average GPA of 2.00 or above on all courses attempted at Lander University; and
3. Have completed the following lower-level required courses with a grade of "C" or better in each course: ENGL 101 and 102; MATH 121; one additional course that meets the Mathematics General Education requirement; ACCT 201 and 202; BA 205, 225, and 251; ECON 201 and 202; and ENGL 275. Students considering a graduate degree in business should take MATH 123 or MATH 131 as the Mathematics General Education requirement. Students in the health care management emphasis (HCMT) must also earn a "C" or better in HCMT 111 or HCMT 201.

Lower-level required courses **may be repeated only once**. A student **may not repeat more than two of these required courses**. A student who fails to complete these courses successfully ("C" or better) **may not continue in the business program**.

Students may be allowed to take up to nine hours of the principles courses, MGMT 301, MKT 301, and FINA 301, in the semester in which they are completing the lower-level required courses listed in #3 above.

If a student fails to complete a lower-level required course successfully, then in the following semester, that student **must** repeat that 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.

Additional Requirements

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 courses if the following conditions are met:

1. 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**.
2. A student **may not repeat more than a total of two upper-level business core or emphasis courses**.
3. 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.
4. 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. Before enrolling in upper-level courses, students must:

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: BA 205 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 or Macro Principles	3
MGMT 301	Principles of Management	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. Before enrolling in upper-level courses, students must

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 or Macro Principles	3
HCMT 201	Health Care in America	3
HCMT 301	Foundations of Health Care Management	3
MGMT 301	Principles of Management	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 in a health care organization 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 which can be taken in any order:

<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
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section.</i>)	
Behavioral Science	3
Fine Arts	3
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	3
Political Economy (ECON 201)	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL UNIVERSITY AND 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 414	3
BA 499	1
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	

EMPHASIS REQUIREMENTS

ACCT 301	3
ACCT 302	3
ACCT 321	3
ACCT 331	3
ACCT 402	3

ELECTIVES 4-10

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
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION (<i>For approved courses see the General Education section.</i>)	
Behavioral Science	3
Fine Arts	3
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	3
Political Economy (ECON 201)	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	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 414	3
BA 499	1
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 309	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: HEALTH CARE MANAGEMENT

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section.</i>)	
Behavioral Science	3
Fine Arts	3
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	3
Political Economy (ECON 201)	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	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 414	3
BA 499	1

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 9-15

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
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section.</i>)	
Behavioral Science	3
Fine Arts	3
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	3
Political Economy (ECON 201)	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	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 414	3
BA 499	1
ADDITIONAL REQUIREMENTS	
SPCH 101	3
ENGL 275	3
Selective (Management/Marketing 300-level or above or BA 351)	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 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.

DEPARTMENT OF POLITICAL AND SOCIAL SCIENCES

“ Inspiring scholarship, citizenship, advocacy and productive careers ”

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. possess skills essential for success in careers related to political science;
- d. acquire skills and knowledge to enable them to be effective citizens; and
- e. exhibit their capacity to read retentively, to express their ideas in writing concisely and to express their ideas in speech precisely.

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 499 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	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

HIST 103	World since 1918
HIST 306	Latin America
HIST 307	Vietnam
HIST 308	Hitler
HIST 322	African History and Culture
HIST 323	The Civilizations of India
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) 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 Politics
POLS 320	Environmental Politics
POLS 325	Nuclear Politics

Special topics courses (POLS 361) 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
NURS 310	Current Perspectives in World Health

Special topics courses (SOC 377) 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.

Given that much of litigation involves financial conflicts over contracts, business transactions, violations of laws over business activities such as raising capital, financial markets, banking, etc, pre-law students may find that a minor in business will provide them with the vocabulary to better comprehend the nature of disputes they will be studying in law school. Some law schools are now requiring some business courses for their first year law students. A minor in business or some electives in business may provide more career options for students.

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 101 - 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]

“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.”

SUGGESTIONS FOR PRE-LAW CANDIDATES

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
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section.</i>)	
Behavioral Science	3
Fine Arts	3
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 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51
CORE REQUIREMENTS	
POLS 101	3
POLS 103	3
POLS 200	3
POLS 310	3
POLS 331	3
POLS 345	3
POLS 360	3
POLS 499	1
MAJOR ELECTIVES	
(18 hours POLS courses, one of which must be in 300 or 400 level course)	18
ELECTIVES	30-36
TOTAL FOR BS DEGREE	121

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 138-140).

PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: POLITICAL SCIENCE
EMPHASIS: PUBLIC ADMINISTRATION

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section.</i>)	
Behavioral Science	3
Fine Arts	3
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 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51
CORE REQUIREMENTS	
POLS 101	3
POLS 103	3
POLS 200	3
POLS 310	3
POLS 331	3
POLS 345	3
POLS 360	3
POLS 499	1
EMPHASIS REQUIREMENTS	
POLS 317	3
POLS 318	3
POLS 382	3
POLS 383	3
POLS 386	3
POLS 490	3
ELECTIVES	30-36
TOTAL FOR BS DEGREE	121

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 (page 138-140).

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 anthropology, criminology, law, education, history, social work, political science, public health, journalism, communications, and public administration.

Some students decide to major in sociology as freshmen, while others switch their major to sociology in the midst of their college career. We welcome transfer students at whatever stage of their education, but students should remember that the major is designed as a four-year program. After completing SOCI 101, students should plan on devoting at least two years of study to finishing their major. Minors should plan on devoting at least *one year of study* to finishing their coursework.

Undergraduate majors in sociology will:

1. Be able to describe and articulate 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 concrete social phenomena;
4. Be able to organize, analyze, and communicate both orally and in writing 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; and
6. Be exposed to career opportunities in the profession of sociology and related fields.

To ensure competency in the basic sociological skills, a sociology major must earn at least a “C” in SOCI 101, 190, 202, 398, 399, 421, and 499, and have an average GPA of 2.0 in other sociology courses taken. Students must also pass MATH 211 or BA 225 with a “C” or better before enrolling in SOCI 398.

CRIMINAL JUSTICE EMPHASIS

The criminal justice emphasis requires the sociology core courses, 18 semester hours of criminal justice requirements, and 6 additional semester hours of upper level (300 or 400 level) sociology electives. An internship in the criminal justice or related field (490), though not required, 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 ensure 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, 326, 398, 399, and 499 and have an average GPA of 2.0 in all other sociology courses taken.

Criminal Justice Requirements: 18 credit hours

SOCI 209 or SOC 230	3
SOCI 210	3
SOCI 214	3
SOCI 303	3
SOCI 326	3
POLS 308 or 312 or 313	<u>3</u>
TOTAL	18

Students majoring in Sociology with the Criminal Justice Emphasis may enroll in Criminal Justice Management classes if they meet the following criteria: they have at least 90 credits hours; they have completed 4 out of the 5 classes in the criminal justice emphasis (209, 210, 214, 303, 326); and they have some law enforcement experience (e.g. professional, internship, or volunteer). Other students will be allowed to enroll with instructor or departmental approval.

SOCIOLOGY MINOR

Sociology is an important discipline of study regardless of career choice. Students not wishing to major in sociology might wish to make it their minor. A minor in sociology consists of 18 semester hours distributed as follows:

SOCI 101	3
SOCI 202	3
SOCI 398	3
SOCI 399	3
SOCI Electives (300 or 400)	<u>6</u>
TOTAL	18

To ensure competency in the basic sociological skills, a sociology minor must earn at least a “C” in SOCI 101, 202, 398, and 399 and have an average GPA of 2.0 in sociology electives. Students must also pass MATH 211 or BA 225 with a “C” or better before enrolling in SOCI 398

ANTHROPOLOGY MINOR

A minor in anthropology will add breadth to your education 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 315	3
ANTH 321	3
ANTH 371	3 may be repeated for 6 hours

Students will take the remaining 3 semester hours from the following courses:

ART 314	3
BIOL 306, 312	4
GEOG 101	3
HIST 306, 322, 323	3
MUSI 333	3
NURN 310, NURS 310	3
PHIL 203	3
SOCI 301, 351, 361	3

A student must maintain an average of 2.00 or above in the anthropology minor program.

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.

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
MUSI 333, Music of the World	
B. History (3 hours)	3
HIST 316, A History of Black Experience	
HIST 322, African History and Culture	

III. Comparative Topics (6 hours from 2 of the 3 areas)

A. Behavioral Science	
SOCI 204, American Society	
SOCI 301, Race and Ethnic Relations	
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	

CRIMINAL JUSTICE MANAGEMENT MAJOR

Lander University's Criminal Justice Management Program is an online Bachelor of Science degree completion program specifically designed for individuals who have at least two years experience working in law enforcement (or who are currently working in law enforcement) and who already have an Associate's degree in Criminal Justice or a related field.

Lander's Criminal Justice Management Program affords law enforcement and criminal justice professionals the opportunity to earn a degree while working full-time in their field. All of the core CJM classes are offered online, with flexible assignments and assessments. While many universities have a criminal justice program, Lander's criminal justice management program is unique, offering targeted courses specific to criminal justice management training.

The curriculum consists of transferring 24 semester hours from an associate's degree program in criminal justice; 45-51 semester hours of General Education; 10 – 16 semester hours of electives; and 36 hours of Criminal Justice Management courses completed online at Lander University. Course work focuses on law enforcement management processes and agencies and is designed to help graduates attain leadership positions in the field. The program includes course work in public budgeting, risk management, incident command, human resource management, terrorism, research, and policy analysis.

Each applicant will be assigned an academic advisor to work closely with the student and to assist with the transfer process. Core courses in the Criminal Justice Management Major are taught online and feature Web-based delivery that enables students to attend class at home and at their convenience. General Education and elective classes may be taken on location at Lander's main campus, or can be taken at other institutions and then transferred to Lander to meet the remaining requirements for the degree.

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.

PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE

MAJOR: SOCIOLOGY

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section.</i>)	
Behavioral Science (PSYC 101 or ANTH 104)	3
Fine Arts	3
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 (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENT	45-51
CORE REQUIREMENTS	
SOCI 101	3
SOCI 190	1
SOCI 202	3
SOCI 398	3
SOCI 399	3
SOCI 499	3
ADDITIONAL REQUIREMENTS	
ENGL 275 or ENGL 373	3
SOCI 421	3
Sociology Elective	3
Sociology Elective	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
ELECTIVES	27-33
TOTAL FOR BS DEGREE	121

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
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section.</i>)	
Behavioral Science	3
Fine Arts	3
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 (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION REQUIREMENT	45-51
CORE REQUIREMENTS	
SOCI 101	3
SOCI 190	1
SOCI 202	3
SOCI 398	3
SOCI 399	3
SOCI 499	3
ADDITIONAL REQUIREMENTS	
ENGL 275 or ENGL 373	3
Sociology Elective	3
300 or 400 Level Sociology Elective	3
EMPHASIS REQUIREMENTS	
SOCI 209 or SOC 230	3
SOCI 210	3
SOCI 214	3
SOCI 303	3
SOCI 326	3
POLS 308 or POLS 312 or POLS 313	3
ELECTIVES	27-33
TOTAL FOR BS DEGREE	121

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: CRIMINAL JUSTICE MANAGEMENT

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION (<i>For approved courses see the General Education section.</i>)	
Behavioral Science	3
Fine Arts	3
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 (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	44-50
CORE REQUIREMENTS	
SOCI 209 or SOC 230	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	11-17
TOTAL FOR BS DEGREE	121

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 Military Science (Army ROTC)

The Army Reserve Officers' Training Corps (ROTC) program at Lander University is designed to enhance a student's college education by providing unique training and practical experience in leadership and management – qualities essential to success in any career. Upon graduation from LU, contracted cadets who have successfully completed ROTC training are awarded a commission as a second lieutenant in the U.S. Army, U.S. Army National Guard, or the U.S. Army Reserve.

To prepare students to become commissioned officers, the ROTC program combines college courses in military science and leadership with summer training. The military science curriculum consists of a two-year basic course and a two-year advanced course.

The basic course is normally taken during the freshman and sophomore years and covers management principles, national defense, military history, leadership development, military courtesy, customs and traditions of the military, and physical training. Students do not incur any military obligation for participation in the basic course. Some or all of the basic course requirements may be waived by the Professor of Military Science for students who have completed Junior ROTC programs or have previous military experience.

The advanced course is limited to contracted cadets or students who have completed (or have received credit for) the basic course, who have demonstrated the leadership and scholastic potential to become an officer, and who are actively seeking to become a contracted cadet. The course provides instruction in advanced leadership development, military history, training management, organization and management techniques, tactics, logistics, and the military justice system.

All students enrolled in the ROTC advanced course receive a monthly allowance of up to \$500 for 10 months of the school year. Advanced course students attend the Leadership Development and Assessment Course (LDAC) at Fort Lewis, Washington. This course occurs during the summer between their junior and senior years. Students receive travel expenses, room and board, medical and dental care, and a salary while attending this course.

Both men and women may enroll in ROTC and apply for Army ROTC scholarships or may contract as a cadet and enter into the commissioning process without a scholarship. High school seniors applying to Lander University may compete for four-year, merit-based scholarships. Lander University first-year students may apply for three-year scholarships. Sophomores may apply to attend the 30-day Leadership Training Course at Fort Knox, Kentucky, where they may win a 2-year scholarship. Similar opportunities may also exist for juniors and select seniors in certain instances.

In order to become a contracted cadet, a student must schedule a military physical through the ROTC department with a resulting status of "qualified." In addition, the student must meet minimum physical fitness requirements and maintain a minimum GPA of 2.00 without a scholarship or 2.50 with a scholarship.

Please see the ROTC department for further information.

Lander University is a partnership school with Presbyterian College's Army ROTC program. Military Science classes are taught at Lander University, yet cadets will periodically train with fellow cadets from Presbyterian College and Newberry College during outdoor leadership lab sessions.

Military Science and Leadership Minor

This minor can only be earned by students who agree to and are accepted for a commission as an officer in the US Army, US Army Reserve, or National Guard. This minor is designed to permit ROTC cadets to earn a minor while completing their requirements toward a commission as an officer in the United States Armed Forces. To qualify for the minor, a student must complete the ROTC basic courses and must be an accepted contracted student in the Army ROTC Advanced Course. While the minor consists of 18 hours of advanced courses, the listing below shows the prerequisites for each course. The ROTC department provides each student with academic advisement to help students obtain a major in an academic discipline plus a minor in military science and leadership while fulfilling the course requirements for commission as an officer in the Armed Forces within a four or two year program.

The minor in Military Science and Leadership consists of 18 semester hours in advanced military science. The Professor of Military Science may waive some of the "basic course" prerequisites based on a student's prior military service or military training.

Participation in this minor is contingent upon completion of the ROTC basic courses and acceptance as a contracted student in the Army ROTC Advanced Course.

	Credit Hours
MSL 301 Adaptive Team Leadership	4
MSL 302 Applied Team Leadership	4
MSL 321 or 322 Advanced Army Physical Fitness I	1
HIST 383 Warfare in the Modern World	3
Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112, 113 and Junior/senior status	
One of the following: SPCH 101, 102 or CIS 101	3
One of the following: POLS 303, 345, PSYC 212, or PHIL 302	3
Prerequisites for PSYC 212: ENGL 102 and one of the Following PSYC 101, SOCI 101, or ANTH 104	
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COLLEGE OF EDUCATION

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Interim Dean and Associate Professor of Education
Teaching Fellows Co-Director

Rebecca Koch, Administrative Assistant
Jan M. Champion, Administrative Specialist
Michael Blackwell, Administrative Specialist

Department of Teacher Education

Dava O'Connor, PhD
Associate Professor of Education and Chair
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Deborah H. Bright, MEd
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Ann Epstein, PhD
Assistant Professor of Education
Barbara A. Ervin, MA
Associate Professor of Education and
Director of Montessori Program
Cynthia C. Gardner, EdD
Assistant Professor of Education
Tracy D. Garrett, EdD
Assistant Professor of Education

Jill C. Hunter, Ph.D.
Professor of Education
Danny L. McKenzie, EdD
Professor of Education
Michael H. Murphy, EdD
Assistant Professor of Education
Mary Jane Trainor, MEd
Instructor of Education
Lee Vartanian, PhD
Assistant Professor of Education
Lewis H. Walker, EdD
Associate Professor of Education
Sandra M. Hawkins, MAT
Coordinator of Field Experiences

Department of Physical Education and Exercise Studies

Cathryn R. Dooly, PhD, FACSM

**Associate Professor of Physical Education and Exercise Studies and Chair
Chandler Center Building Coordinator
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Daniel C. Hannah, MA, ATC
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Carrie B. Lucas, MS
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Rebecca Bolin, MS, ATC
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Department of Psychology

Marie Nix, PhD

Associate Professor of Psychology and Chair

Deborah A. Acorn, PhD
Professor of Psychology
Jonathan F. Bassett, PhD
Assistant Professor of Psychology

Patrick W. Edwards, PhD
Professor of Psychology
Timothy L. Snyder, PhD
Professor of Psychology

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.A.T. in Art Education
M.Ed. in Elementary Education
M.Ed. in Montessori 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 four broad learner outcomes, and associate elements, delineate expectations for all teacher education candidates.

The Professional Instructional Leader demonstrates these Learner Outcomes:

Learner Outcome #1: The professional instructional leader 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 instructional leader 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, align state 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 deliberate attempts to respect 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 instructional leader communicates and collaborates with diverse populations (students, educators, families, and community members) exhibiting professional behaviors and dispositions.

- 3.1 Oral and written communication is generally 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 instructional leader 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 evidenced 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.

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 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 enrolled in undergraduate programs which lead to teacher certification 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). Students can provide evidence of a composite score of 24 on the ACT or combined score of 1650 (1100 on older version) on the SAT to meet the Praxis I requirement. It is the responsibility of the student to provide official documentation from ACT or ETS if used in lieu of Praxis I.

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. Students who have a cumulative grade point average of 2.55 – 2.64 may request provisional admission to the teacher education program under the low GPA option. Students seeking provisional admission must meet all other requirements. Provisional admission is valid for one semester. At the end of the semester the student is provisionally admitted, he or she must obtain a minimum cumulative grade point average of 2.65 to be fully admitted into the program. If the student fails to achieve a cumulative grade point average of 2.65 at the end of the semester he or she will not be allowed to take additional 300 and 400 level courses.

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 that is required in the program of study for each major area. 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 successfully 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. (ACT Test Composite of 24 or SAT combined scores of 1650 (1100 on older version)).
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 pass written and oral components of screening process. Students who fail either the written or oral components of the screening process (or both) may request provisional admission to the teacher education program. Students seeking provisional admission must meet all other requirements. Provisional admission is

valid for one semester. At the end of the semester the student is provisionally admitted, he or she must pass the component(s) previously failed. Students failing either the written or oral components of the screening process will be required to complete prescribed remediation. If the student fails to pass the failed component he or she will not be allowed to take additional 300 and 400 level courses.

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 field 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. Failure to reestablish the three standards will require the student to reapply for admission to the teacher education program after he/she has met all requirements for admission.

Criteria Governing Admission to Clinical Practice (Directed Teaching)

To be admitted to the clinical practice 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 clinical practice, these applications are due to the Department of Teacher Education by April 1st. For Fall clinical practice applications are due January 15th. Late applications cannot be accepted.** In addition, a separate Clinical Practice Request Form must be submitted to the Department of Teacher Education by February 1st for fall and October 1st for spring.
2. Be accepted into the teacher education program at least one semester prior to the clinical practice 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.

Students who fail to meet these criteria and are not granted admission to clinical practice 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 teacher candidates;
 - 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)
- Special Education (Multi-categorical) (PK-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:

MONT 470 Montessori Methods: Practical Life	3
MONT 471 Montessori Methods: Sensorial	3
MONT 473 Methods of Observation & Classroom Leadership	3
MONT 474 Montessori Methods: Language	3
MONT 475 Montessori Methods: Mathematics	3
MONT 493 Montessori Methods: Integrated Curriculum	<u>3</u>
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 1st of their 12th 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 field experiences that culminate with clinical practice or student teaching.

The early childhood education program includes study and practice of specialized teaching methods appropriate for young children and a broad range of content preparation. A student majoring in elementary education will study and practice methods appropriate for the elementary classroom and take courses related to all of the academic areas normally taught in the elementary school.

The special education degree program is built on a foundation of specialized content courses, which addresses the competencies for teaching students with mild to moderate disabilities. These courses provide the needed background for multi-categorical certification.

Program requirements for secondary education programs are delineated in this catalog within each major offering teacher certification. Each program includes study and practice of teaching methods and content appropriate for the subject area.

A student planning to major in education should consult with his/her advisor in both the major area and teacher education early 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

UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6

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

Behavioral Science (PSYC 101)	3
Fine Arts	3
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 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)*	3

TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS 45-51

CORE REQUIREMENTS

MATH 203	3
SPED 223	3
ECED 222	3
ECED 227	3
ECED 307	3**
ECED 320	3**
ECED 323	3**
ECED 329	1**
ECED 405	3**
ECED 415	3**
ECED 421	3**
ECED 427	3**
ECED 429	1**
MONT 474	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
TOTAL FOR BS DEGREE	121.5

†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
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
For. Lang if required* or elective	3	For. Lang if required* or elective	3
Mathematics (Gen. Ed.)	3	Fine Arts (Gen. Ed.)	3
PEES 175	3	Lab. Natural Science	4
PEES 176 (activity)	1	(CHEM, PHYS, PSCI, GEOL)	
HIST 111, 112, or 113	<u>3</u>	HIST 101, 102, or 103	<u>3</u>
 Total	 15	 Total	 16

Freshman Year Teacher Ed./Graduate Requirements

State Basic Skills Exam (Praxis I)
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	Logic/Analytical (Mathematics)	3
EDUC 203	.5	EDUC 210	2
PSYC 101	3	ECED 222	3
Lab. Science (BIOL)	4	Humanities (Gen. Ed.)	3
Fine Arts	3	Global Issues (Gen. Ed.)	3
ENGL 214 or ENGL 221	3	Political Economy (Gen. Ed.)	3
 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>
MATH 203	3	EDUC 322	3
ECED 227	3	ECED 307	3
SPED 223	3	ECED 320	3
EDUC 240	3	ECED 329	1
EDUC 204	<u>3</u>	MONT 474	<u>3</u>
Semester Total	15	Semester Total	13

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 323	3	EDUC 499	1
ECED 405	3	EDUC 461	11
ECED 415	3	FALS	<u>1</u>
ECED 421	3		
ECED 427	3		
ECED 429	<u>1</u>		
Semester Total	16	Semester Total	13

Senior Year Teacher Ed./Graduate Requirements

Content Area Exams (Praxis II) & PLT
Professional education GPA of 2.75 or higher
Cumulative GPA of 2.65 or higher
Graduation Application
FALS

Total Hours Required 121.5

***See University Requirements 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
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section</i>)	
Behavioral Science (PSYC 101)	3
Fine Arts	3
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 (MATH)	3
Mathematics	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)*	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51
CORE REQUIREMENTS	
MATH 203	3
SPED 223	3
ECED 222	3
ECED 227	3
ECED 307	3**
ECED 320	3**
ECED 323	3**
ECED 329	1
ECED 405	3**
ECED 415	3**
ECED 421	3**
ECED 427	3**
ECED 429	1**
MONT 474	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

MONT 470	3**
MONT 471	3**
MONT 472	3**
MONT 473	3**
MONT 475	3**
MONT 493	3**

TOTAL FOR BS DEGREE 133.5-139.5

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.

**Requires admission to the Teacher Education Program.

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

EARLY CHILDHOOD EDUCATION

MONTESSORI EMPHASIS

SEQUENCE OF COURSES

FRESHMAN YEAR

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
ENGL 101	3	ENG 102	3
For. Lang if required* or elective	3	For. Lang if required* or elective	3
Mathematics (Gen. Ed.) 3		Fine Arts (Gen. Ed.)	3
PEES 175	3	Lab. Natural Science	4
PEES 176 (activity)	1	(CHEM, PHYS, PSCI, GEOL)	
HIST 111, 112, or 113	<u>3</u>	HIST 101, 102, or 103	<u>3</u>
Total	15	Total	16

Freshman Year Teacher Ed./Graduate Requirements

State Basic Skills Exam (Praxis I)
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	Logic/Analytical (Mathematics)	3
EDUC 203	.5	EDUC 210	2
PSYC 101	3	ECED 222	3
Lab. Science (BIOL)	4	Humanities (Gen. Ed.)	3
Fine Arts	3	Global Issues (Gen. Ed.)	3
ENGL 214 or ENGL 221	<u>3</u>	Political Economy (Gen. Ed.)	<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>
MATH 203	3	EDUC 322	3
ECED 227	3	ECED 307	3
SPED 223	3	ECED 320	3
EDUC 240	3	ECED 329	1
EDUC 204	<u>3</u>	MONT 474	3
		MONT 472	<u>3</u>
Semester Total	15	Semester Total	16

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	

MONTESSORI SUMMER SESSION (Senior Status)

	Hrs
MONT 471	3
MONT 473	3
MONT 475	3
MONT 493	<u>3</u>
Summer Total	12

SENIOR YEAR**

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
ECED 323	3	EDUC 499	1
ECED 405	3	EDUC 461	11
ECED 415	3	MONT 470	3
ECED 421	3	FALS	<u>1</u>
ECED 427	3		
ECED 429	<u>1</u>		
Semester Total	16	Semester Total	16

Senior Year Teacher Ed./Graduate Requirements

Content Area Exams (Praxis II) & PLT	Professional education GPA of 2.75 or higher
Cumulative GPA of 2.65 or higher	Graduation Application
FALS	

Total Hours Required 139.5

*See University Requirements 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: ELEMENTARY EDUCATION

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section.</i>)	
Behavioral Science (PSYC 101)	3
Fine Arts	3
Global Issues/ Nonwestern Studies	3
History (HIST 101 or 102 or 103)	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 (POLS 101)	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)*	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENT	45-51
CORE REQUIREMENTS	
MATH 203	3
PEES 201	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 321	3**
EDUC 322	3**
MUSI 322	1**
EDUC 327	3**
DANC 327	1**

EDUC 329	1**
EDUC 345	3**
THTR 345	1**
EDUC 421	3**
EDUC 424	3**
ART 424	1**
EDUC 429	1**
EDUC 430	3**
EDUC 461	11**
EDUC 499	1**

ADDITIONAL REQUIREMENTS

Fine Arts (Second Area)	3
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TOTAL FOR BS DEGREE	122.5
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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, 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 (Gen. Ed.)	3	Political Economy (POLS 101)	3
Mathematics (Gen. Ed.)	3	Fine Arts (Gen. Ed.; 2 nd arts area)	3
ENGL 101	3	Lab. Science (BIOL)	4
HIST 101, 102, or 103	<u>3</u>	PEES 175	2
		PEES 176	<u>1</u>
Semester Total	15	Semester Total	16

Freshman Year Teacher Ed./Graduate Requirements

State Basic Skills Exam (Praxis I)
Cumulative GPA of 2.65 or higher
FALS

SOPHOMORE YEAR**

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
Mathematics (Gen. Ed.)	3	Lab Science	4
Humanities (Gen. Ed.)	3	(Chemistry, Geology, Physical or Physics)	
EDUC 210	2	Logic & Analytical Thought (Math)	3
EDUC 202	3	ENGL 214 or 221	3
EDUC 203	.5	PEES 201	3
For Lang if required* or elective	<u>3</u>	For Lang if required* or elective	<u>3</u>
Semester Total	14.5	Semester Total	16

Sophomore Year Teacher Ed./Graduate Requirements

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

***See University Requirements 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>
EDUC 223	3	EDUC 321	3
SPED 223	3	DANC 327	1
MATH 203	3	EDUC 327	3
EDUC 204	3	EDUC 300	3
EDUC 240	3	EDUC 329	1
EDUC 345	3	Global Issues (Gen. Ed.)	<u>3</u>
THTR 345	<u>1</u>		
Semester Total	19	Semester Total	14

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
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
MUSI 322	1	FALS Credit	<u>1</u>
EDUC 421	3		
EDUC 424	3		
ART 424	1		
EDUC 429	1		
EDUC 430	<u>3</u>		
Semester Total	18	Semester Total	13

Senior Year Teacher Ed./Graduate Requirements

Content Area Exams (Praxis II) & PLT
Professional education GPA of 2.75 or higher
Cumulative GPA of 2.65 or higher
Graduation Application
FALS

Total Hours Required 122.5

PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE

MAJOR: SPECIAL EDUCATION

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section.</i>)	
Behavioral Science (PSYC 101)	3
Fine Arts	3
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 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)*	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51
CORE REQUIREMENTS	
MATH 203	3
SPED 223	3
SPED 240	3
SPED 321	3**
SPED 329	1**
SPED 341	3*
SPED 356	3**
SPED 423	3**
SPED 429	1**
SPED 434	3**
SPED 451	3**
ECED 421	4**
EDUC 202	3
EDUC 203	0.5
EDUC 204	3
EDUC 210	2
EDUC 223	3

EDUC 240	3
EDUC 322 or 424	3**
MUSI 322 or ART 424	1**
EDUC 327	3**
DANC 327	1**
EDUC 345	3**
THTR 345	1**
EDUC 499	1**
EDUC 461	11**
TOTAL FOR BS DEGREE	121.5

†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, SPED 429, SPED 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.

**SPECIAL EDUCATION
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
Behavioral Science (PSYC 101)	3	Laboratory Science (Biology)	4
HIST 111, 112, or 113	3	Humanities	3
Mathematics (General Educ.)	3	Fine Arts	3
PEES 175	2	Political Economy	<u>3</u>
PEES 176	<u>1</u>		
Semester Totals	15		16

Freshman Year Teacher Ed./Graduate Requirements

State Basic Skills Exam (Praxis I, PPST)
Cumulative GPA of 2.65 or higher
FALS

SOPHOMORE YEAR**

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
ENGL 214 or 221	3	SPED 223	3
Logic & Analytical Thought (Math)	3	MATH 203	3
For Lang if required or elective	3	For Lang if required* or elective	3
EDUC 210	2	EDUC 202	3
Laboratory Science: Physical	<u>4</u>	EDUC 203	0.5
Science (Chem., Phys., or Geol.)		EDUC 223	<u>3</u>
Semester Totals	15		15.5

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>
SPED 240	3	SPED 451	3
SPED 321	3	SPED 429	1
EDUC 240	3	SPED 434	3
EDUC 204	3	EDUC 327	3
Global Issues (General Educ.)	<u>3</u>	DANC 327	1
		EDUC 322 or 424	3
		ART 424 or MUSI 322	<u>1</u>
Semester Total	15	Semester Total	15

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
FALS

SENIOR YEAR**

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
SPED 341	3	EDUC 499	1
ECED 421	3	EDUC 461	11
SPED 329	1	FALS Credit	<u>1</u>
SPED 423	3		
EDUC 345	3		
THTR 345	1		
SPED 356	<u>3</u>		
Semester Total	17	Semester Total	13

Senior Year Teacher Ed./Graduate Requirements

Content Area Exams (Praxis II) & PLT
Professional education GPA of 2.75 or higher
Cumulative GPA of 2.65 or higher
Graduation Application
FALS

Total Hours Required 121.5

†SECONDARY EDUCATION (9-12) Students certifying in History, 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>
		PSYC 101	3

(Social Studies, Mathematics, 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)
 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	EDUC 204	3

Other General Studies or content major courses*

Sophomore Year Teacher Ed./Graduate Requirements

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

† Other secondary and K-12 certifying majors (Physical Education, Art and Music) consult with your content advisor for course sequence information.

Admission to the Teacher Education Program is a prerequisite to enrolling in 300 and 400-level education courses.

Only one field experience 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
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 Exams (Praxis II) & PLT
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 field experience courses: EDUC 203, EDUC 329 and EDUC 429.

† †History Majors take HIST 451
English Majors take ENGL 451
Math Majors take MATH 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

The Athletic Training Education Program 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, specific psychomotor competencies, and clinical proficiencies as delineated in the National Athletic Trainers' Association (NATA) Educational Competencies. In order to be eligible for the Board of Certification, Inc. (BOC) examination, students must complete the curriculum requirements of a Commission on Accreditation of Athletic Training Education (CAATE) accredited entry level athletic training education program. At the completion of all coursework, students graduating from this program will be prepared to take the BOC examination to become a *Certified Athletic Trainer* (ATC[®]). Graduates who successfully pass the BOC examination are qualified to practice athletic training in a variety of settings including, but not limited to, high school, college/university, professional, corporate/industrial, sports medicine clinics, and/or other healthcare settings. Students who aspire to serve as an athletic trainer in the public school should consider completing requirements for teacher certification, a process typically requiring a fifth year of academic coursework.

Accreditation

The Athletic Training Education Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

Curriculum

A Bachelor of Science in Athletic Training consists of 26 hours of major core courses, 51 hours of additional courses for the major, and 45-51 hours of general education courses.

Program Goals

The goals of the Lander University Athletic Training Education Program prepare students to be able to:

1. To develop athletic trainers who understand and appreciate the contemporary role of athletic training within the context of a rapidly-changing health care delivery system.
2. To develop and maintain an environment which encourages and enables cognitive, psychomotor, and affective learning excellence.
3. To develop and maintain a broad and effective network of allied health resources in Greenwood and the surrounding area.

4. To develop athletic trainers who possess the knowledge and skills necessary to meet the challenging sports injury management needs of our rapidly-changing society.
5. To develop athletic trainers who will successfully master the NATA Athletic Training Educational Competencies, consistent with the domains of the most current BOC Role Delineation Study.

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 Education Program.** Formal admission into Level II of the Athletic Training Education Program is a competitive process that is based upon a comprehensive screening process that includes the following:

1. Submission of a completed Athletic Training Education Program Application Packet that can be downloaded from the website or obtained from the Director of the Athletic Training Education Program.
2. Completion of a minimum of 30 semester hours of coursework including HCMT 111, PEES 175, PEES 210, 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 under the direct supervision of the Lander University Athletic Training Staff.
5. Current First Aid, CPR, and AED for the professional rescuer certification. Athletic Training Students are required to maintain certification throughout their tenure in the Athletic Training Education Program.
6. Proof of professional liability insurance coverage. Athletic Training Students are required to maintain their insurance policy throughout their tenure in the Athletic Training Education Program.
7. Completion of a medical history and medical exam.
8. Applicants must have completed or be in current process of completing the hepatitis B vaccination series, or he/she must sign the hepatitis B vaccination declination form.
9. Successful interview with the Athletic Training Education Program 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 Education Program upon the completion of the above admission criteria. The Athletic Training Education Program 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 admission must submit application materials by November 15 to the Director of the Athletic Training Education Program. Those who are denied admission to Level II of the Athletic Training Education Program may re-submit their application materials upon successful completion of all admission requirements.

Students who are admitted to Level II of the Athletic Training Education Program 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 and proficiencies in the clinical experience, and must receive a favorable evaluation by the Athletic Training Education Program screening committee at the end of each year. A student who has been admitted to Level II of the Athletic Training Education Program, 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.

Participation in Intercollegiate Athletics

The Athletic Training Education Program requires an extensive commitment on the part of the student. The required clinical experiences take place at the same time that athletic teams practice/compete resulting in conflicts between the athletic program and clinical requirements of the Athletic Training Education Program. For this reason, full cooperation is needed between the Athletic Training Education Program, the student, and the coaching staff for participation in intercollegiate athletics and completion of the requirements of the Athletic Training Education Program. Any student desiring to participate in intercollegiate athletics and pursue a degree in Athletic Training should consider the inherent time conflict of the two programs before making the decision to attempt both. The following guidelines are intended to permit students to have the opportunity to participate in intercollegiate athletics and complete the requirements of the Athletic Training Education Program.

- The decision to participate in intercollegiate athletics will not factor into the admissions process of the Athletic Training Education Program.
- The student will limit their participation to one intercollegiate sport. The student will be allowed to participate fully only during the “traditional season.” The student will not be allowed to participate during the “non-traditional season” that conflict with the requirements of the Athletic Training Education Program.
- All requirements of the Athletic Training Education Program must be met before the student is allowed to graduate. Including all didactic and clinical requirements while participating in “traditional season” activities.
- All students in the Athletic Training Education Program are required to have a semester-long *equipment intensive* clinical experience during the fall semester of the third year. Students that participate in a fall “traditional season” sport will be required to return for an additional fall semester to fulfill the clinical experience requirement.

Under no circumstances will the requirements of the Athletic Training Education Program be altered to accommodate athletic participation.

Technical Standards

Lander University’s rigorous and intense Athletic Training Education Program 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 Athletic Training Education 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 Education Program. Compliance with the program’s technical standards, however, does not guarantee a student’s eligibility for the BOC exam.

Candidates for admission to Level II of the Athletic Training Education Program must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments, and to distinguish deviations from the norm; sufficient postural and neuromuscular 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 medical history and medical exam must be completed and the appropriate form submitted by the application deadline. The medical history and medical exam form is part of the application packet that can be downloaded from the website or obtained from the Director of the Athletic Training Education Program. The student is responsible for scheduling this screen with the Lander University Student Wellness Center or a personal physician.

Transportation to Off-Campus Clinical Sites

Students enrolled into the Athletic Training Education Program 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), 45-51 hours of university and 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 41 hours of major core courses, 19 hours of additional courses for the major (including a three-hour computer course), 18.5 hours of teacher certification requirements, and 45-51 hours of university and 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; Students can provide evidence of a composite score of 24 on the ACT or combined score of 1650 (1100 on older version) on the SAT to meet the Praxis I requirement.
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
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section.</i>)	
Behavioral Science (PSYC 101)	3
Fine Arts	3
Global Issues/ Nonwestern Studies	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science (PSCI 111 or PHYS 201-202/211-212) #	4
Laboratory Science #	4
Logic & Analytical Thought (MATH 211)	3
Mathematics	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51
CORE REQUIREMENTS	
PEES 221	4
PEES 323*	3
PEES 327*	3
PEES 328*	3
PEES 343*	3
PEES 347*	3
PEES 453*	3
PEES 460*	3
PEES 499	1

ADDITIONAL REQUIREMENTS

BIOL 202	4
BIOL 203	4
100-Level Aquatics	1
100-Level Sport/Fitness	1
PEES 144	1
PEES 202	3
PEES 210	4
PEES 219	3
PEES 235*	2
PEES 310	3
PEES 311	4
PEES 326	3
PEES 340*	2
PEES 341	3
PEES 345*	2
PEES 362	3
PEES 424	3
PEES 450*	2
PEES 455*	2
HCMT 111	1

TOTAL FOR BS DEGREE

122-128!

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.

Students must take PSCI 111 or PHYS 201-202/211-222. Students who elect to take PSCI 111 must take an additional general education laboratory science to fulfill the remaining requirement.

! The total hours required for a degree in Athletic Training for students who place out of the University Requirement for Foreign Language is 122.

LANDER UNIVERSITY
Athletic Training
Course Sequence

First Year

	Semester II
3 ENGL 101 (General Education) 4 BIOL 202 2 *PEES 175 (Wellness) 1 PEES 176 (Wellness) 3 Mathematics (General Education) <u>3</u> Foreign Language_ (University Requirement) 16 Semester Hours	3 ENGL 102 (General Education) 4 BIOL 203 3 MATH 211 3 Fine Arts (General Education) <u>3</u> Foreign Language_(University Requirements) 16 Total Semester Hours

Second Year

Semester I	Semester II
4 *PEES 210 3 PSYC 219 4 PEES 221 1 HCMT 111 #_Laboratory Science (General Education) 16 Total Semester Hours	3 PEES 202 3 PEES 328 2 PEES 235 3 PEES 310 1 PEES144 #_Laboratory Science_(General Education) 16 Total Semester Hours

Third Year

Semester I	Semester II
1 PEES 100-level 4 PEES 311 3 PEES 323 3 PEES 343 2 PEES 340 <u>3</u> Humanities 16 Total Semester Hours	1 PEES 100-level 3 PEES 327 3 PEES 347 2 PEES 345 3 PEES 362 <u>3</u> Humanities/Literature (General Education) 15 Semester Total Hours

Fourth Year

Semester I	Semester II
3 PEES 341 2 PEES 450 3 PEES 453 3 PSYC 101 (Behavioral Science, General Education) 3 Global Issues/Nonwestern Studies (General Education) <u>3</u> History (General Education) 17 Total Semester Hours	3 PEES 326 3 PEES 424 2 PEES 455 3 PEES 460 1 PEES 499 3 Political Economy (General Education) <u>1</u> FALS (University Requirements) 16 Total Semester Hours

Total Program Hours = 128 hours

**Additional Requirements: CPR/FA card
FALS = 15**

****Prerequisite courses for admission into Level II of the Athletic Training Program.**

Students must take PSCI 111 or PHYS 201-202/211-212. Students who elect to take PSCI 111 must take an additional general education laboratory science course to fulfill the remaining general education requirement.

The total hours required for a degree in Athletic Training for students who place out of the University Requirement for Foreign Language is 122 hours.

PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE

MAJOR: EXERCISE SCIENCE

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section.</i>)	
Behavioral Science	3
Fine Arts	3
Global Issues/ Nonwestern Studies	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science (BIOL 101)	4
Laboratory Science	4
Logic & Analytical Thought (MATH 211)	3
Mathematics	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51
CORE REQUIREMENTS	
PEES 210	4
PEES 219	3
PEES 310	3
PEES 311	4
PEES 341	3
PEES 362	3
PEES 406	3
PEES 490	3

ADDITIONAL REQUIREMENTS

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

ELECTIVES 23-29

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.

LANDER UNIVERSITY
Exercise Science
Course Sequence

First Year

Semester I	Semester II
3 ENGL 101 (Writing) 3 Foreign Language 2 PEES 175 1 PEES 176 3 Mathematics 3 Behavioral Science 15 Total Semester Hours	3 ENGL 102 (Writing) 4 BIOL 101 3 Foreign Language 3 Fine Arts 3 CIS 101 16 Total Semester Hours

Second Year

Semester I	Semester II
3 PEES 219 1 PEES 144 2 History 3 Laboratory Science 2 Humanities/Literature 3 Elective 17 Total Semester Hours	3 Political Economy 3 PEES 202 4 PEES 210 3 Humanities 3 MATH 211 15 Total Semester Hours

Third Year

Semester I	Semester II
3 PEES 308 3 PEES 361 4 PEES 311 3 Elective 3 Elective 16 Total Semester Hours	3 PEES 310 3 PEES 330 3 PEES 362 3 Global Issues/Nonwestern Studies 1 PEES 100-level activity 1 PEES 100-level activity 14 Semester Total Hours

Fourth Year

Semester I	Semester II
3 PEES 341 3 PEES 490 3 Elective 3 Elective 3 Elective 1 FALS 101 16 Total Semester Hours	3 PEES 326 3 PEES 490 3 PEES 406 1 PEES 499 3 Elective 2 Elective 15 Total Semester Hours

Total Program Hours = 125 hours

**Additional Requirements: CPR/FA card
FALS = 15**

PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE

MAJOR: PHYSICAL EDUCATION

CERTIFICATION: K-12 TEACHER CERTIFICATION

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section.</i>)	
Behavioral Science	3
Fine Arts (ART, MUSI, THTR, or DANC)	3
Global Issues/ Nonwestern Studies	3
History	3
Humanities/Literature (ENGL 214 or ENGL 221)	3
Humanities	3
Laboratory Science (BIOL 101)	4
Laboratory Science (CHEM, PHYS, PSCI, or GEOL)	4
Logic & Analytical Thought (MATH 211)	3
Mathematics (MATH 101 OR MATH 121)	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51
CORE REQUIREMENTS	
PEES 219	3
PEES 226	3
PEES 228	3
PEES 305	3
PEES 310	3
PEES 311	4
PEES 320*	3
PEES 329*	1
PEES 422*	3
PEES 429*	1
PEES 420*	3
PEES 499	1

ADDITIONAL REQUIREMENTS

PEES 144	1
100-Level Aquatics	1
100-Level Sport/Fitness	1
PEES 204	2
PEES 206	2
PEES 210	4
PEES 222	2
PEES 223	2
PEES 224	2
PEES 308	3
PEES 318	3
PEES 451*	3
CIS 101 or EDUC 204	3

TEACHER CERTIFICATION REQUIREMENTS

EDUC 202	3
EDUC 203	0.5
EDUC 240	3
EDUC 499	1
EDUC 461	11

TOTAL FOR BS DEGREE

123.5 – 129.5

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

*Student must be admitted to Teacher Education Program.

LANDER UNIVERSITY
Physical Education Teacher Education
Course Sequence

First Year

Semester I	Semester II
4 ENGL 101 (Writing)	3 ENGL 102 (Writing)
3 PSYC 101 (Behavioral Science)	4 BIOL 101
3 Fine Arts (ART, MUSI, THTR, DANC)	3 MATH (101 or 121)
3 Foreign Language	3 Foreign Language
2 PEES 175	3 History
<u>1</u> PEES 176	<u>1</u> PEES Sport/Fitness
15 Total Semester Hours	17 Total Semester Hours

Second Year

Semester I	Semester II
3 ENGL 214 or 221	3 Political Economy
3 EDUC 202	2 PEES 204 - Teaching Team Sports
.5 EDUC 203	4 PEES 210 - Anatomy/Phys
3 EDUC 240	2 PEES 224 – Educational Dance
3 PEES 219 - History/Principles	2 PEES 222 – Educational Games
3 PEES 226 - Motor Development	1 PEES 111 or 112 (Aquatics)
<u>2</u> PEES 223 - Educational Gymnastics	<u>1</u> PEES 144 – Weight Training
17.5 Total Semester Hours	15 Total Semester Hours

Third Year

Semester I	Semester II
3 Logic & Analytical Thought (MATH 211)	3 Humanities
3 PEES 318 – Instructional Aspects of Physical Education	3 EDUC 204 or CIS 101
3 PEES 308 – Organ./Administration	3 PEES 320 - Elem. Methods of Instruction
2 PEES 206 – Teaching Individual & Dual	3 PEES 329 - Elem. Clinical
3 PEES 228 – Motor Learning	3 PEES 310 - Biomechanics
<u>4</u> PEES 311 – Physiology of Exercise	<u>3</u> PEES 420 - Inclusion in Physical Educ.
18 Total Semester Hours	16 Semester Total Hours

Fourth Year

Semester I	Semester II
4 Lab Science (CHEM, PHYS, PSCI, GEOL)	3 PEES 451 - Program Concerns Teaching
3 Global Issues/Nonwestern Studies	1 EDUC 499 - Teacher Educ. Sem.
3 PEES 305 - Measurement/Evaluation	1 FALS
3 PEES 422 - Sec. Methods of Instruct.	<u>11</u> EDUC 461 - Student Teaching
1 PEES 429 – Secondary Clinical	16 Total Semester Hours
<u>1</u> PEES 499 - Physical Educ. Seminar	
15 Total Semester Hours	

Total Program Hours = 129.5 hours

Additional Requirements: CPR/FA card
FALS = 15

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 PhD 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 have:

1. General knowledge of interviewing techniques and psychological tests and measurement;
2. General knowledge of the science of psychological test construction;
3. General knowledge of abnormal behavior as described in the DSM;
4. General knowledge of different psychotherapies;
5. General knowledge of the use and construction of psychological reports; and
6. Exposure to practical applications of counseling/clinical psychology through fieldwork and internship participation.

Counseling Emphasis 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, 421, or PSYC 300-level Elective	3

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 have:

1. General knowledge of developmental patterns of change and stability throughout the lifespan;
2. General knowledge of the theories of human development;
3. General knowledge of the biological, social, and psychological factors that shape development;
4. General knowledge of developmental problems/issues that can occur over the lifespan; and
5. Exposure to practical applications of developmental psychology through fieldwork and internship participation.

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, 421 or PSYC 300-level elective	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
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section.</i>)	
Behavioral Science (SOC 101 OR ANTH 104)	3
Fine Arts	3
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 (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51
CORE REQUIREMENTS	
PSYC 101	3
PSYC 190	1
PSYC 203	3
PSYC 330	4
PSYC 331	4
PSYC 499	2

ADDITIONAL REQUIREMENTS

ENGL 275 or 373	3
MATH 121, 123, 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, 333, or 358)	3
Social/History (PSYC 301, 302, or 306)	3
PSYC 421, 490, or PSYC 300-level Elective	3

ELECTIVES	20-26
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TOTAL FOR BS DEGREE	121
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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.

FOUR YEAR PLAN 2009-10
Bachelor of Science
Psychology

FALL	Hours	✓
PSYC 101	3	
ENGL 101	3	
Foreign Language	3	
Fine Arts	3	
History	3	
Semester Hours:	15	

SPRING	Hours	✓
PSYC 190	1	
ENGL 102	3	
Foreign Language	3	
PEES 175	2	
PEES 176	1	
SOCI 101 or ANTH 104	3	
Elective	3	
Semester Hours:	16	

FALL	Hours	✓
PSYC 212, 251, or 312	3	
PSYC 203	3	
MATH 211	3	
Humanities/Literature	3	
Laboratory Science	4	
Semester Hours:	16	

SPRING	Hours	✓
PSYC 304, 333, or 358	3	
PHIL 103 or 203	3	
MATH 121, 123, 131, or 212	3	
ENGL 275 or 373	3	
Laboratory Science	4	
Semester Hours:	16	

FALL	Hours	✓
PSYC 330	4	
PSYC 303, 314, or 315	3	
PSYC 301, 302, or 306	3	
Political Economy	3	
Elective	3	
Semester Hours:	16	

SPRING	Hours	✓
PSYC 331	4	
PSYC Elective	3	
Humanities	3	
Global Issues/Nonwestern Studies	3	
Elective	3	
Semester Hours:	16	

FALL	Hours	✓
PSYC 499	2	
PSYC 300-level Elective	3	
PSYC Elective	3	
Elective	3	
Elective	3	
Semester Hours:	14	

SPRING	Hours	✓
PSYC 490, 421, or PSYC 300-level Elective	3	
PSYC 300-level Elective	3	
Elective	3	
Elective	2	
FALS	1	
Semester Hours:	12	

PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE

MAJOR: PSYCHOLOGY

EMPHASIS: COUNSELING

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section.</i>)	
Behavioral Science (SOC 101 OR ANTH 104)	3
Fine Arts	3
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 (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51
CORE REQUIREMENTS	
PSYC 101	3
PSYC 190	1
PSYC 203	3
PSYC 330	4
PSYC 331	4
PSYC 499	2

ADDITIONAL REQUIREMENTS

ENGL 275 or 373	3
MATH 121, 123, 131 or 212	3

MAJOR ELECTIVES

PSYC	3
PSYC	3
PSYC (300 level or above)	3
PSYC (300 level or above)	3

EMPHASIS REQUIREMENTS

PSYC 212	3
PSYC 251	3
PSYC 299	1
PSYC 299	1
PSYC 312	3
PSYC 400	3
PSYC 490, 421, or PSYC 300-level elective	3

ELECTIVES	18-24
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TOTAL FOR BS DEGREE	121
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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.

FOUR YEAR PLAN 2009 - 2010
 Bachelor of Science
 Psychology: Counseling Emphasis

FALL	Hours	✓
PSYC 101	3	
ENGL 101	3	
Foreign Language	3	
Fine Arts	3	
History	3	
Semester Hours:	15	

SPRING	Hours	✓
PSYC 190	1	
ENGL 102	3	
Foreign Language	3	
PEES 175	2	
PEES 176	1	
SOCI 101 or ANTH 104	3	
Elective	3	
Semester Hours:	16	

FALL	Hours	✓
PSYC 251	3	
PSYC 203	3	
MATH 211	3	
Humanities/Literature	3	
Laboratory Science	4	
Semester Hours:	16	

SPRING	Hours	✓
PSYC 312	3	
PHIL 103 or 203	3	
MATH 121, 123, 131, or 212	3	
ENGL 275 or 373	3	
Laboratory Science	4	
Semester Hours:	16	

FALL	Hours	✓
PSYC 330	4	
PSYC 212	3	
PSYC 299	1	
PSYC 300-level Elective	3	
Political Economy	3	
Elective	2	
Semester Hours:	16	

SPRING	Hours	✓
PSYC 331	4	
PSYC Elective	3	
PSYC 299	1	
Humanities	3	
Global Issues/Nonwestern Studies	3	
Elective	3	
Semester Hours:	17	

FALL	Hours	✓
PSYC 499	2	
PSYC 400	3	
PSYC Elective	3	
Elective	3	
Elective	1	
Semester Hours:	12	

SPRING	Hours	✓
PSYC 490, 421, or PSYC 300-level Elective	3	
PSYC 300-level Elective	3	
Elective	3	
Elective	3	
FALS	1	
Semester Hours:	13	

PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE

MAJOR: PSYCHOLOGY

EMPHASIS: DEVELOPMENTAL

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS <i>(For approved courses see the General Education section.)</i>	
Behavioral Science (SOC 101 OR ANTH 104)	3
Fine Arts	3
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 (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51
CORE REQUIREMENTS	
PSYC 101	3
PSYC 190	1
PSYC 203	3
PSYC 330	4
PSYC 331	4
PSYC 499	2

ADDITIONAL REQUIREMENTS

ENGL 275 or 373	3
MATH 121, 123, 131 or 212	3

MAJOR ELECTIVES

PSYC	3
PSYC	3
PSYC (300 level or above)	3
PSYC (300 level or above)	3

EMPHASIS REQUIREMENTS

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, 421, or PSYC 300-level elective	3

ELECTIVES	18-24
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TOTAL FOR BS DEGREE	121
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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.

FOUR YEAR PLAN 2009-10
 Bachelor of Science
 Psychology: Developmental Emphasis

FALL	Hours	✓
PSYC 101	3	
ENGL 101	3	
Foreign Language	3	
Fine Arts	3	
History	3	
Semester Hours:	15	

SPRING	Hours	✓
PSYC 190	1	
ENGL 102	3	
Foreign Language	3	
PEES 175	2	
PEES 176	1	
SOCI 101 or ANTH 104	3	
Elective	3	
Semester Hours:	16	

FALL	Hours	✓
PSYC 203	3	
PSYC Elective	3	
MATH 211	3	
Humanities/Literature	3	
Laboratory Science	4	
Semester Hours:	16	

SPRING	Hours	✓
PSYC 314	3	
PHIL 103 or 203	3	
MATH 121, 123, 131 or 212	3	
ENGL 275 or 373	3	
Laboratory Science	4	
Semester Hours:	16	

FALL	Hours	✓
PSYC 330	4	
PSYC 315, 405, or 470-479	3	
PSYC 299	1	
PSYC 300-Level Elective	3	
Political Economy	3	
Semester Hours:	14	

SPRING	Hours	✓
PSYC 331	4	
PSYC 315, 405, or 470-479	3	
PSYC 299	1	
Humanities	3	
Global Issues/Nonwestern Studies	3	
Elective	3	
Semester Hours:	17	

FALL	Hours	✓
PSYC 499	2	
PSYC 303	3	
PSYC Elective	3	
Elective	3	
Elective	3	
Semester Hours:	14	

SPRING	Hours	✓
PSYC 490, 421, or PSYC 300-level Elective	3	
PSYC 300-Level Elective	3	
Elective	3	
Elective	3	
FALS	1	
Semester Hours:	13	

COLLEGE OF SCIENCE & MATHEMATICS

David A. Slimmer, PhD
Dean and Professor of Physics

Department of Biology
Michael E. Runyan, MS, Chair

Ann E. Butler, BS
Laboratory Coordinator
Richard S. Fox, PhD
Emeritus Professor of Biology
Kerry A. Hansknecht, MS
Assistant Professor of Biology
Jason P. Lee, PhD
Assistant Professor of Biology
Jennifer J. Maze, PhD
Associate Professor of Biology
Timothy D. Maze, PhD
Associate Professor of Biology

David C. Melson, PhD
Assistant Professor of Biology
Deborah H. Runyan, BS
Laboratory Coordinator
Michael E. Runyan, MS
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Austin Trousdale, PhD
Assistant Professor of Biology
Elisabeth Zimmerman, MS
Instructor of Biology
Jamie C. Anderson
Administrative Assistant

Department of Physical Sciences
Ralph C. Layland, PhD, Chair

Lisa Brodhacker, PhD
Assistant Professor of Chemistry
James E. Colbert, PhD
Assistant Professor of Chemistry
M. Lynn Deanhardt, PhD
Professor of Chemistry
David E. Gardner, PhD
Associate Professor of Chemistry
Ralph C. Layland, PhD
Associate Professor of Chemistry
Linda H. Lucas, MEd
Chemistry Laboratory Coordinator
M. Paige Ouzts, PhD

Associate Professor of Physics
Daniel L. Pardieck, PhD
Associate Professor of Environmental Geology
Jonathan D. Poore, BS
Assistant Chemistry Laboratory Coordinator
David Z. Red, MS
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David A. Slimmer, PhD
Professor of Physics
Peter W. Tinsley, PhD
Assistant Professor of Chemistry
Jamie C. Anderson
Administrative Assistant

Department of Mathematics & Computing

André M. Lubecke, PhD, Chair

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Jason S. Bode, PhD

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Kevin Dove, PhD

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Christopher Duncan, PhD

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Gina P. Dunn, MEd

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Systems

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Josie Ryan, PhD

Assistant Professor of Mathematics

Charles W. Schlindwein, PhD

Professor of Mathematics and Computer

Information Systems

Kelly C. Young, MS

Instructor of Mathematics

Karen Boyce

Administrative Specialist

Department of Nursing

Bernice P. Daugherty, MSN, FNP-BC., Chair

Brian T. Conner, MSN, RN

Instructor of Nursing

Rebecca Cox- Davenport, MSN, RN, BC

Instructor of Nursing

Bernice P. Daugherty, MSN, FNP-BC

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Paula B. Haynes, MSN, APRN, FNP-C

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Leisa M. Igleheart, MSN, ANP-BC, PMHCNS-BC

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Angela A. Landis, MSN, RN

Instructor of Nursing

Theresa G. Lawson, MSN, APRN, BC, FNP

Instructor of Nursing

Leslie MacTaggart Myers, DNP, APRN, ANP

Assistant Professor of Nursing

Robbie South, MSN, APRN, PHCNS-BC

Assistant Professor of Nursing and

Director of RN-BSN Online Option

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 Chemistry/Engineering 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 Information Systems/Computer Engineering Dual Degree
B.S. in Mathematics/Engineering 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 213-218).

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.

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. be exposed to a broad range of biological techniques and technologies.
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 or PHYS 211 and 212. 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
BIOL 308
BIOL 312
BIOL 401
BIOL 422

Odd Year Springs

BIOL 313

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 92 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.*)
 - (b) 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, 112, 213 plus a minimum of 8 hours of 300 or 400-level biology laboratory courses. All courses counted toward the minor must be 4 credit hour courses that include both a lecture and laboratory component. 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.

Courses	Hrs.
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:

Courses	Hrs.
ENGL 101, 102	6
MATH 121 or 131, 211	6
CHEM 111-112	8
BIOL 111-112	8
BIOL 202, 203	8
PHYS 201, 202	8
PSYC 101, 251, 314	9
CPR Certification	N/A*
Volunteer Work	N/A*

Requirements for the Pre-Occupational Therapy Program:

Courses	Hrs.
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
CPR Certification	N/A*
Volunteer Work	N/A*

* N/A = Not Applicable

PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE

MAJOR: BIOLOGY

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education Section.</i>)	
Behavioral Science	3
Fine Arts	3
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 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	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 16

ELECTIVES 17-23

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: GENETICS

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	

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

Behavioral Science	3
Fine Arts	3
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 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	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
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TOTAL FOR BS DEGREE	121
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*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
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section.</i>)	
Behavioral Science	3
Fine Arts	3
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 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	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

EMPHASIS REQUIREMENTS

BIOL 301	3
BIOL 421	4
BIOL 422	4

ADDITIONAL REQUIREMENTS

(clinical experience at a participating accredited hospital)

BIOL 430	15**
BIOL 431	15**

TOTAL FOR BS DEGREE 122-128

*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) contains information about the individual programs of study, scholarships available for students majoring in Chemistry, Chemistry/Engineering 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 chemistry, 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.
3. Physics: Fundamental principles of mechanics, heat, electricity, magnetism and waves.

Chemistry Goals

Students graduating with a B.S. Degree in Chemistry will

1. have developed an understanding of modern scientific concepts and issues related to **organic, inorganic, analytical, and physical chemistry.**
2. demonstrate appropriate scientific communication skills to prepare and present a seminar presentation on a literature topic or undergraduate research experience.

3. demonstrate skills necessary for safe and appropriate collection, analysis, and interpretation of data in chemistry laboratory experiments.

The core requirements for a Bachelor of Science degree in chemistry are CHEM 111-112, 221-222, 330, 331, 401-402 and 499. Additional requirements include CHEM 341, BIOL 111, plus a minimum of seven hours of elective courses from the following: CHEM 301, 311, 351, 390, 407-410, or 420. Required cognates include MATH 123 and MATH 211 or MATH 131-132, PHYS 201-202 or PHYS 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, 213, or 314, 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:

<u>Every Fall</u>	<u>Every Spring</u>
CHEM 111	CHEM 112
CHEM 221	CHEM 222
CHEM 330	CHEM 301
CHEM 351	CHEM 331
CHEM 401	CHEM 402
CHEM 499	CHEM 420

<u>Even Year Fall</u>	<u>Odd Year Spring</u>
CHEM 311	CHEM 341

Other specialized courses may be offered as needed.

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.

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.

CHEMISTRY/ENGINEERING 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

Environmental science is the study of the myriad interactions between us and the world. As our population continues to grow, as technology advances and our needs and wants increase, our impacts on the world become more widespread and severe, despite improvement in some areas. Environmental impacts, in turn, affect human health and well being.

Environmental challenges are multidisciplinary in nature. That is, in order to understand each environmental challenge sufficiently well to develop effective solutions, we must assemble expertise in several disciplines. It is also important that environmental scientists and decision makers understand the different sciences sufficiently well to communicate with those of other specialties and to appreciate the importance of other disciplines in addressing the challenges.

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 the demand for workers with expertise in environmental science. Graduates are qualified for careers with industry, governmental service, and environmental consulting firms as well as entry into graduate or professional schools.

The major requirements for a Bachelor of Science degree in environmental science are BIOL 111, BIOL 306, CHEM 111, CHEM 112, CHEM 221, CHEM 330, CIS 101 or higher, ES 301, ES 302, ES 310, ES 407 or 490, ES 415, ES 499, GEOL 111 or PSCI 111, GEOL 405 and PHYS 201 or 211. Also, **two major electives** from the following courses: BIOL 213, BIOL 310, BIOL 421, CHEM 222, CHEM 301, CHEM 331, ES 390, or ES 420. The program features extensive student participation in experimental field and laboratory work. Field and lab work are often chosen to accommodate the interests or needs of individual students.

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, including major electives, are normally offered according to the following schedule.

Every Fall Semester

BIOL 111
BIOL 213
BIOL 306
BIOL 421
CHEM 111
CHEM 221
CHEM 330
ES 415
PHYS 201 or 211
PSCI 112

Every Spring Semester

CHEM 112
CHEM 222
CHEM 301
CHEM 331
ES 300
ES 420
ES 499
GEOL 111

Even Year Fall

ES 301

Odd Year Spring

BIOL 310
ES 302

Odd Year Fall

ES 310

Even Year Spring

GEOL 405

Other specialized courses may be offered as needed, including ES 407 or 490.

Students graduating from Lander University with a Bachelor of Science degree 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. Know and understand the factual and conceptual foundations of biology, chemistry, ecology, geology, mathematics, and physics as they apply to environmental science;

4. Understand and be capable of applying field and laboratory methodology and technology to assess environmental conditions;
5. Be able to communicate effectively the results of scientific inquiries;
6. Understand the legal, ethical, social, political, and economic ramifications of environmental problems, policy, and decisions;
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. 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.

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.

Environmental Science Goals

Students graduating with a B.S. Degree in Environmental Science will

1. understand the scientific basis (**chemistry, biology, geology, basic environmental sciences**) for environmental challenges and proposed solutions.
2. be able to use the scientific method and associated critical thinking skills to formulate questions, design experiments and interpret and evaluate data to answer them.
3. have developed writing and presentation skills appropriate for students and practitioners in the discipline of environmental science.
4. be able to develop and articulate well informed and reasoned views on environmental issues which include and understanding of the legal, ethical, social, political, and economic ramifications of environmental problems, policy, and decisions.

CHEMISTRY MINOR

A minor in chemistry consists of 24 hours of the following: CHEM 111-112 and 16 hours from CHEM 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 BIOL 111, BIOL 306, CHEM 111, GEOL 111 or PSCI 112, 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 66 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:

Courses	Hours
CHEM 111-112	8
BIOL 111-112	8
MATH 123 or 131	3
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:

Courses	Hours
CHEM 111-112	8
BIOL 111-112	8
MATH	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
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS <i>(For approved courses see the General Education section)</i>	
Behavioral Science	3
Fine Arts	3
Global Issues/Nonwestern Studies	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science (PHYS 201 OR 211) ¹	4
Laboratory Science (PHYS 202 OR 212) ¹	4
Logic & Analytical Thought (MATH 123 OR MATH 131) ¹	3
Mathematics (MATH 132 OR MATH 211) ¹	3
Political Economy	3
Wellness (PEES 175)	3
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	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	3-4
CHEM 300 or above (except CHEM 381)	3-4
CHEM 341	4

MAJOR ELECTIVES 6-8

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

ELECTIVES 11-21

TOTAL FOR BS DEGREE 121

¹Students who plan to attend graduate school should take MATH 131-132 and 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
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section</i>)	
Behavioral Science	3
Fine Arts	3
Global Issues/ Nonwestern Studies	3
History (102 or 103)	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, POLS 101, or POLS 103)	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	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 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 6-12 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 in chemistry from Lander. This option is available ONLY to students who pursue a degree in CHEMICAL Engineering at Clemson.

TOTAL FOR BS DEGREE	121
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PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: ENVIRONMENTAL SCIENCE

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	0-6
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section.</i>)	
Behavioral Science	3
Fine Arts	3
Global Issues/Nonwestern Studies (ECON 321 OR CHEM 381)	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science (CHEM 111)	4
Laboratory Science (PHYS 201 OR 211)	4
Logic & Analytical Thought (MATH123)	3
Mathematics (MATH 211)	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51
CORE REQUIREMENTS	
BIOL 111	4
BIOL 306	4
CHEM 112	4
CHEM 221	4
CHEM 330	5
CIS 101 or higher	3
ES 301	3
ES 302	3
ES 310	3
ES 407 or ES 490	1-4
ES 415	4
ES 499	1
GEOL 111 or PSCI 112	4
GEOL 405	3

MAJOR ELECTIVES (**Choose 2**)

BIOL 213	4
BIOL 310	4
BIOL 421	4
CHEM 222	4
CHEM or BIOL 301	3
CHEM 331	5
ES 390	3
ES 420	3
ELECTIVES	12-24
TOTAL FOR BS DEGREE	121

*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) 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 curriculum and courses are designed and updated to accomplish the following program goals:

All students graduating with a Bachelor of Science degree in Computer Information Systems will

- have the skills to solve complex problems within the field of computer information systems;
- have good communications skills;
- be able to learn and to do research on their own;
- understand and practice their moral and ethical responsibilities as CIS professionals.

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 335), 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 provides 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 systems 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 participate in program assessment activities and an exit interview with the computer information systems faculty during their final year at Lander University.

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 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. 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. COMPUTER INFORMATION SYSTEMS/ENGINEERING 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 software tools, system prototyping, robustness of systems, documentation, efficiency, ethics, human-computer interaction, and software development in a team environment.

B. MATHEMATICS/ENGINEERING 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, tests 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 goal 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 to develop the communication skills and the mathematical knowledge necessary to function competently in graduate school and/or in employment. 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, tests 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), an introduction to abstract mathematics (MATH 134) the capstone course (MATH 499), calculus-based physics (PHYS 211-212), and two courses in computer information systems (CIS 130 and one of CIS 102, 202, or CIS 230), 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 mathematics content electives at the 300 level or above. Students obtaining secondary teacher certification are required to take course 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 participate in program assessment activities including an assessment exam in mathematics and an exit interview with the mathematics faculty as part of the capstone course.

The following mathematics courses will be offered as indicated.

Every Fall

MATH 131
MATH 134
MATH 231
MATH 308

Every Spring

MATH 132
MATH 212
MATH 232
MATH 240
MATH 499

Even Year Fall

MATH 300
MATH 325
MATH 431
MATH 451

Odd Year Spring

MATH 351
MATH 350
MATH 432

Odd Year Fall

MATH 311
MATH 321

Even Year Spring

MATH 322

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 three computer information systems courses chosen from:
CIS 202, CIS 230, CIS 231, CIS 330, CIS 335, 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 390) 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 1 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 3 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.

Information Technology Minor

A minor in Information Technology consists of

- a mathematics requirement: MATH 114, MATH 121, MATH 123, MATH 131, or MATH 211 (3 semester hours);
- introductory computer applications courses CIS 120 and either CIS 102 or CIS 202 (6 semester hours) (CIS 202 requires completion of MATH 131);
- problem solving and computer programming courses CIS 130 and CIS 230 (8 semester hours);
- one computer networks or advanced computer information systems course chosen from the following: CIS 240, CIS 250, CIS 320, CIS 321, CIS 360 (3 semester hours);

Students must maintain a 2.0 GPA in courses in the minor with a grade of “C” or better in both CIS 130 and CIS 230 (required for progressing to 200-level or 300-level CIS courses).

PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: COMPUTER INFORMATION SYSTEMS
EMPHASIS: SOFTWARE DEVELOPMENT

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section.</i>)	
Behavioral Science	3
Fine Arts *	3
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 (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51
CORE REQUIREMENTS	
CIS 120	3
CIS 130	4
CIS 230	4
CIS 231	4
CIS 240	3
CIS 320	3
CIS 321	3
CIS 335	3

CIS 360	3
CIS 499	3

EMPHASIS REQUIREMENTS

CIS 102 or successful completion of exemption exam; or CIS 202	0-3
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 *) 15-28

TOTAL FOR BS DEGREE 121

*Select appropriate courses according to the minor chosen. Approved minors are listed in the description for the major.

**A course in discrete mathematics is required (either MATH 125 or MATH 325) which may be taken as part of the mathematics minor).

PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: COMPUTER INFORMATION SYSTEMS
EMPHASIS: NETWORKING

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section.</i>)	
Behavioral Science	3
Fine Arts *	3
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 (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51
CORE REQUIREMENTS	
CIS 120	3
CIS 130	4
CIS 230	4
CIS 231	4
CIS 240	3
CIS 320	3
CIS 321	3
CIS 335	3
CIS 360	3
CIS 499	3

EMPHASIS REQUIREMENTS

CIS 102 or successful completion of exemption exam; or CIS 202	0-3
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 *) 12-25

TOTAL FOR BS DEGREE 121

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.

**A course in discrete mathematics is required (either MATH 125 or MATH 325 which may be taken as part of the mathematics minor).

PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: COMPUTER INFORMATION SYSTEMS
EMPHASIS: DUAL ENGINEERING

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS <i>(For approved courses see the General Education section.)</i>	
Behavioral Science	3
Fine Arts	3
Global Issues/ Nonwestern Studies	3
History (HIST 102 or 103)	3
Humanities/Literature	3
Humanities	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 or POLS 101 or POLS 103)	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	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 335, which is a core requirement at Lander.

ADDITIONAL REQUIREMENTS

CIS 202	3
MATH 308, 311, or 325 *	3
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 121**

* 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
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS <i>(For approved courses see the General Education section.)</i>	
Behavioral Science	3
Fine Arts	3
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 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51
CORE REQUIREMENTS	
CIS 130	4
MATH 231	3
MATH 232	3
MATH 240	4
MATH 308	3
MATH 311	3
MATH 325	3
MATH 499	1
ADDITIONAL REQUIREMENTS	
CIS 102, 202, or 230	3-4
MATH 134	1
MATH 321	3

MATH 431	3
MATH 322 or 432	3
Major Electives	9
ELECTIVES	23-30
TOTAL FOR BS DEGREE	121

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
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section.</i>)	
Behavioral Science (PSYC 101)	3
Fine Arts (ART 101, MUSI 101 or THTR 201)	3
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 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51
CORE REQUIREMENTS	
CIS 130	4
MATH 231	3
MATH 232	3
MATH 240	4
MATH 308	3
MATH 311	3
MATH 325	3
MATH 499	1

ADDITIONAL REQUIREMENTS

CIS 102, 202, or 230	3-4
MATH 134	1
MATH 321	3
MATH 350	3
MATH 351	3
MATH 431	3
MATH 322 or 432	3
MATH 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 499	1
EDUC 461	11
PSYC 203	3
SPED 223	3
Fine Arts	1-3

ELECTIVES 0-2

TOTAL FOR BS DEGREE 121-128

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
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section</i>)	
Behavioral Science	3
Fine Arts	3
Global Issues/ Nonwestern Studies	3
History (HIST 102 or 103)	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 or POLS 101 or POLS 103)	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51

CORE REQUIREMENTS

CIS 130	4
MATH 231	3
MATH 232	3
MATH 240	4
MATH 308	3
MATH 311	3
MATH 325	3
MATH 499	1

ADDITIONAL REQUIREMENTS	
MATH 134	1
MATH 321 or 431	3
MAJOR ELECTIVES	6
EMPHASIS REQUIREMENTS	
CIS 202	3
CHEM 111	4
CHEM 112	4
ELECTIVES	0-4
TOTAL FOR BS DEGREE	121

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 Neumann 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- 33rd 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 257). Generic students may be 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

Application to the University must be made before applying to Nursing. 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.llr.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 combined verbal and quantitative SAT score of at least 1000 or better or an ACT score of 22 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 combined verbal and quantitative SAT score of at least 1000 or ACT 22 is 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 coursework 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) 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 an undecided 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 7 required courses - ENGL 101-102, MATH 121, CHEM 105/111, CHEM 106/112, BIOL 202 (Human Anatomy) and BIOL 203 [Human Physiology].
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 listed in previous bullet
3. Application to Nursing Major submitted by the respective deadline (April 30 or October 15)
 - Deadline for completed application is **April 30** or **October 15**, respectively
 - Admission decisions made by **May 31** or **November 1**, respectively
 - Completed clinical clearance materials due by July 10 or December 1, respectively; any student not meeting this deadline will forfeit his/her seat in the class

- Admission contingent on maintaining GPA >2.6 or above in any and/or C or higher in all required courses
- Start sophomore nursing courses in fall semester; complete 6 semesters of nursing courses in sequence, and graduate in May three years later (example: begin courses August 2008 and graduate May 2011). Start sophomore nursing courses in spring semester; complete 6 semesters of nursing courses in sequence, and graduate in December two years later (example: begin courses January 2009 & graduate December 2011)

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

- Maintain a cumulative Lander grade point average (institutional) of 2.6 (not rounded) assessed each semester including summers.
- Complete the following required courses on schedule with a grade of “C” or above)
 - MATH 211
 - BIOL 204, 304
 - NURS 165, 232, 233, 235, 240, 242
 - NURS 303, 345, 346, 392, 393
 - NURS 408, 409, 412, 414, 417, 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.

- Complete and return required annual documentation providing coverage for the complete academic year, including summer as applicable, by July 10 or December 1 each year on the Department of Nursing Health Screening form for the following:
 - CPR: Certification for Healthcare Provider/Professional Rescuers (valid through April as appropriate)
 - Current health and accident insurance (valid through April as appropriate)
 - Current professional student liability insurance (valid through April as appropriate)
 - Acceptable health status based on physical examination by a nurse practitioner or physician.
 - Current immunity to meet clinical agency requirements.

Forms are available from the Department of Nursing.

- Maintain enrollment at Lander University during both semesters of the academic year, or be on official temporary leave status.
- Accepted by all affiliated clinical agencies after criminal background checks. (Students denied access to clinical sites as a result of criminal background check will be transferred to undecided.

Any student who fails to meet the cumulative grade point average requirement each semester will be reclassified as prenursing and must apply 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 an undecided 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.

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

Traditional 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)

- **Traditional**

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/or 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); annual criminal background check (\$42-\$59), annual drug screen (\$35-\$37), 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 program, professional workshop fees; and fees for the National Council Licensure Examination administered by the South Carolina 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, including annual 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 10 (fall semester) and December 1 (spring semester). 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 must complete a Criminal Background Check annually in the summer and must report to the Chair of the Department of Nursing any arrests and/or criminal charges or convictions filed subsequent to completion of the criminal background check.

3. **Health Requirements.** In addition to meeting the health requirements of the University, students taking clinical nursing courses are required to provide evidence of annual tuberculosis (TB) screening; annual 10-panel drug screen; 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 an initial physical examination by a nurse practitioner or physician with updates annually.

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.

BSN COMPLETION OPTION 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, and management, and research. The BSN completion option for Registered Nurses is offered in an online format. The online option features web based delivery that will enable 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

1. Complete Lander University admission process. Transfer credit from previous schools will be evaluated
2. Complete Admission to RN/BSN Option application and submit to Department of Nursing. Applications to RN/BSN option are available through the Department of Nursing or the Admissions Office.

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 6 required courses – ENGL 101-102, BIOL 202 (Human Anatomy), BIOL 203 (Human Physiology) (2 semesters combined A&P course acceptable), BIOL 204 (Microbiology), and MATH 211 (statistics)
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 due to full-time employment.
- Start online nursing courses (NURN 307) any semester, although other required courses are routinely taught online once a year.
- Graduate after all required Nursing, Biology and 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/BSN Completion Option Courses Offered Online

<u>Course</u>	<u>Credit Hours</u>
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REQUIRED COURSES

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 417Community Nursing	5
NURS 499: Prof. Development in Nursing	2
BIOL 304: Pathophysiology	3
PEES 175: Wellness for Life	2
PEES 176: Lab for Wellness for Life	1
TOTAL REQUIRED	27

ELECTIVES OFFERED ONLINE

NURN 310: World Health	3
NURN 203: Strategies for Wellness	2
NURN 290Complementary and Alternative Therapies in Nursing	1

* Clinical course: One (1) credit hour is earned for three (3) contact hours of laboratory.

The following General Education core requirements must be completed at Lander University or any accredited institution of higher learning:

<u>Course</u>	<u>Credit Hours</u>
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Behavioral Science	3
Fine Arts	3
Foreign Language	0-6*
History	3
Humanities/Literature	3

Humanities	3
Laboratory Science (CHEM 105)	4
Logical & Analytical Thought	3
Political Economy	3
Global Non-western studies (satisfied BY NURN 310)	3
Electives	0-6
Total	34

*If foreign language is exempted, student needs an additional 6 hours of electives.

NOTE: All degree requirements must be completed within 5 years of completion of the first 400-level nursing course.

A total of 126 semester hours is needed to graduate from the nursing program

Students enrolled in an on-line degree program are not required to satisfy the FALS requirement but may need to complete elective hours to meet the minimum degree hour requirement.

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.

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; professional workshop fees; and criminal background check & drug testing fees. 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, including completion of annual 10-panel drug screen.

Criminal Background Checks

Students must complete a Criminal Background Check annually in the summer or prior to a clinical course in the spring and must report to the Chair of the Department of Nursing any arrests and/or criminal charges or convictions filed subsequent to completion of the criminal background check.

Health Requirements. In addition to meeting the health requirements of the University, students taking the clinical nursing courses are required to provide evidence of annual tuberculosis (TB) screening; annual 10-panel drug screen; 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 an initial physical examination by a nurse practitioner or physician with updates annually. Requirement form with appropriate documentation attached is due by mail no later than the official first day of classes for the respective semester.

Insurance Requirements. RN/BSN students enrolled in the clinical nursing courses must carry tort and professional liability insurance for coverage as a registered nurse, and must carry 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 specific course faculty 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), with a minimum grade of “C”;

C. must complete required senior 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 required nursing (NURS/NURN) course.

Students enrolled in an on-line degree program are not required to satisfy the FALS requirement but may need to complete elective hours to meet the minimum degree hour requirement.

PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: NURSING
OPTION: TRADITIONAL

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
FALS	1
Foreign Language	
Foreign Language	0-6
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section.</i>)	
Behavioral Science	3
Fine Arts	3
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 211)	3†
Mathematics (MATH 121)	3†
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3†
Writing (ENGL 102)	3†
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	45-51
CORE REQUIREMENTS	
BIOL 202	4†
BIOL 203	4†
BIOL 204	4†
BIOL 304	3†
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 417	5†
NURS 460	2†
NURS 499	2†
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.

PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE

MAJOR: NURSING

OPTION: COMPLETION FOR REGISTERED NURSES

Course	Credit Hour
UNIVERSITY REQUIREMENTS	
Foreign Language	0-6
Foreign Language	
GENERAL EDUCATION REQUIREMENTS (<i>For approved courses see the General Education section</i>)	
Required for graduation from Lander University (may be taken at any regionally accredited college or university).	
Behavioral Science	3
Fine Arts	3
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 (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3#†
Writing (ENGL 102)	3#†
TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS	44-50
CORE REQUIREMENTS	
(Completed as prerequisites or advance placement standing given after completion of NURN 307 with at least a B.)	
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 417	3†	
NURN 499	2†	

ELECTIVES 3-9

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.

UNDERGRADUATE COURSES

ACCOUNTING

To enroll in accounting classes 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 125)

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: "C" or better in a course is required to enroll in the next course in the sequence beginning with "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 foreign currency transactions. 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, cost systems, the information needs of managers, costing of products and services, and cost allocations. 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 budgeting, 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, examination of the system controls necessary for information and reporting integrity. Prerequisites: "C" or better in ACCT 302 and BA 304. *Three semester hours.*

ACCT 490.ACCOUNTING INTERNSHIP

Designed to give students a practical work experience in their emphasis field. 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. Prerequisites: Senior status in major; minimum of a 2.5 overall GPA with a 3.0 GPA in the major and permission of instructor. Dependent upon availability of positions. *One to six semester hours.*

ANTHROPOLOGY

ANTH 103.PHYSICAL ANTHROPOLOGY AND ARCHAEOLOGY

The study of humans as biological organisms through time and space. 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

Exploration of 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 271.TOPICS IN ANTHROPOLOGY/ARCHAEOLOGY

Exploration of topics and issues not currently included in the anthropology curriculum. This course is designed as an in depth study of topics of anthropological/archaeological interest. May be taken for additional credit as topic changes. Prerequisite: "C" or better in ANTH 104 or SOCI 101 or permission of the instructor. *Three semester hours.*

ANTH 315.HUMANS AND THEIR ENVIRONMENTS

The course studies the relationship between humans and the natural environment: climate change, global warming, and ecological disasters around the world. It focuses on the role of humans in averting disaster and creating methods of sustainable natural resource management. Prerequisites: ANTH 103, 104, or SOCI 101 and sophomore/junior/senior status recommended. *Three semester hours.*

ANTH 321.MEDICAL ANTHROPOLOGY

This class is organized around holistic exploration of ways in which health, illness and medical practices are socially patterned across diverse human cultures. A focus will be how processes and structures within economic systems (including poverty, political violence, and toxic waste disposal) impact well-being. Cross-listed with SOCI 321. Prerequisites: Grade of "C" or better in ANTH 103, 104, or SOCI 101 and sophomore/junior/senior status recommended. *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 371.CURRENT TOPICS IN ARCHAEOLOGY/ANTHROPOLOGY

This course is designed to allow in-depth study of topics in archaeology/anthropology. May be taken for additional credit as topic changes. Prerequisites: ANTH 103, 104, or SOCI 101 and sophomore/junior/senior status recommended 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. Prerequisites: 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 219.DIGITAL PHOTOGRAPHY

Emphasizes the practical techniques of digital photography and image manipulation. Subjects include using the digital camera, transferring images to the computer and preparing images for presentation. *Three semester hours.*

ART 221.CRITICAL INQUIRY

The student will be introduced to universal themes in art through lecture, studio performance, reflective response, and participation in a service learning project. Emphasis will be placed on the purpose of art in the global community and the function of art education in the local community. *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: 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: hand building, 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 313.HISTORY OF MODERN DESIGN

A survey of the history of design from 1866 to current time. Includes the development of commercial design as applied to merchandising, advertising, book art illustration, typography, industrial design, etc. The course highlights major design trends such as Arts and Crafts, Art Nouveau, Bauhaus, etc. *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 316.HISTORY OF AMERICAN ART

A survey of the history of art in American from the age of Columbus to modern times. The history will include painting, sculpture, architecture and printmaking. *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.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. Prerequisite: 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. Prerequisite: 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. May be repeated for additional credit. Prerequisite: ART 308 or permission of instructor. *Three semester hours.*

ART 424.INTEGRATED ARTS INSTRUCTIONAL STRATEGIES: ART

Elementary education students (grades 2-6) learn to (1) develop a unit of instruction integrating instructional strategies of art and social studies pedagogy, (2) use visual arts as a primary means of communication as well as (3) use the visual arts to make connections with other arts disciplines. Prerequisite: Restricted to Early Childhood, Elementary, and Special Education majors. Co-requisite: Taken concurrently with EDUC 424. *One semester hour.*

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.ORGANISMAL BIOLOGY

The second course in the 101-102 sequence for non-biology majors. Topics include: origin of life; colonization of land; diversification of plants and animals; anatomy and physiology of plants; anatomy and physiology of animal systems (primarily mammalian, with emphasis on human), including reproductive, digestive, endocrine, circulatory, and nervous. Three hours lecture, three hours laboratory weekly. Prerequisite: BIOL 101 or 111 or permission of instructor. **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: "C" or better in BIOL 111. **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, "C" or better in BIOL 202-203. **Four semester hours.**

BIOL 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. Prerequisite: Limited to majors in Exercise Science and Physical Education. Three hours lecture, three hours laboratory weekly. **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: "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 vertebrae 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. Prerequisite: "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, "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. Three hours lecture, three hours laboratory weekly. Prerequisites: CHEM 111-112, "C" or better in BIOL 112. *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.PLANT ANATOMY

A comparative study of the anatomical structures of the vascular plants, beginning with the pre-vascular Bryophyta and continuing through the Anthophyta, and the contribution these changes have made to the evolutionary relationships between these groups. Three hours lecture, three hours laboratory weekly. Prerequisite: "C" or better in BIOL 213. *Four semester hours.*

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. Three hours lecture, three hours laboratory weekly. Prerequisites: CHEM 221, "C" or better in BIOL 112 and 312. *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. Three hours lecture and three hours laboratory weekly. Prerequisites: BIOL 312, CHEM 221, or permission of instructor. *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 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 with 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 Program Requirements page) and hospital accreditation by NAACLS. These courses are not sequential. *Fifteen semester hours per course.*

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. Prerequisites: "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, preparing 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 125). Students in other divisions must meet the requirements as stated in the minor (see page 126).

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. *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.INTRODUCTION TO ANALYTICAL METHODS

Introduction to the concepts and applications of analytical methods with an emphasis on decision making in business. Within a business perspective, topics covered include descriptive statistics, statistical inference, probability, hypothesis testing, linear regression, and analysis of variance. Prerequisite: "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 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. *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 351.BUSINESS ETHICS

Provides students with the foundation to recognize the environmental factors that influence ethical decision-making in today's business community and to formulate possible solutions using a process (or model) for making ethical choices. Prerequisites: "C" or better in ACCT 202, BA 205, BA 225, ECON 201, ECON 202, and ENGL 275. *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. (Global Issues/Non-western Studies). Prerequisite: Junior or Senior Status. *Three semester hours*

BA 414. BUSINESS STRATEGY

A study of issues and problem solving approaches for the effective management of the entire organization. Synthesizes the strategic application of business principles in large and small organizations. Prerequisites: "C" or better in MGMT 301, MKT 301, FINA 301 and BA 304. Co-requisites: BA 325, MGMT 330, BA 499 plus senior status. *Three semester hours.*

BA 490.BUSINESS 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. Prerequisites: Senior status in major; minimum of a 2.5 GPA; and permission of instructor. *One to six semester hours.*

BA 499.BUSINESS SEMINAR

A capstone course taught using a seminar format that reinforces knowledge and skills needed for graduates to assume positions of leadership and responsibility. Topics include: effective communication, using technology for decision-making, business ethics, leadership and problem-solving. Pre-requisite: To be taken in senior year. Co-requisite: BA 414. *One semester hour*

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. 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 114, 121, 123 or 131 is a co-requisite 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: stereochemistry, nomenclature, cyclic systems, and molecular orbital theory. Three hours lecture weekly. Prerequisite: CHEM 222. *Three 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 201 or 211. CHEM 401 is a prerequisite for CHEM 402. *Four semester hours per course.*

CHEM 407, 408, 409, 410.RESEARCH

Research on special topics for juniors and seniors in Chemistry. A minimum GPA of 3.0 is required. Repeatable for additional credit. Repeatable for additional credit. Repeatable for additional credit, but limited to a maximum of four semester hours toward degree requirements. Offered on demand to qualified students. 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 weekly. Cross-listed with ES 420. Prerequisite: CHEM 221. *Three 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.COLLEGE SEMINAR

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 the Academic Success Center, LC 342. *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 102, 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 114, 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 "C" or better, CIS 130 with "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 ("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 ("C" or better). **Four 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 "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 "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 ("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. Prerequisites: CIS 120, CIS 230, and either CIS 102 or CIS 202, all with “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 or co-requisite: CIS 231. Prerequisites: CIS 120, and either CIS 102 or 202, all with “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: CIS 231 with “C” or better. *Three semester hours.*

CIS 335.COMPUTER ORGANIZATION

Logical basis of computer structure. Levels of abstraction. Number representation. Machine and assembly language, including instruction types, addressing, flow of control. Memory management, installation, configuration, and I/O. Prerequisite: CIS 230 with “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 “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. Prerequisites: CIS 120, CIS 240, and either CIS 102 or CIS 202, all with “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 “C” or better. *Three semester hours.*

CIS 390.SPECIAL TOPICS

Designed to provide in-depth analysis of topics in computer information systems. Prerequisites: CIS 120, CIS 230, and either CIS 102 or CIS 202, all with “C” or better, permission of instructor. *One to three semester hours.*

CIS 407, 408, 409, 410. RESEARCH IN COMPUTER INFORMATION SYSTEMS

Research on special topics for juniors and seniors in computer information systems. Repeatable for additional credit, but limited to a maximum of four semester hours toward degree credit. Offered on demand. These courses are not sequential. *One to four 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 “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. Prerequisites: CIS 120, CIS 230, and either CIS 102 or CIS 202, all with "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. Prerequisites: CIS 231 with "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 231 with "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 371.SPECIAL TOPICS IN CRIMINAL JUSTICE MANAGEMENT

Exploration of topics and issues not currently included in the criminal justice management curriculum. This course is designed as an experimental course that reflects emergent areas of teaching and research. May be taken for additional credit as topics will change. Prerequisite: CJM 300 or permission from the instructor. *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.TERRORISM ISSUES IN LAW ENFORCEMENT

This course focuses on issues related to terrorism and the law enforcement response to terrorism. The course addresses the history of terrorism worldwide and in the US, types of terrorist activity, the "War on Terror, social and psychological issues attendant to terrorism, terror organization logistics and operations, potential hazards, appropriate responses, and coordination with scientific, medical and governmental agencies. 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.
7. Marketing You – Personal and Career Development Strategies

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 **14** semester hours of credit can be earned, only 6 hours of COOP credit may be applied toward degree requirements.

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. Four hours required for minor. *One semester hour.*

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.*

DANC 327.INTEGRATED ARTS INSTRUCTIONAL STRATEGIES: DANCE

Elementary education students (grades 2-6) learn to (1) develop a unit of instruction integrating instructional strategies of dance and mathematics pedagogy, (2) use dance as a primary means of communication as well as (3) use dance to make connections with other arts disciplines. Prerequisite: Restricted to Early Childhood, Elementary, and Special Education majors. Co-requisite: Taken concurrently with EDUC 327. *One semester hour.*

EARLY CHILDHOOD

See Education (page 283).

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 125. 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.MANAGERIAL ECONOMICS

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: "C" or better in both ECON 201 and ECON 202 or permission of instructor. *Three semester hours.*

ECON 315.ECONOMICS OF PUBLIC POLICY

Application of economic analysis to evaluate current government policies. Primary focus on the economic impact of public policies. Discusses and analyzes current government policies related to economic development, education, labor, poverty, trade, and welfare. Prerequisites: "C" or better in ECON 201 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: "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.FIELD EXPERIENCE 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, multiculturally-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 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.CHILD GROWTH AND THE EDUCATIONAL PSYCHOLOGY

This course provides an introduction to the general principles of childhood and adolescent human growth and development and their relationship to the educational process. An emphasis will be placed on the interactions of physical, social, intellectual, and emotional development with educational variables and the learning process. *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: 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 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. Co-requisite: Elementary education majors must concurrently enroll in MUSI 322. *Three semester hours.*

EDUC 327.MATHEMATICS PEDAGOGY

A study of elementary mathematics curricula and methods of teaching. Includes selection and use of teaching materials. Prerequisite: Formal admission to Teacher Education Program. Co-requisites: MATH 203 taken concurrently or as prerequisite and concurrent enrollment in EDUC 329 and DANCE 327. *Three semester hours.*

EDUC 329.FIELD EXPERIENCE 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 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. Co-requisite: THTR 345. *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. Prerequisites: 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 permission of instructor, 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 and formal admission to Teacher Education Program. Co-requisite: ART 424. *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. Prerequisites: Concurrent enrollment in EDUC 429, Formal admission to Teacher Education Program. *Three semester hours.*

EDUC 461.CLINICAL PRACTICE

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: 6 semester hours in the major area and/or permission of the department chair. Dependent upon availability of suitable positions. May be taken for additional credit of up to 112 hours. *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.*

TFP 201.TEACHING FELLOWS-SOPHOMORE SEMINAR I

A continuation of the 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.*

TFP 202.TEACHING FELLOWS-SOPHOMORE SEMINAR II

A continuation of the 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.*

TFP 301. TEACHING FELLOWS-JUNIOR SEMINAR I

A continuation of the 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.*

TFP 302.TEACHING FELLOWS-JUNIOR SEMINAR II

A continuation of the 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.*

TFP 401.TEACHING FELLOWS-SENIOR SEMINAR

A continuation of the 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 have been accepted to the Teaching Fellows Program). *One semester hour.*

TFP 402.TEACHING FELLOWS-SENIOR SEMINAR II

A continuation of the 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 GROWTH AND DEVELOPMENT**

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.INTRODUCTION TO EARLY CHILDHOOD EDUCATION

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, child advocacy, public policy, legislation and professionalism are also addressed. Prerequisites: ECED 222 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 307.HEALTH AND MOVEMENT IN EARLY CHILDHOOD

Basic principles and teaching standards for infant and childhood health, nutrition, and movement are explored as well as childhood diseases and appropriate safety practices in settings for young children. First aid and CPR provided. A field-based experience is required. Prerequisite: Formal admission to the Teacher Education Program. *Three semester hours.*

ECED 320.EARLY CHILDHOOD LITERATURE

A study of literature appropriate for young children (birth through 8 years) will be the base for selecting, evaluating, and using books in home and school settings with an emphasis on literacy development and reading instruction. Prerequisite: Formal admission to the Teacher Education Program. Co-requisite: ECED 329. *Three 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 329.FIELD EXPERIENCE 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 405.CHILDREN AND FAMILIES

Students examine family and community life historically and cross-culturally and its influence on the development of young children. Particular emphasis is placed on the changing American family and the effects on schools. Strategies for effective parenting and educational interventions for working with young children and families from a variety of cultural settings are included. A field-based experience is required. Prerequisite: Formal admission to the Teacher Education Program. *Three semester hours.*

ECED 415. INTEGRATIVE CREATIVE ARTS FOR EARLY CHILDHOOD

A study of the creative arts (art, music, drama, and movement) for integration into the activities and curriculum for young children (birth through elementary school), this course will help pre-service and practicing teachers integrate standards, develop appropriate approaches to using the arts with young children, and foster appreciation for the role of the arts in settings for young children. A field-based experience is required. Prerequisite: Formal admission to the Teacher Education Program. *Three semester hours.*

ECED 421. READING AND LANGUAGE ARTS FOR EARLY CHILDHOOD

A study of reading and the other English language arts with emphasis on language arts curriculum development, instruction, and assessment, this course will provide preservice and practicing teachers with current research and trends in the field of reading and the language arts. A field-based experience is required. Prerequisites: Formal admission to the Teacher Education Program, ECED 320, and MONT 474. *Three semester hours.*

ECED 427. SOCIAL STUDIES FOR EARLY CHILDHOOD

A study of the various social sciences used with young children, this course emphasizes integrated standards from all disciplines, curriculum development, and developmentally appropriate methods and techniques for teaching children (birth through elementary school). Prerequisite: Formal admission to the Teacher Education Program. Co-requisite: ECED 429. *Three semester hours.*

ECED 429. FIELD EXPERIENCE 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.*

MONT 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 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.*

MONT 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.*

MONT 472. MONTESSORI PHILOSOPHY, 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.*

MONT 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.*

MONT 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 handwriting, 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.*

MONT 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.*

MONT 493.MONTESSORI METHODS: INTEGRATED CURRICULUM

The objectives of this course are to acquaint the Montessori teacher candidate with the sequence and materials for teaching social studies, science, and creative arts in the context of Montessori’s “Cosmic Curriculum”, a holistic approach to natural science, multicultural studies and artistic expression. Topics include the materials for geography and history, international festivals and celebrations, designing and preparing activities to acquaint children with the natural world and integration of the creative arts to enhance the classroom curriculum. Prerequisite: MONT 472 and permission of the instructor. *Three semester hours.*

SPECIAL EDUCATION

SPED 223.INTRODUCTION TO EXCEPTIONAL LEARNERS, 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. *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 321.TEACHING READING TO STUDENTS WITH DIVERSE LEARNING NEEDS

This course will provide students with an overview of research based methods for teaching reading to students with exceptional learning needs from a variety of theoretical perspectives. Emphasis will be placed on the methods and techniques for teaching reading to individuals and groups with mild to moderate disabilities and speakers of a second language. Prerequisite: Formal admission to Teacher Education Program. *Three semester hours.*

SPED 329.SPECIAL EDUCATION CLINICAL II

This clinical provides classroom instructional experiences with students with mild to moderate disabilities in early childhood or 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. Co-requisite: SPED 341. *One semester hour.*

SPED 341.INTEGRATED EARLY CHILDHOOD AND ELEMENTARY CURRICULUM AND INSTRUCTION FOR DIVERSE LEARNERS

The study of teaching methodologies utilized in the special education resource and self-contained 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. Formal admission to Teacher Education Program required. Co-requisite: SPED 329. *Three semester hours.*

SPED 356.BEHAVIOR AND CLASSROOM MANAGEMENT

This course will 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 behavior supports and designing effective classroom management systems. It focuses on preparing reflective practitioners to apply

systematic principles of behavior management in academic and social areas. The course is organized to prepare teachers who will be in general and special education settings with children of all ages. Prerequisite: SPED 223 or permission of instructor. *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 co-requisite: SPED 240, Formal admission to Teacher Education Program required. *Three semester hours.*

SPED 429.SPECIAL EDUCATION CLINICAL 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. Co-requisite: SPED 451. *One semester hour.*

SPED 434.COMMUNICATION AND COLLABORATIVE PRACTICES

This course provides a practical approach for working with teachers, families, and community resources concerned with students with mild to moderate disabilities. Included are issues related to working with individuals from diverse backgrounds and the use of augmentative/assertive technology. Major emphasis is placed on models of effective techniques for communication, co-teaching and collaboration. Prerequisite: Formal admission to Teacher Education Program. *Three semester hours.*

SPED 451.INTEGRATED SECONDARY CURRICULUM AND INSTRUCTION FOR DIVERSE LEARNERS

Study of teaching methodologies utilized in special education resource and self contained classrooms 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. Co requisite: SPED 429. *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 with "C" or better or permission of instructor. *Three semester hours.*

ENGL 201.READINGS IN BRITISH LITERATURE

Students will survey a variety of texts by British authors from a broad historical period as selected by the instructor. Prerequisite: ENGL 102 with "C" or better or permission from the instructor. *Three semester hours.*

ENGL 202.READINGS IN AMERICAN LITERATURE

Students will survey a variety of texts by American authors from a broad historical period as selected by the instructor. Prerequisite: ENGL 102 with “C” or better or permission from the instructor. *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 214.WORLD 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 for additional credit as themes change. Prerequisite: ENGL 102 with “C” or better or permission from the instructor. *Three semester hours.*

ENGL 221.READINGS IN WORLD LITERATURE

Students will survey a broad variety of texts by non-British, non-American authors as selected by the instructor. Prerequisite: ENGL 102 with “C” or better or permission from the instructor. *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: ENGL 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 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 reawakening. Prerequisite: ENGL 102 with “C” or better; enrollment as an English major or permission of instructor. *Three semester hours.*

ENGL 304.CLASSICISM

This course examines the literature and thinking associated with British, American and continental writers of the 17th and 18th centuries. Attention may also be given to examples of classicism from other literary periods. Prerequisite: ENGL 102 with “C” or better; enrollment as an English major or permission of instructor. *Three semester hours.*

ENGL 311.ROMANTICISM

This course examines literary works in which romanticism is an important element especially works from the early 19th century. The course may include examples of romanticism from other literary periods. Prerequisite: ENGL 102 with “C” or better; enrollment as an English major or permission of instructor. *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 19th century. Prerequisite: ENGL 102 with “C” or better; enrollment as an English major or permission of instructor. *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 19th century and after. Prerequisite: ENGL 102 with “C” or better; enrollment as an English major or permission of instructor. *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: ENGL 102 with “C” or better; enrollment as an English major or permission of instructor. *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: ENGL 102 with “C” or better; enrollment as an English major or permission of instructor. *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: ENGL 102 with “C” or better; enrollment as an English major or permission of instructor. *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: ENGL 102 with “C” or better or permission of instructor. *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: ENGL 102 with “C” or better or permission of instructor. *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: ENGL 102 with “C” or better or permission of instructor. *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: ENGL 102 with “C” or better or permission of instructor. *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: ENGL 102 with “C” or better or permission of instructor. *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 with “C” or better or permission of instructor. *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: ENGL 102 with “C” or better; enrollment as an English major or permission of instructor. ***Three semester hours.***

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: ENGL 102 with “C” or better; enrollment as an English major or permission of instructor. ***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. *This course may be repeated for credit as the topic changes.* Prerequisite: ENGL 102 with “C” or better; enrollment as an English major or permission of instructor. ***Three semester hours.***

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 with “C” or better, enrollment as an English major or permission of instructor. ***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 with “C” or better; enrollment as an English major or permission of instructor. ***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: ENGL 102 with “C” or better, enrollment as an English Secondary Certification major or permission of instructor. Co-requisite or prerequisite: ENGL 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: ENGL 102 with “C” or better, enrollment as an English major or English Secondary Certification major, 12 hours of 300-400 level English courses or permission of instructor. ***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, H₂Olympics, 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. Prerequisites: 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 "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 weekly. Cross-listed with CHEM 420. Prerequisites: CHEM 221. **Three 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 student must be classified as a junior or senior and must meet the admission requirements of the School of Business Administration (see page 125). Students in other divisions must meet the requirements as stated in the minor (see page 126).

FINA 151. FINANCIAL WELLNESS

To inform students how individual choices influence future earnings potential and wealth building goals. Topics covered include money management, spending and credit, as well as savings and investing. *Three semester hours.*

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: "C" or better in following courses: ACCT 202, BA 205, BA 225, ECON 201, ECON 202, and ENGL 275. *Three semester hours.*

FINA 309.FINANCIAL DECISION MAKING

Concepts and techniques for analyzing decisions in banking, real estate, and insurance. Prerequisite: FINA 301. *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 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.*

FALS

FALS 101.FINE ARTS LECTURESHIP SERIES

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 satisfies the requirement for graduation. For these students, graduation requirements increase to a minimum of 121 semester hours. Students will not register for the course. *One semester hour.*

FINE ARTS

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.ELEMENTARY FRENCH

Fundamentals of pronunciation, vocabulary building, principles of grammar and reading, and introduction to francophone cultures. Emphasis on idiomatic usage of the spoken language. Prerequisite: Prior to registration, the foreign language placement test must be taken by all students new to Lander as of fall 2007. For more information see *Foreign Language Placement Test* in the course catalog. *Three semester hours.*

FR.102.ELEMENTARY FRENCH II

Fundamentals of pronunciation, vocabulary building, principles of grammar and reading, and introduction to francophone cultures. Emphasis on idiomatic usage of the spoken language. Prerequisite: French 101 or placement. Prior to registration, the foreign language placement test must be taken by all students new to Lander as of fall 2007. For more information see *Foreign Language Placement Test* in the course catalog. *Three semester hours.*

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.*

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. (May be repeated for a maximum of three semester hours.) *One semester hour.*

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.*

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.*

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.*

HEALTH CARE MANAGEMENT

To enroll in health care management courses numbered 300 or above, a student must be classified as a junior or senior and must meet the admission requirements of the Department of Business Administration (see page 125) Students in other divisions must meet the requirements as stated in the minor (see page 126).

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. Prerequisite: 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. Prerequisite: 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. Prerequisite: 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. Prerequisite: 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; Co-requisite: 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; co-requisite: 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. Co-requisite: HCMT 410. Prerequisites: Senior status. Permission of instructor required. *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). *Three semester hours per course.*

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). *Three semester hours per course.*

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 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. Prerequisites: 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 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. Prerequisites: 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. Prerequisites: 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. Prerequisite: 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 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 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. (GENED Humanities Course) *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 346.UNITED STATES HISTORY 1920-1945: PROSPERITY, DEPRESSION, AND WAR

This course explores the history of the United States from 1920 to 1945, including the "Roaring 20s," the Great Depression, and World War II. In addition to political and military themes, it stresses issues of culture, race, gender and class. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113. *Three semester hours.*

HIST 347.THE UNITED STATES AND THE COLD WAR, 1945-1991

This course explores American experience during the Cold War era, 1945-1991. The course will stress diplomatic and military themes, with secondary emphasis on domestic affairs, U.S. politics, culture, race, gender and class. Prerequisites: ENGL 102 and one of the following: HIST 101, 102, 103, 111, 112 or 113. *Three semester hours.*

HIST 348.UNITED STATES CULTURAL HISTORY SINCE 1900

This course examines American culture from 1900 to the present. It explores both "high" culture, such as literature, art, and classical music, and "popular" culture, such as film, sports, and rock and roll. It emphasizes

connections between culture and race, gender, class, and politics in recent American history. 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 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. Should 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

A requirement for history majors, this course will use influential primary and secondary sources to examine the crises, conflicts and turning points in the 20th and early 21st centuries that engaged American interests and will include an exploration of American concerns as well as those of other nations and cultures. Should be taken in the junior year. Prerequisites: 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 PROGRAM

HP 111.INTERNATIONAL 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. Prerequisite: Permission of the Honors Director. *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: Permission of the Honors Director. *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: Permission of the Honors Director. *Three semester hours.*

HP 114.INTERNATIONAL ISSUES IN SCIENCE AND MATHEMATICS

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. This will be a seminar-style course that emphasizes reading, writing, and discussion. Prerequisites: One laboratory science course and permission of the Honors Director. *Three semester hours.*

HUMANITIES

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 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) Co-requisite: 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) Co-requisite: Study Away Program Certification Form (from the Office of Financial Aid) *One to fifteen (variable) semester hours.*

IDSA 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.*

LANDER ORIENTATION

LU 102.UNIVERSITY ORIENTATION

This course is designed to provide students an intensive introduction to Lander University and to instruct the student in basic academic skills which are needed in order for one to be successful in college. The one-hour course is taught in a format that emphasizes hands-on, in-class academic skills designed to help students from the first day of enrollment. *One semester hour*

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 125). Students in other divisions must meet the requirements as stated in the minor (see page 126).

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. Prerequisites: "C" or better in the following courses: ACCT 202, BA 205, BA 225, ECON 201, ECON 202, and ENGL 275. *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.*

MGMT 355.PROJECT MANAGEMENT

As organizations continue to focus on project based management, business students will be expected to know the key concepts and fundamentals of being an effective project manager. This course will provide the foundation to understand the fundamentals of successful project management. Prerequisites: 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 125). Students in other divisions must meet the requirements as stated in the minor (see page 126).

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 market activities. Prerequisites: "C" or better in the following courses: ACCT 202, BA 205, BA 225, ECON 201, ECON 202, ENGL 275. *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 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 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 114.PRECALCULAS

This course is designed to prepare students for calculus. The course begins with a review of some topics from algebra functions and their graphs including algebraic functions, inverse functions, exponential and logarithmic functions. The remainder of the course is devoted to an introduction to Trigonometry. Specific topics from Trigonometry include right triangle trigonometry, graphing trigonometric functions, and trigonometric identities and equations. *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 114, including proficiency with algebra and the trigonometric functions. Students without such a background are strongly advised to take MATH 114. *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 are expected to have a thorough knowledge of precalculus including proficiency with algebra and trigonometric functions. Prerequisite: "C" or better in MATH 131. *Three semester hours.*

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. Students will also learn to use mathematical typesetting software. Co requisite: MATH 231. *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: One of the following: MATH 114, 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: "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: "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: "C" or better in MATH 231 and concurrent enrollment in MATH 232, or completion of MATH 232 with "C" or better. *Four semester hours.*

MATH 270/390.TOPICS IN MATHEMATICS AND STATISTICS

This elective course allows for a flexible offering of various mathematical and statistical topics which are not a part of the regular course offerings. Special topics will be announced in advance. This course may be taken for additional credit as the topic changes. To repeat the course to improve a grade; the topic, the course number, and the semester hours must be the same. This course will not be offered more than once a semester. Prerequisite: Permission of the instructor. *One to three 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 (“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: “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: “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: “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: “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: “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: “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: “C” or better in MATH 132. *Three semester hours.*

MATH 390/270.TOPICS IN MATHEMATICS

This elective course allows for a flexible offering of various mathematical and statistical topics which are not a part of the regular course offerings. Special topics will be announced in advance. This course may be taken for additional credit as the topic changes. To repeat the course to improve a grade; the topic, the course number, and the semester hours must be the same. This course will not be offered more than once a semester. Prerequisite: Permission of the instructor. *One to three semester hours.*

MATH 412.TOPOLOGY

Introduction to elementary properties of a topological space, subspaces, quotient and product spaces, separation axioms, and metric spaces. Prerequisite: “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: “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: "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 ("C" or better), EDUC 202, EDUC 351. Co-requisite: 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 to four semester hours.*

MATH 499.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.*

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 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 301.SPECIAL TOPICS IN MASS COMMUNICATION

This course focuses on selected topics in mass communication. Topics are chosen to address a subject that is not normally covered in the curriculum or to provide additional in-depth study on a particular topic. Prerequisite: MEDA 101. *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. Prerequisite: SPCH 102 or SPCH 201. *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 101 or ART 204. *Three semester hours.*

MEDA 360.WRITING FOR MULTIPLE MEDIA

This course explores the principles and practices of writing across the media, with a focus on the elements of good journalism. Students will complete assignments on gathering, writing and presentation of news and information suitable for publication in multiple media. Students will also analyze various multimedia products. Prerequisites: JOUR 201 or permission of instructor. *Three semester hours.*

MEDA 403.ON-CAMERA TECHNIQUES

Specific techniques required for an effective performance on video or film is 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 101. *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 460.MEDIA CONVERGENCE

An introduction to the tools and practices of the converging media environment. The course places emphasis on understanding content differences between media and on developing multi-media skills needs to move across a variety of media platforms. Prerequisites: JOUR 201, MEDA 302 and MEDA 340 or permission of instructor. *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 101L, 102L.BASIC LEADERSHIP LABORATORY I

ROTC laboratories bring together all elements of classroom instruction into field training, focusing on basic knowledge and comprehension of the Army leadership dimensions. Laboratories are designed to introduce the freshman cadet to drill and ceremony, marksmanship, land navigation, first aid, small unit tactics, obstacle course training, and water survival. Required for contracted cadets. (No military obligation incurred for non-contracted students.) Co requisite: MSL 101 or 102. (3 hrs. laboratory weekly.) *One semester hour.*

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 121-122.BASIC ARMY PHYSICAL FITNESS

ROTC Physical Fitness Training Laboratories develop, improve, and maintain the high levels of physical strength and stamina required to be successful as an Army officer. Training includes basic nutrition and fitness, running, muscular strength and endurance, flexibility, and recreational activities. Includes a monthly Army Physical Fitness Test on push-ups, sit-ups, and the 2-mile run. Open to all students. Required for contracted cadets. Co-requisite: MSL 101 or 102 or instructor approval. (3 hrs. laboratory weekly.) *One semester hour.*

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 201L, 202L.BASIC LEADERSHIP LABORATORY II

This laboratory class continues to build on skills learned in Basic Leadership Laboratory I by bringing together all elements of classroom instruction into field training focusing on basic knowledge and comprehension of the Army leadership dimensions. Laboratories are designed to reinforce the sophomore cadet's introduction to drill and ceremony, marksmanship, land navigation, first aid, small unit tactics, obstacle course training, and water survival. Required for contracted cadets. (No military obligation incurred to non-contracted students.) Co-requisite: MSL 202 or 202. (3 hrs. laboratory weekly.) *One semester hour.*

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.LEADER'S TRAINING COURSE

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 MSL 101/102 and MSL 201/202. Camp graduates are eligible to compete for 2 year scholarships and enrollment in advanced Military Science but are not obligated. *Eight semester hours.*

MSL 221-222.MILITARY SCIENCE AND LEADERSHIP

ROTC Physical Fitness Training Laboratories develop, improve, and maintain the high levels of physical strength and stamina required to be successful as an Army officer. Training includes a basic nutrition and fitness, running, muscular strength and endurance, flexibility, and recreational activities. Includes a monthly Army Physical Fitness Test on push-ups, sit-ups, and the 2-mile run. Open to all students. Required for contracted cadets. Co-requisite: MSL 201 or 202. (3 hrs. laboratory weekly.) *One semester hour.*

MSL 301.ADAPTIVE TEAM LEADERSHIP

Cadets 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. laboratory, weekly) *Four semester hours.*

MSL 302.APPLIED TEAM LEADERSHIP

Cadets face increasingly intense situations in order to build awareness and apply team leadership skills in leading tactical operations at the small unit level. Cadets review aspects of combat, stability, and support operations.

They also conduct military briefings and develop proficiency in the operation orders process. The focus is on exploring, evaluating, and developing skills in decision-making, influencing others, and motivating team members in the contemporary operating environment. Cadets are evaluated on what they know and do as leaders as they prepare to attend the Leader Development Assessment Course. Prerequisite: Basic course or credit for equivalent training approved by the Professor of Military Science. (3 hrs lecture, 3 hrs laboratory, weekly) **Four semester hours.**

MSL 321-322.ADVANCED ARMY PHYSICAL FITNESS I

ROTC Physical Fitness Training Laboratories develop, improve, and maintain the high levels of physical strength and stamina required to be successful as an Army officer. Training includes basic nutrition, running for distance, muscular strength and endurance, flexibility, and recreational activities. While participating, junior cadets will also plan daily activities and lead training events, focusing on form and duration for maximum training effect. Cadets will be evaluated for proper Army procedure and in their performance, including a monthly Army Physical Fitness Test on push-ups, sit-ups, and the 2-mile run. Limited to and required for all contracted cadets. Co requisite: MSL 301 or 302. (3 hrs. laboratory weekly) **One semester hour each**

MSL 401.DEVELOPING ADAPTIVE LEADERS

Cadets learn the duties and responsibilities of an Army staff officer and apply the military decision making process, the Army writing style, and the Army's principles of training management during weekly training meets to plan, execute, and assess ROTC battalion training events. Cadets learn the Army officer's role in the Uniform Code of Military Justice, the counseling of subordinates, administrative actions, and how to manage their career as an Army Officer. Senior cadets train, mentor, and evaluate junior cadets while being mentored and evaluated by experienced ROTC cadre. Prerequisites: MSL 301 and 302. (3 hours lecture; 3 hours laboratory, weekly) **Four semester hours.**

MSL 402.LEADERSHIP IN A COMPLEX WORLD

Cadets explore the dynamics of leading in the complex situations of current military operations in the contemporary operating environment. Cadets examine the differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. Cadets also explore aspects of interacting with non-governmental organizations, civilians of the battlefield, and host nation support. This course places significant emphasis on preparing cadets for their first unit of assignment using case studies, scenarios, and exercises to prepare cadets of face complex ethical and practical demands of leading as commissioned officers in the U.S. Army. Prerequisites: MSL 301 and MSL 302. (3 hrs. lecture, 3 hrs. laboratory. weekly.) **Four 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 421, 422.ADVANCED ARMY PHYSICAL FITNESS II

ROTC Physical Fitness Training Laboratories develop, improve, and maintain the high levels of physical strength and stamina required to be successful as an Army officer. Training includes basic nutrition, running for distance, muscular strength and endurance, flexibility and recreational activities. While participating, senior cadets will also plan and facilitate physical training events and evaluate junior cadets in their performance, including a monthly Army Physical Fitness Test on push-ups, sit-ups, and the 2-mile run. Limited to and required for all contracted cadets. Perquisites: MSL 401 and 402. (3 hrs. laboratory weekly) **One semester hour each.**

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

MONTESSORI

See Education (page 288)

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. May be repeated for additional credit. ***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. May be repeated for additional credit. ***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. May be repeated for additional credit. ***One semester hour.***

MUSI 007.PERCUSSION ENSEMBLE

Reading and performance of percussion ensemble music. Open to all students by audition or invitation. May be repeated for additional credit. ***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. May be repeated for additional credit. ***One semester hour.***

MUSI 009.JAZZ COMBO

Study and performance of jazz repertoire and improvisation. Open to all students by audition or invitation. May be repeated for additional credit. ***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: "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 sight singing, ear training, keyboard harmonization, and composition. Includes use of computer tutorials. Generally taken in conjunction with MUSI 111-112. Prerequisite: "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 of choral music of all style periods. Presents campus and area concerts. Open to all students without audition. Required ensemble for voice and keyboard students. May be repeated for additional credit. *One semester hour.*

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. May be repeated for additional credit. *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. May be repeated for additional credit. *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. May be repeated for additional credit. *One semester hour.*

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: "C" or better in MUSI 112 is a prerequisite for MUSI 211; "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: "C" or better in MUSI 114 is a prerequisite for MUSI 213; "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 322.INTEGRATED ARTS INSTRUCTIONAL STRATEGIES: MUSIC

Elementary education students (grades 2-6) learn to (1) develop a unit of instruction integrating instructional strategies of music and science pedagogy, (2) use music as a primary means of communication as well as (3) use music to make connections with other arts disciplines. Prerequisite: Restricted to early Childhood, Elementary, and Special Education majors. Co-requisite: Taken concurrently with EDUC 322. *One semester hour.*

MUSI 333.MUSIC OF THE WORLD

A global survey of ethnic music, 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.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. May be repeated for additional credit. *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: "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: MUS 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 28.

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 to 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: "C" or above in NURN 307, NURN 340, and NURN 415, or permission of instructor. *Four semester hours* (2,6).

NURN 417.COMMUNITY NURSING

Nursing theory and practice using the nursing process and the Neuman Systems Model to promote health for individuals, families, and groups in the community and for the community as a client. Incorporate epidemiology, biostatistics, and public health concepts. Prerequisites or Co-requisites: NURS 240 or NURN 340, BIOL 304. Prerequisites: "C" or better in NURN 303 and 307, or permission of the instructor. *Five semester hours*.

NURN 499.PROFESSIONAL DEVELOPMENT IN NURSING

Examination of nursing's present dynamics and future directions with emphasis on professional development, career structuring, and advanced preparation in nursing. Incorporates legal and ethical codes of professional nursing practice as well as current issues in nursing, health and the health care delivery system through the investigation and critical analysis of information from various sources. Topics may vary depending on current issues. Taken within the final year of nursing coursework. Prerequisites: Grade of "C" or better in NURN 307 and NURN 340. Prerequisite or co-requisite: NURN 417. *Two semester hours* (2,0).

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. Co-requisites: 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.) *One to three semester hours (1-3,0)*

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 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 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 and 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: "C" or above in NURS 408 and NURS 409. *Four semester hours (2,6).*

NURS 417.COMMUNITY NURSING

Nursing theory and practice using the nursing process and the Neuman Systems Model to promote health for individuals, families, and groups in the community and for the community as a client. Incorporates epidemiology, biostatistics, and public health concepts. Prerequisites: "C" or better in NURS 408, and NURS 409. *Five semester hours. (3,2).*

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: "C" or better in NURS 408, NURS 409, and NURS 499. 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, career structuring, and advanced preparation in nursing. Incorporates legal and ethical codes of professional nursing practice as well as current issues in nursing, health and the health care delivery system through the investigation and critical analysis of information from various sources. Topics may vary depending on current issues. Prerequisites: Grade of "C" or better in NURS 346 and NURS 392. . Taken in final year of nursing coursework. *Two semester hours (2,0.)*

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 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

In-depth study of a selected philosopher, philosophical movement, or sub-field in philosophy. Topics may vary and may be repeated under different descriptions. Current topics and course descriptions available on the departmental web-page. *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) PEES 144
- 1 (100-level) Sport/Fitness

One of the above 100-level courses can be satisfied in PEES 176.

I. FOUNDATIONS

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.*

III. INDIVIDUAL SPORTS.

PEES 121.BEGINNING TENNIS

Basic skills, strategy, etiquette, scoring, and rules of tennis 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 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 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 139.BASKETBALL

Skills, strategy and rules are emphasized in this course. Skill 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.*

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 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.*

VI. CORE COURSES**PEES 175. WELLNESS FOR LIFE**

The 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, sexually transmitted diseases, physical fitness, the cardiovascular system, disease risk factors, cancer, and personal wellness assessment/responsibility. *Two semester hours.*

PEES 176. WELLNESS FOR LIFE ACTIVITY.

This course is designed to provide the student an opportunity to engage in active participation of healthy, and lifetime activities. This course may be taken for one additional credit with a change in activity. *One semester hour.*

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 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.TEACHING TEAM SPORTS

Students will learn to perform basic skills in team sports as well as to implement game strategies. Major consideration will be given on how to teach different team sports. Prerequisite: PEES 175 and PEES 226. Co-requisite: PEES 222. *Two semester hours.*

PEES 206.TEACHING INDIVIDUAL AND DUAL SPORTS

Students will learn to perform basic skills in individual and dual sports as well as to implement game strategies. Major consideration will be given on how to teach different individual and dual sports. Prerequisite: PEES 204. Co-requisite: PEES 318. *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 EXERCISE STUDIES

An introductory course for 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, athletic training, 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. Co-requisite: 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

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. Co-requisite: PEES 223. *Three semester hours.*

PEES 228.MOTOR LEARNING

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. Prerequisite: PEES 226 or approval of instructor. Co-requisites: PEES 206 and PEES 318. *Three semester hours.*

PEES 235.ATHLETIC TRAINING PRACTICUM I

This course focuses on the development of clinical proficiencies by integrating cognitive and psychomotor skills. The student will participate in formal clinical education in which clinical proficiencies will be instructed, demonstrated, practiced, and evaluated. The student will also participate in clinical experience rotations that provide opportunities for hands-on application of clinical competencies/proficiencies under the direct supervision of a Clinical Instructor or Approved Clinical Instructor. Prerequisite: Admission into the Athletic Training program. A grade of "C" or better in PEES 221.

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. 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. Two hours lecture, two hours laboratory weekly. Prerequisites: Admission into the Athletic Training Program, a grade of "C" or better in PEES 221, and PEES 310. *Three semester hours.*

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. Two hours lecture, two hours laboratory weekly. Prerequisite: A grade of "C" or better in PEES 323. *Three 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 injuries sustained during physical activity. Emphasis will be placed on exercise, thermal, electrical, acoustic, and mechanical modalities. Two hours lecture, two hours laboratory weekly. Prerequisite: Admission into the Athletic Training Program. A grade of "C" or better in PEES 221. *Three semester hours.*

PEES 329.FIELD EXPERIENCE II

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-hour 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. Prerequisites: "C" or better in PEES 318 and acceptance into the Teacher Education Program. Co requisite: PEES 320. *One semester hour.*

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 340.ATHLETIC TRAINING PRACTICUM II

This course focuses on the development of clinical proficiencies by integrating cognitive and psychomotor skills. The student will participate in formal clinical education in which clinical proficiencies will be instructed, demonstrated, practiced, and evaluated. The student will also participate in clinical experience rotations that provide opportunities for hands-on application of clinical competencies/proficiencies under the direct supervision of a Clinical Instructor or Approved Clinical Instructor. Prerequisite: A grade of "C" or better in PEES 235 and PEES 328. *Two 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 Co-requisite: PEES 311. *Three semester hours.*

PEES 343.THEORY AND TECHNIQUES OF PHYSICAL REHABILITATION

This course focuses on the principles and goals of therapeutic exercise as it relates to the rehabilitation of injuries sustained during physical activity. Emphasis is placed on designing and implementing appropriate therapeutic exercises taking into consideration the physiological responses, effects, and adaptations of the human body from initial tissue trauma to the return to physical activity. Two hours lecture, two hours laboratory weekly.

Prerequisites: Admission into the Athletic Training Program. A grade of "C" or better in PEES 221, PEES 310. *Three semester hours.*

PEES 345.ATHLETIC TRAINING PRACTICUM III

This course focuses on the development of clinical proficiencies by integrating cognitive and psychomotor skills. The student will participate in formal clinical education in which clinical proficiencies will be instructed, demonstrated, practiced, and evaluated. The student will also participate in clinical experience rotations that provide opportunities for hands-on application of clinical competencies/proficiencies under the direct supervision of a Clinical Instructor or Approved Clinical Instructor. Prerequisite: A grade of "C" or better in PEES 323, PEES 340, and PEES 343. *Two semester hours.*

PEES 347.THEORY AND TECHNIQUES OF FUNCTIONAL REHABILITATION

This course focuses on advanced techniques of therapeutic exercise as it relates to functional rehabilitation of injuries sustained during physical activity. Emphasis is placed on designing and implementing activity specific rehabilitation protocols and the assessment of goals, progressions, and outcomes from initial tissue trauma to the return to physical activity. Two hours lecture, two hours laboratory weekly. Prerequisite: A grade of "C" or better in PEES 343. *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 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 406.CLINICAL STRESS TESTING AND ELECTROCARDIOGRAPHY

This course is designed to provide practical experience in clinical evaluation of adult fitness. The administration of various graded exercise testing protocols will be introduced, as well as coronary risk factor assessment techniques and interpretation of exercise electrocardiography. The American College of Sports Medicine Guidelines will be emphasized. Prerequisite: "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 420.EXCEPTIONAL PHYSICAL EDUCATION FOR SPECIAL POPULATIONS

A study of physical education and rehabilitation programming for special populations. Emphasis placed on curriculum/program development and implementation in physical education for individuals with special needs, specifically gross and fine motor coordination skills and fitness activities. Practicum hours required. Prerequisites: PEES 226 and 318; admission to Teacher Education Program. *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. Prerequisites: "C" or better in PEES 320 and 329; 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 429.FIELD EXPERIENCES III

This clinical experience is designed to further immerse teacher candidates into the secondary physical education setting. Teacher candidates plan for, teach and evaluate physical education lessons using a variety of strategies for meeting the needs to diverse learners. Students use technological skills to critique and evaluate their instructional methods. Prerequisites: "C" or better in PEES 320 and PEES 329. Formal admission to Teacher Education Program. Co-requisite: PEES 422. *One semester hour.*

PEES 450.ATHLETIC TRAINING PRACTICUM IV

This course focuses on the development of clinical proficiencies by integrating cognitive and psychomotor skills. The student will participate in formal clinical education in which clinical proficiencies will be instructed, demonstrated, practiced, and evaluated. The student will also participate in clinical experience rotations that provide opportunities for hands-on application of clinical competencies/proficiencies under the direct supervision of a Clinical Instructor or Approved Clinical Instructor. Prerequisite: A grade of "C" or better in PEES 327, PEES 345, and PEES 347. *Two 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. Co-requisite: PEES 422. Prerequisites: "C" or better in PEES 320 and 324 and admission to Teacher Education Program. *Three semester hours.*

PEES 453.MEDICAL CONDITIONS AND DISEASE

This course focuses on the recognition and management of various medical conditions and disabilities commonly found in those involved in physical activity. Pharmacological agents and their utilization in the management of injuries, medical conditions, and disabilities are presented. Prerequisite: A grade of “C” or better in PEES 327. *Three semester hours.*

PEES 455.ATHLETIC TRAINING PRACTICUM V

This course focuses on the development of clinical proficiencies by integrating cognitive and psychomotor skills. The student will participate in formal clinical education in which clinical proficiencies will be instructed, demonstrated, practiced, and evaluated. The student will also participate in clinical experience rotations that provide opportunities for hands-on application of clinical competencies/proficiencies under the direct supervision of a Clinical Instructor or Approved Clinical Instructor. Prerequisite: A grade of “C” or better in PEES 450 and PEES 453. *Two semester hours.*

PEES 460.ATHLETIC TRAINING MANAGEMENT

This course focuses on the management of health care delivery as it relates to athletic training. Emphasis is placed on the knowledge and skills needed to manage the day-to-day operations including, but not limited to, human resources, facilities, finances, legalities, ethics, and records. Prerequisites: Admission into the Athletic Training Program. A grade of “C” or better in PEES 221. *Three semester hours.*

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. Prerequisite: “C” or better in PEES 311 and permission of the department chair. Student must have current CPR certification throughout the duration of each internship experience. *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.*

PHYSICS

PHYS 201-202.INTRODUCTORY PHYSICS

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, 123 or 131. “C” or better in PHYS 201 is a prerequisite for PHYS 202. *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 114, 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 132. "C" or better in 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 271.TOPICS IN POLITICAL SCIENCE

Exploration of topics and issues not currently included in the political science curriculum. This course is designed as an in-depth study of topics of political interest. May be taken for additional credit as topic changes. Prerequisite: "C" or better in POLS 101 or POLS 103 or permission of the instructor. *One to 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 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 21st 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 307.PUBLIC OPINION

The course examines public opinion in the context of American politics. Topics include the formation, structure, and measurement of public opinion; the levels of stability and change in public opinion; and the relationship between public opinion and democracy. Special attention is devoted to some of the factors influencing public opinion such as party identification, ideology, political socialization, psychological dispositions, and political knowledge. The course will help students gain an appreciation for the multifaceted nature of public opinion and its importance in the American political system. Junior/senior status recommended. Prerequisite: POLS 101 or POLS 103. *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 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. Prerequisite: POLS 382, SOCI 313, PSYC 330, or BA 225, or permission of the instructor. *Three semester hours.*

POLS 386.STATE AND LOCAL GOVERNMENT 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 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: "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, and 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: "C" or better in PSYC 101 and ENGL 102. Co-requisite: 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: PSYC 190 and "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 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, 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 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. *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: "C" or better in PSYC 330 and PSYC 331. *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: "C" or better in PSYC 331. *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. 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. Prerequisites: Psychology major/minor and senior status. *Two semester hours.*

RELIGION

RELI 101.SACRED TEXTS AND IDEAS

This course introduces students to the reading of sacred texts and the vital role of religion in human experience. Texts will be examined with a focus upon literary and cultural dimensions that produce patterns of belief, ritual, and human action. *Three semester hours.*

RELI 211.INTRODUCTION TO THE OLD TESTAMENT

The course is a survey of the literature of the Old Testament as it reflects the development of an historical community whose stories and traditions date to the second millennium BCE. The texts reflect the emerging faith and culture of the ancient Hebrew community within the diverse environment of the Mediterranean world. *Three semester hours.*

RELI 212.INTRODUCTION TO THE NEW TESTAMENT

The course begins with the Maccabean period BCE and examines the emergence of Christianity. It investigates the theological, historical, and literary developments of the rapid growth of the early Christian church by focusing on Jesus, his apostles, and the person of Paul. Emphasis is placed on the interpretation of texts of the New Testament. *Three semester hours.*

RELI 301.RELIGIONS OF THE WORLD

The course will focus on the definition of the word, "religion." The definition will then be tested through the comparative and historical study of five of the world's major religious traditions: Judaism, Christianity, Islam, Hinduism, and Buddhism. Prerequisite: RELI 101. *Three semester hours.*

RELI 441.TOPICS IN RELIGION

Special topics in the study of religion to be offered by various instructors and announced in advance. Prerequisite: RELI 101 or 211 or 212 or 301. *Three semester hours.*

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, PhD) 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. Co-requisite: SOCI 101. *One semester hour.*

****IF YOU TAKE SOCI 101 YOU DO NOT HAVE TO TAKE SOCI 190, BUT IF YOU TAKE SOCI 190 YOU MUST ALSO REGISTER FOR SOCI 101 DURING THE SAME SEMESTER.**

SOCI 202. 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. Prerequisite: "C" or better in SOCI 101 or departmental approval. *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. Prerequisite: "C" or better in SOCI 101 or departmental approval. *Three semester hours.*

SOCI 205.AFRICAN-AMERICAN COMMUNITIES

This 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. This 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. Prerequisite: "C" or better in SOCI 101 or departmental approval. *Three semester hours.*

SOCI 209.JUVENILE DELIQUENTLY

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 emergence and development of prisons and jails, probation, parole, and community-based corrections. Prerequisite: "C" or better in SOCI 101 or departmental approval. *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. Prerequisite: "C" or better in SOCI 101 or departmental approval. *Three semester hours.*

SOCI 215.SOCIAL SCIENCES DATA TOOLS

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 "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: "C" or better in SOCI 101 or departmental approval. *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: "C" or better in SOCI 101 or departmental approval. *Three semester hours.*

SOCI 271.TOPICS IN SOCIOLOGY

Exploration of topics and issues not currently included in the sociology curriculum. This course is designed as an experimental course covering in-depth studies of sociological interest. May be taken for additional credit as topic changes. Prerequisite: "C" or better in SOCI 101 or permission of the instructor. *One to 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: Junior/senior status only. *Three semester hours.*

SOCI 302.CORPORATE SOCIAL INSTITUTIONS

The primary purpose of this course is to provide cross-cultural analysis of social institutions. The course will examine the major aspects of social institutions—familial, religious, educational, political, economic, legal and media—from a sociological perspective. Special attention will be given to understanding how the structures of institutions in one society compare with those found in other societies. Prerequisite: "C" or better in SOCI 101 or departmental approval. *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: "C" or better in SOCI 101 and SOCI 209 or departmental approval. *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 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 "C" or better. *Three semester hours.*

SOCI 321.MEDICAL SOCIOLOGY

This class is organized around holistic exploration of ways in which health, illness, and medical practices are socially patterned across diverse human cultures. A focus will be how processes and structures within economic systems (including poverty, political violence, and toxic waste disposal) impact well-being. Cross-listed with ANTH 321. Prerequisites: Grade of "C" or better in ANTH 103, 104, or SOCI 101 and sophomore/junior/senior status recommended. *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: "C" or better in SOCI 101 or departmental approval. *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: "C" or better in SOCI 101 or departmental approval. *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 "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

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: Junior/senior status only. *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" or better 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 398.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 with "C" or better; MATH 211 or BA 225 with "C" or better; and nine additional hours in sociology with "C" or better. *Three semester hours.*

SOCI 399.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 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 "C" or better in each. *Three semester hours.*

SOCI 421.SOCIOLOGY SENIOR SEMINAR

Independent research using primary sources on a topic of sociological interest. Prerequisite: Senior status and "C" or better in SOCI 398 and SOCI 399. *Three semester hours.*

SOCI 490.SOCIOLOGY 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. Prerequisite: Senior status and "C" or better in SOCI 398 or departmental approval. *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, SOCI 398, and SOCI 399. *Three semester hours.*

SPANISH

SPAN 101 ELEMENTARY SPANISH I

Pronunciation, vocabulary building, principles of grammar and reading, and introduction to Hispanic cultures. Idiomatic communication in the spoken languages. Prior to registration, the foreign language placement test must be taken by all students new to Lander as of fall 2007. For more information see Foreign Language Placement Test. *Three semester hours each.*

SPAN 102.ELEMENTARY SPANISH II

Pronunciation, vocabulary building, principles of grammar and reading, and introduction to Hispanic cultures. Idiomatic communication in the spoken language. Prerequisite: SPAN 101, or placement. Prior to registration, the foreign language placement test must be taken by all students new to Lander as of fall 2007. For more information see Foreign Language Placement Test. *Three semester hours.*

SPAN 201.INTERMEDIATE SPANISH I

Spanish language reading and writing skills, study of Hispanic, cultures, and analysis of texts from various genres. Extensive grammar review, composition, and oral practice. Class conducted in Spanish. Prerequisite: SPAN 102 or placement. *Three semester hours.*

SPAN 202.INTERMEDIATE SPANISH II

Spanish language reading and writing skills, study of Hispanic cultures, and analysis of selected texts from various genres. Extensive grammar review, composition, and oral practice. Class conducted in Spanish. Prerequisite: SPAN 201 or placement. *Three semester hours.*

SPAN 210.SPANISH CONVERSATION FOR THE PROFESSIONS

Fluency in oral communication developed through such activities as oral reports, summaries of reading and viewing materials, debates, pronunciation exercises, specialized vocabulary, and creative dramatic performances. Prerequisite: SPAN 102, or placement. *Three semester hours.*

SPAN 215.INTRODUCTION TO HISPANIC LITERATURE

Comprehensive introduction to the analysis of Hispanic literary texts with an emphasis on critical reading and writing. Readings, analyses, lectures, and compositions in Spanish. Prerequisite: SPAN 202 or instructor's permission. *Three semester hours.*

SPAN 280.SPECIAL TOPICS

The study of a particular issue, theme, or topic in Hispanic language, civilization, or literature. May be given in Spanish or English. Prerequisite: Permission of instructor. *One to three semester hours.*

SPAN 290.SPANISH PRACTICUM

Basic methods of teaching Spanish as a foreign language. Required course for Spanish peer tutors; but taking the course does not require employment in the Peer Tutoring Center. Spanish majors may take this course for elective credit only. Prerequisite: SPAN 201 or SPAN 210. This course may be repeated up to three times with instructor's permission. *One semester hour.*

SPAN 304.SPANISH PHONETICS

An introduction to the phonological system of the Spanish language including the theoretical basis for understanding the Spanish sound system. Students will perfect their own pronunciation through classroom practice and evaluated recordings. Prerequisite: SPAN 202. *Three semester hours.*

SPAN 305.SPANISH GRAMMAR AND COMPOSITION

Development of writing proficiency in Spanish, including vocabulary, grammar, usage, and style. Conducted in Spanish. Prerequisite: SPAN 202 or placement. *Three semester hours.*

SPAN 306.SPANISH-AMERICAN CIVILIZATION

An introduction to the culture and civilizations of Spanish America, including both historical development and contemporary social, artistic, intellectual, and political life. Conducted in Spanish. Prerequisite: SPAN 305 or permission of instructor. *Three semester hours.*

SPAN 307.SPANISH CIVILIZATION

An introduction to the culture and civilizations of Spain, including physical and human geography, historical development, and contemporary social, artistic, and political life. Conducted in Spanish. Prerequisite: SPAN 305 or permission of instructor. *Three semester hours.*

SPAN 312.HISPANIC LITERATURE TO 1800

Peninsular and Spanish-American literature from the Middle Ages to the Baroque. Reading, analysis, and discussion of representative works. Conducted in Spanish. Prerequisite: SPAN 215. *Three semester hours.*

SPAN 313.SPANISH-AMERICAN LITERATURE SINCE 1700

Spanish-American literature from the Romantic period to contemporary times. Reading, analysis, and discussion of representative works from authors such as Isaacs, Darío, Borges, Neruda, Cortázar, García Márquez, Esquivel. Conducted in Spanish. Prerequisite: SPAN 215. *Three semester hours.*

SPAN 314.PENINSULAR LITERATURE SINCE 1700

Spanish literature from the Romantic period through contemporary times. Reading, analysis, and discussion of representative works from authors such as Bécquer, Unamuno, Machado, Garcia Lorca, Cela, Jiménez, and Goytisolo. Conducted in Spanish. Prerequisite: SPAN 215. *Three semester hours.*

SPAN 340.OVERSEAS STUDY: LANGUAGE

Intensive language study on an overseas study program approved by the University. Prerequisite: Placement. *One to nine semester hours.*

SPAN 350.OVERSEAS STUDY: CULTURE

Study of Hispanic culture and civilization on an overseas study program approved by the University. Prerequisite: Placement. *One to nine semester hours*

SPAN 360.OVERSEAS STUDY: LITERATURE

Study of Hispanic literature on an overseas study program approved by the University. Prerequisite: Placement. *One to six semester hours.*

SPAN 403.SPANISH LINGUISITCS

Spanish morphology and syntax at the applied level, within a semantic framework. Conducted in Spanish. Prerequisite: SPAN 305. *Three semester hours.*

SPAN 405.SEMINAR IN HISPANIC LITERATURE

Advanced study in a specialized area, movement, writer, or work in Peninsular or Spanish-American literature. Conducted in Spanish. Prerequisite: SPAN 310. *Three semester hours.*

SPAN 451.METHODS OF TEACHING SPANISH

Approaches to teaching a second language, including second language acquisition theory, instructional and specialized communication-based methodologies and materials for dealing with diverse learning styles and grade levels. Include the development of authentic foreign language materials for use in teaching and the uses of recent technology in the second language acquisition. A planned clinical experience of at least ten hours is required. Prerequisites: SPAN 304 and 305. *Three semester hours.*

SPAN 480.SPECIAL TOPICS

Course offered periodically for the investigation of a particular issue, theme, or topic in Hispanic studies. Conducted in Spanish. Prerequisite: SPAN 305 or instructor's approval. *Three semester hours.*

SPAN 490. INTERNSHIP IN SPANISH

Practical experience in professional employment settings either locally or abroad. Placements may be made available through the department, or may be arranged by students in consultation with the department. Conducted in Spanish. May be repeated for a total of twelve hours. Prerequisite: SPAN 305, overseas study, permission of instructor. *One to twelve semester hours.*

SPAN 499.SENIOR PROJECT

A directed individual research project on a topic arranged with an instructor. The project requires a final paper written in Spanish and a public presentation in English or the research results. Prerequisite: Senior standing, permission of instructor. *One to three semester hours.*

SPECIAL EDUCATION

See Education (page 289).

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.*

TEACHING FELLOWS PROGRAM

See Education (page 286).

THEATRE

THTR 017.PERFORMANCE

This course requires Theatre Emphasis majors to experience a variety of dramatic literature and live performance styles by auditioning for and performing in at least two department productions. This class may not be taken more than twice. Graded pass/fail. *No credit.*

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 112.TECHNICAL PRODUCTION

Students acquire practical technical theatre production experience and training. Students serve on production crews and work in the scene shop. May be repeated for additional credit up to 8 semester hours. *Two semester hours.*

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. This course may be taken as one of the fine art requirements for recertification on the secondary level. *Three semester hours*

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. Prerequisite: 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 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. *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. Required for Theatre major. *Three semester hours.*

THTR 345.INTEGRATED ARTS INSTRUCTIONAL STRATEGIES: DRAMA

Elementary education students (grades 2-6) learn to (1) develop a unit of instruction integrating instructional strategies of drama and language arts pedagogy, (2) use drama as a primary means of communication as well as (3) use drama to make connections with other arts disciplines. Prerequisite: Restricted to Early Childhood, Elementary, and Special Education majors. Co-requisite: Taken Concurrently with EDUC 345. *One semester hour.*

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 415.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.*

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 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.*

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 the Master of Education degree in elementary education and the Master of Education 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/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.

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 155).

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

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

- (a) Presentation of a professional studio portfolio appropriate to the content area (i.e., graduate exhibition for MAT candidates in art education).
- (b) Successful performance of a summative Program Defense evaluated by professionals in the fields of art, art education and education.
- (c) 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.** Applicant must have graduated from a regionally accredited college or university and completed a state approved teacher education program or hold a valid teaching license. Applicants must 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 earn a GPA of 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. A minimum of one foundation of education course must be completed prior of admission to program. If all requirements are met, the Graduate Director 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 students 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 throughout the program of study. The portfolio must demonstrate competence with the five learner outcomes and the preferred dispositions of the Professional Instructional Leader to earn the M.Ed. degree.

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

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 657: Strategies & Techniques for Teaching Science
EDUC 633: Strategies & Techniques for Teaching Math
EDUC 655: Methods of Teaching Content Reading

3. Related Study (9 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.

Master of Education in Montessori Education

The program of study leading to the Master of Education in Montessori 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 15 hours)

EDUC 620: Applied Contemporary Learning Theories
EDUC 622: Advanced Human Growth and Development
EDUC 623: Educational Research Methods
MONT 617: Montessori Practicum I
MONT 618: Montessori Practicum II

2. Curriculum and Instruction -- (21 hours) concentration either in ages 3-6 or in grades 1-3

For concentration in ages 3-6

MONT 683 Montessori Methods: Practical Life (3 hours)
MONT 684 Montessori Methods: Sensorial (3 hours)
MONT 685 Montessori Philosophy and Theory
MONT 686 Methods of Observation & Classroom Leadership (3 hours)
MONT 687 Montessori Methods: Language (3 hours)
MONT 688 Montessori Methods: Mathematics (3 hours)
MONT 689 Montessori Methods: Integrated Curriculum (3 hours)

For concentration in grades 1-3

MONT 610 Foundations of Montessori Elementary (grades 1-3) Education
MONT 611 Montessori Methods: Elementary (gr.1-3) Mathematics I (3 hours)
MONT 612 Montessori Methods: Language (3 hours)
MONT 613 Montessori Methods: Social Studies (3 hours)
MONT 614 Montessori Methods: Biological and Physical Science (3 hours)
MONT 615 Montessori Methods: Geometry and Mathematics II (3 hours)
MONT 616 Montessori Methods: Creative Arts, Movement and Practical Life (3 hours)

3. In addition, students seeking certification at the lower elementary (grades 1-3) level who do not hold certification for ages 3-6 must take EDUC 685 or a 3 credit hour Early Childhood Montessori Methods class to meet the Early Childhood overview requirement for the American Montessori Society..

Transfer credit is applied to the area of related study.

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.

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.

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.

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 (SUMMER)

This course emphasizes acquiring knowledge 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

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. Prerequisites: ART 600, ART 611, ART 650, ART 660, EDUC 666. *Three semester hours.*

EDUCATION

EDUC 603. CULTURAL DIVERSITY IN EDUCATION

A study of systems of education in a variety of cultural settings in the modern world. Particular emphasis is given to the diverse nature of cultures and language systems. *Three semester hours.*

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 657.STRATEGIES AND TECHNIQUES FOR SCIENCE TEACHING

This course will include an emphasis upon management and instructional strategies to promote investigation science skills at the elementary level. Special attention will be given to individualizing instruction. Connections will be made with the SC Curriculum Standards and the National Science Teaching Association Standards. *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 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 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 and passing scores on Praxis II tests required for certification. Graded pass/fail. *Twelve semester hours.*

MASTER OF EDUCATION (M.Ed.)

EDUCATION

EDUC 603.COMPARATIVE EDUCATION

A study of the systems of education in a variety of cultural settings in the modern world. Particular emphasis is given to the diverse nature of cultures and language systems. *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.*

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 standards 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. Special focus on variations related to diverse populations. *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 AND WRITING

This course is a study of methods, materials and competencies useful for integrating reading and writing instruction into subject matter instruction to meet the needs of elementary/middle level learners. The course includes current research conducted in exemplary elementary/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

This course will include an emphasis upon management and instructional strategies to promote investigative science skills at the elementary/middle level. Special attention will be given to individualizing instruction. Connections will be made with the South Carolina curriculum standards and the NSTA standards. *Three semester hours.*

EDUC 658.THE INTEGRATION OF LANGUAGE ARTS AND SOCIAL STUDIES

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 elementary learners. South Carolina curriculum standards for both social studies and language arts will be utilized throughout this course. *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 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

MONTESSORI**MONT 610.FOUNDATION OF MONTESSORI ELEMENTARY (ages 6-9) EDUCATION**

Sound educational practices in the Montessori classroom must be firmly grounded in the pedagogical and developmental theories of Dr. Maria Montessori. This course incorporates both aspects of Montessori's theory in a unified examination of educational practices at the early elementary level. Contemporary theories of child development in the context of the Montessori classroom will also be examined. Six (6) hours of observation in Montessori elementary classrooms required. This course is web enhanced. *Three semester hours.*

MONT 611.MONTESSORI METHODS: ELEMENTARY (ages 6-9) MATHEMATICS

An introduction to the primary elementary Montessori mathematics curriculum. Topics include concept of number and quantitative relationships; the four fundamental operations; the laws of arithmetic; base systems; ratio and proportion; problem solving; and exponential notation. *Three semester hours.*

MONT 612. MONTESSORI METHODS: ELEMENTARY (ages 6-9) LANGUAGE

An introduction to the lower elementary Montessori language curriculum. Topics include assisting the child's oral language expression, reading and writing, grammar functions (parts of speech), structural grammar (sentence

analysis), literature, and the acquisition of library/reference and research skills. Special emphasis will be given to the integration of language activities throughout the total curriculum. *Three semester hours.*

MONT 613. MONTESSORI METHODS: ELEMENTARY (ages 6-9) SOCIAL STUDIES

An overview of the Montessori studies curriculum for ages 6-9, with an emphasis on the Great Lessons. Topics include the fundamental needs of humans, concepts of time, theories of creation, evolution, and physical and cultural geography. Integration of cultural topics into the elementary curriculum, with particular focus on writing and research will be covered. *Three semester hours.*

MONT 614. MONTESSORI METHODS: ELEMENTARY (ages 6-9) Biological and Physical Science

An overview of the Montessori science curriculum for ages 6-9, with an emphasis on the biological sciences. Topics include classification of chordate and non-chordate animals, botany, anatomy, ecology and the physical sciences. Integration of science topics into the elementary curriculum, with particular focus on writing and research will be covered. *Three semester hours.*

MONT 615. MONTESSORI METHODS: ELEMENTARY (ages 6-9) MATH II AND GEOMETRY

A follow-up of more advanced mathematics materials, as well as a study of geometry. Topics include measurement, estimation, probability, fractions, nomenclature for geometric forms, lines, angles, similarity, congruence and equivalence. *Three semester hours.*

MONT 616. MONTESSORI METHODS: ELEMENTARY (ages 6-9) Creative Arts, Movement & Practical Life

This class will emphasize the integration of the arts and practical life skills into the everyday life of the lower elementary classroom. Students will explore various art media, craft techniques and music and movement techniques. Topics include the use of technology, food preparation, construction and outdoor skills with particular emphasis on how they can be integrated into the academic curriculum. *Three semester hours.*

MONT 617.PRACTICUM I

This class, which meets for two weekend seminars each semester during the practicum phase, assists the novice teacher in the design of the classroom environment, establishing ground rules and effective classroom routines, developing parent communication strategies, instructional planning, observation techniques, assessment and record keeping. The student will receive guidance in creating and implementing an action research project. *Three semester hours.*

MONT 618.PRACTICUM II

This class is a continuation of Practicum I. It meets for two weekend seminars during the spring semester of the practicum phase. Prerequisite: "B" or better in MONT 617: Practicum I. *Three semester hours.*

MONT 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.*

MONT 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.*

MONT 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.*

MONT 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.*

MONT 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.*

MONT 688. 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. A graduate level research component will be required. Prerequisite: Permission of instructor. *Three semester hours.*

MONT 693.MONTESSORI METHODS; INTEGRATED CURRICULUM

The objectives of this course are to acquaint the Montessori teacher candidate with the sequence and materials for teaching social studies, science and creative arts in the context of Montessori's "Cosmic Curriculum," a holistic approach to natural science, multicultural studies and artistic expression. *Three semester hours.*

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.*

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

Elizabeth Bethel (1973)
Ralph Boroughs (1971)
Marvin L. Cann (1967)
Chan S. Chang (1973)
Nahn J. Chang (1973)
W. Royce Caines (1988)
Joel S. Cleland (1974)
Larry J. Cook (1975)
Robert P. Cumming (1974)
Joseph W. Davis (1973)
Doris F. Fitzgerald (1981)
Richard S. Fox (1977)
Barbara T. Freese (1975)
Susan C. Going (1973)
Gilbert S. Guinn (1970)
Susan H. Guinn (1974)
Ann T. Hare (1968)
Jerald D. Hawkins (1988)
David L. Henderson (1987)
John S. Hinkel (1981)
Bettie R. Horne (1968)
Ann M. Hutto (1953)
J. Hayden Igleheart, Jr. (1968)
Frank E. Jackson, Jr. (1972)
Harvey E. Jeffreys (1971)
Anthony A. Lenti (1970)
Marianne W. Lenti (1987)
Agnes M. Luddy (1972)
Leonard E. Lundquist (1969)
Alan C. MacTaggart (1973)
Roberta Major (1950)
Sheila B. Marino (1973)
Margaret L. Marks (1967)
William T. Martin (1973)
Betsy M. McDowell (1971)
Marilyn E. Mecca (1990)
Robert J. Morris (1991)
Leo F. McMullin (1979)
Kenneth N. Mufuka (1976)
Joseph A. Murphy (1974)
Carol M. Neubner (1975)
Jean Paquette (1989)
Walter M. Patterson, III (1980)
Robert K. Phillips (1975)
Richard P. Pinckney (1980)
Robert H. Poe (1976)

Mary Lynn Polk (1970)
Lorraine A. Redderson (1968)
Branimir M. Rieger (1974)
Wilma W. Reeves (1967)
Carol J. Scales (1992)
Dale O. Shaffer (1983)
Samrendra Singh (1970)
Stephanie C. Smith (1986)
Thomas B. Stevens (1974)
Shelton E. Stewart (1959)
Aron G. Tannenbaum (1975)
Peter A. Vahjen (1971)
Larry E. Vereen (1970)
Bruce F. White (1976)
Betty H. Williams (1965)
Carol Y. Wilson (1982)
Jerome D. Wilson (1973)
Jerry D. Wilson (1975)
Roger A. Wohlford (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., M.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)
Professor of Education
B.S.E., Northeast Missouri State
University (1965)
M.A.T., Duke University (1968)
Ed.D. University of Northern
Colorado (1972)
- 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)
- Berry, Michael (2007)
Assistant Librarian
B.A., Francis Marion University (2002)
M.A., University of South Carolina (2005)
MLIS, University of South Carolina (2007)
- Bello, Judy H. (2004)
Instructor of English and
Director of Writing Lab
B.A., Winthrop University (1965)
M.A., Farleigh Dickinson University (2003)
- Bode, James S. (2007)
Assistant Professor of Mathematics
B.S., Calvin College (2001)
M.S., Cornell University (2005)
- Bright, Deborah (2009)
Instructor of Education
B.A., Winthrop University (1980)
M.E.D., Lander University (2001)
- Brodhacker, K. Lisa (2006)
Assistant Professor of Chemistry
B.S., Piedmont Baptist College (1996)
Ph.D., USC-Columbia, (2006)
- Carson, Linda A. (2005)
Instructor of Sociology
B.S., Houston Baptist University (1979)
MS, University of Houston (1991)
- Colbert, James E., Jr. (2007)
Assistant Professor of Chemistry
B.S., Wofford College (1984)
Ph.D., Georgia Institute of Technology (1989)
- Coleman, Gay S. (1982)
Director of Student Success Center 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)
- Conner, Brian T. (2008)
Instructor of Nursing
A.D., Broward Community College (1983)
B.S.N, University of Phoenix (2006)
M.S., University of Phoenix (2007)
- Rebecca Cox Davenport (2008)
Instructor of Nursing
Nursing Diploma, Lancaster General Hospital (1996)
BSN, University of Pittsburgh (1998)
MSN, Waynesburg College (2005)
- Craton, Lillian E. (2007)
Assistant Professor of English
B.A., University of North Carolina (1998)
M.A., Emory University (1995)
Ph.D., Emory University (2006)
- 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)
 Distinguished Professor 2008
- Dooly, Cathryn R. (2007)
 Associate Professor of Physical Education and
 Exercise Studies
 Towson State University (1978)
 M.A., University of Maryland (1982)
 M.Ed., Columbia University (1987)
 Ph.D., University of Maryland (1992)
- Dove, Kevin L. (2003)
 Associate 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)
- Duncan, Christopher (2007)
 Assistant Professor of Mathematics
 B.S., University of South Carolina (2000)
 M.S., Tulane University (2006)
- Dunn, Gina P. (2002)
 Assistant Professor 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)
- Epstein, Ann M. (2008)
 Assistant Professor of Education
 B.S., Northwestern University (1975)
 M.Ed., Xavier University (1976)
 Ph.D., University of Maryland (1996)
- Ervin, Barbara A. (2001)
 Associate 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)
- Gallo, Reed P. (2008)
 Assistant Professor of Music
 B.M., Kent State (1996)
 M.M., Temple University (1998)
 Ph.D., University of Illinois at Urbana (2007)
- Gardiner, Robert A. (2002)
 Associate Professor of Music
 B.M.E., University of South Carolina (1990)
 M.M., DePaul University (1997)
 D.M.A., University of South Carolina (2008)
- Gardner, Cynthia (2009)
 Assistant Professor of Education
 B.A., University of South Carolina (1986)
 M.A., University of South Carolina (1992)
 Ed.D., University of South Carolina (2009)
- Gardner, David E. (2002)
 Associate Professor of Chemistry
 B.S., Carnegie Mellon University (1994)
 M.S., Purdue University (1994)
 Ph.D., Purdue University (2002)
- Garlick, John Richard, Sr. (2009)
 Assistant Professor of Accounting
 B.A., Augusta College (1975)
 MBA, University of South Carolina (1980)
 Ph.D., University of South Carolina (1989)
- Garrett, Tracy D., (2005)
 Assistant Professor of Education
 B.S., Lander University (1996)
 M.Ed., Clemson University (2000)
 Ed.D, Walden University (2009)
- Genevie, Michael P. (2009)
 Associate Professor of Theatre
 B.A., Fairmont State College (1973)
 M.F.A., Florida State University (1976)

- Going, Susan Creviston (1973)
 Librarian and Emeritus Associate Professor
 B.S., Knox College (1972)
 M.Ln., Emory University (1973)
- Green, Alan M. (2009)
 Assistant Professor of Economics
 B.A., Furman University (2003)
 M.A., University of Chicago (2004)
- Haigh, Adam E. (2006)
 Librarian and Assistant Professor
 B.S., University of Pittsburgh (2000)
 M.S., University of Pittsburgh (2002)
 MLIS, University of Pittsburgh (2005)
- Hannah, Daniel (2008)
 Assistant Professor of Physical Education &
 Exercise Studies
 Director of Athletic Training Program
 B.S., Erskine College (2000)
 M.A., East Tennessee State University (2002)
- Hare, Ann T. (1968)
 Professor Emeritus
 B.A., North Georgia College (1957) Emeritus
 B.S., Lander University (1985)
 M.Ln., Emory College (1958)
 M.B.A., University of South Carolina (1979)
- Hansknecht, Kerry A. (2009)
 Assistant Professor of Biology
 B.S., George Mason University (2000)
 M.S., Central Michigan University (2003)
- Harrison, Daniel M. (2005)
 Associate 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)
- Harvey, Stephan E. (2007)
 Assistant Professor of Accounting
 B.M., Western Michigan University (1971)
 B.S., Indiana University (1985)
 MBA, Indiana University (1990)
 Ph.D., Robert Morris University (2006)
- Haynes, Paula B. (2008)
 Instructor of Nursing
 B.S., Lander University (1992)
 M.S., Clemson University (2008)
- Hester, Laura (2006)
 Assistant Professor of Mass Communications
 B.A., Salem College, Winston-Salem (1983)
 M.M.C., University of South Carolina (1996)
- Holloway, Jonathan O. (2008)
 Assistant Professor of Art
 B.A., St. Andrews Presbyterian College (1991)
 M.F.A., Savannah College of Art and Design,
 (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)
- Igleheart, Leisa M. (2003)
 Assistant Professor of Nursing
 A.B., Erskine College (1978)
 B.S.N., Lander University (1995)
 M.S.N., University of South Carolina (2002)
- Jameson, Misty L. (2008)
 Assistant Professor of English
 B.A., Mississippi State University (1997)
 M.A., Mississippi State University (1999)
 Ph.D., University of Georgia (2008)
- 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)
- Kier, James N. (2006)
 Instructor of Political Science
 B.A., Alderson Broaddus College (1969)
 M.P.A., University of Tennessee (1972)
- Kirby, B. Kym (2006)
 Assistant Professor of Physical Education
 B.S., Clemson University (1982)
 MAT, USC-Columbia (1998)
 Ph.D., USC-Columbia (2005)
- 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)

- Landis, Angela A. (2008)
Instructor of Nursing
A.N., Lander University (1985)
BSN, University of South Carolina-Upstate (2003)
MSN, Medical University of South Carolina (2007)
- 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)
- Jason P. Lee (2006)
Assistant Professor of Biology
B.S., Lander University (2000)
Ph.D., University of Colorado (2006)
- C. Renee Love (2004)
Associate Professor of English
B.A., North Carolina State University (1991)
M.A., North Carolina State University (1995)
Ph.D., Georgia State University (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)
- Lucas, Carrie B. (2007)
Instructor of Physical Education
B.S., Indiana State University (1985)
- Mash, S. David (2009)
Dean of Library Services and Professor
B.S., Southern Methodist University (1979)
Th.M., Dallas Theological Seminary (1985)
M.S., University of North Texas (1987)
Ph.D., University of South Carolina (2008)
- Maze, Jennifer R. (2002)
Associate 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)
Associate Professor of Biology
B.S., West Virginia State College (1995)
M.S., Marshall University (1997)
Ph.D., West Virginia University (2002)
- McKenzie, Danny L. (2001)
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)
- McMillan, S. Lucas (2008)
Assistant Professor of Political Science
B.A., Wofford College, (2002)
M.A., University of Warwick-Coventry, England (2004)
Ph.D., University of South Carolina (2008)
- Melson, David C. (2008)
Assistant Professor of Biology
A.A., Eastern Oklahoma State College (1998)
B.S., Oklahoma State University (2002)
Ph.D., Oklahoma State University (2008)
- 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)
- Moody, Samuel L. (2007)
Instructor of Spanish
B.A., Georgia Southern University (1996)
M.A., Middleburg College (1998)
- Moore, Gail D. (2007)
Assistant Professor of Business Administration
B.S., University of South Carolina (1992)
J.D., University of South Carolina (1995)
- Moore, John G. (1998)
Associate Professor of Philosophy
B.A., Emory University (1987)
M.A., Emory University (1991)
Ph.D., Emory University (1998)
- Moore, Scarlet B. (2007)
Assistant Professor of Criminal Justice
B.S., University of North Carolina-Asheville (1990)
J.D., Louisiana Southern University (2001)
- Mufuka, Kenneth N. (1976)
Emeritus Professor of History
B.A., London University (1968)
M. Litt, St. Andrews (Scotland) (1971)
Ph.D., Queens University (Canada) (1975)

- Murphy, Michael H. (2008)
Assistant Professor of Education
B.S., Eastern Mennonite University (1996)
M.A., Marshall University Graduate College-
South Charleston, WV (2002)
Ed.S., Marshall University-
South Charleston, WV (2002)
Ed.D., Marshall University-South Charleston,
WV (2008)
- Myers, Leslie M. (2005)
Assistant Professor of Nursing
B.S.N., Clemson University (2002)
M.S., University of South Carolina (2006)
D.N.T., University of South Carolina (2008)
- 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 and
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)
- Niles, Nancy J. (2007)
Assistant Professor of Business Administration
MPH, Tulane University, New Orleans, La (1989)
MS/MBA University of Maryland (2008)
PhD, University of Illinois at Urbana-
Champaign,
- Nix, P. Marie (2008)
Associate Professor of Psychology
B.A., University of North Carolina-Chapel Hill
(1990)
M.S., University of Georgia (1996)
Ph.D., University of Georgia (2002)
- 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)
Associate Professor of Physics
B.S., Furman University (1993)
M.S., University of Alabama-Tuscaloosa (1997)
Ph.D., University of Alabama-Tuscaloosa (2000)
- Paquette, Jean (1989)
Emeritus 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)
Associate Professor of Environmental Geology
B.A., Hanover College (1979)
M.S., Miami University (1981)
Ph.D., University of Arizona (1988)
- Parrilla, Osvaldo (2007)
Associate Professor of Spanish
B.A., College of the Virgin Islands (1986)
M.A., New York University (1987)
Ph.D., Texas Tech University (1999)
- 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)
- Ramsey, William L. (2008)
Associate Professor of History
B.A., University of Georgia (1989)
M.A., Valdosta State University (1992)
Ph.D., Tulane University (1998)

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)
 Ph.D., University of North Carolina(2005)

Runyan, Michael E. (1974)
 Associate Professor of Biology
 B.S., University of South Carolina (1971)
 M.S., University of South Carolina (1978)

Ryan, P. Josie (2008)
 Assistant Professor of Mathematics
 B.A., Milligan College (1995)
 M.A., Wake Forest University (1997)
 Ph.D., University of South Carolina (2004)

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)

Sch lindwein, Charles W. (1996)
 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 or English Education
 B.S., Florida Southern College
 M.Ed., Armstrong Atlantic State University (1984)
 Ph.D., University of Florida (1988)

Shehi, Monika (2008)
 Assistant Professor of English
 B.A., Toccoa Falls College (1998)
 M.A., University of South Carolina (2001)
 Ph.D., University of South Carolina (2007)

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)

Slagle, James (2007)
 Assistant Professor of Art
 B.S., Towson State University (1992)
 M.F.A., Florida Atlantic University (2005)

Slimmer, David A. (1993)
 Professor of Physics
 B.S., Muhlenberg College (1986)
 M.S., Lehigh University (1988)
 Ph.D., Lehigh University (1992)

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)

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)
 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)
 Distinguished Professor (2007)

Stowe, Charles R.B. (2008)
 Professor of Management
 B.A., Vanderbilt University (1971)
 M.B.A., University of Dallas (1976)
 J.D., University of Houston Law Center (1982)
 Ph.D., University of Warsaw (1998)

Tinsley, Peter W. (2008)
 Assistant Professor of Chemistry
 B.A., Pfeiffer College (1978)
 M.S., University of Tennessee -Knoxville, (1981)
 Ph.D., University of Tennessee-Memphis (1988)

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)

Trousdale, Austin W., III (2008)
Assistant Professor of Biology
B.A., Hendrix College (1994)
M.S., University of Memphis (1998)

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)

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)
Associate 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)

Wiecki, Lisa (2008)
Assistant Librarian
B.F.A., Emerson College-Boston, MA (1997)
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Danny L. McKenzie, Vice President for Academic Affairs
Diane D. Newton, Vice President for Business and Administration
H. Randall Bouknight, Vice President for Student Affairs
J. Adam Taylor, Vice President for University Advancement
Jefferson J. May, Director of Athletics

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Vacant, Administrative Specialist II
Stone, Dewitt B. Jr, Study Abroad Director

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Danny L. McKenzie, Vice President for Academic Affairs
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Landreth, Carla, Administrative Specialist II, College of Arts and Humanities
Boyce, Karen K., Administrative Specialist II, College of Science and Mathematics, Department of Mathematics and Computing
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Long, Betty, Acquisitions
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ACADEMIC SUCCESS CENTER

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ADMISSIONS

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Vacant, Admissions Counselor
Vacant, Admissions Counselor

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Spearman, Mary Ellen F., Student Services Program Coordinator I

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Jay, Catherine, Schedule and VA Coordinator
Johnston, Taylor Transfer Articulation Director
Proctor, Kelly, Assistant Registrar
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Duncan, Brandon, Softball Coach
Evans, Bruce, Men's Basketball Coach
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Gregg, Russ, Women's Basketball Assistant
Grogan, B. Steve, Director, Bearcat Club
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Margeson, Katy, Assistant Trainer
Vacant '002B, Baseball Coach

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Simpson, Brett, Men's and Women's Tennis Coach
Smithwick, Austin, Baseball Assistant Coach
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Taylor, E. Van, Men's Soccer Coach

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Pilgrim, Scott, Manager
Ward, Mary H., Accounts Payable/Receivable Assistant

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Barnhill, William, Computer Lab and Faculty Coordinator
Ficklin, Michael, Applications Analyst
Gadagno, Marcy, Applications Analyst
Henderson, Mike R., Server Administration Coordinator
Henry, Thomas, Student Technology Coordinator
Hughes, Kelly, Customer Support Coordinator
Ladoucer, Ray, Network Manager
Latham, Jo S., Applications Analyst
Lindley, Ricky J., Data Base Administrator
McMahan, F. Wayne, Technical Services Manager
Minter, Karen L., Web & Computer Training
O'Connor, Glen A., Instructional Technology Manager
Roberts, Cathy, Administrative Applications Manager
Wilczewski, John, Application Analyst

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Sprowl, Dorenda, Campus Engineer

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Poole, Patricia A., Benefits Administrator
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Barker, Larry R., Energy Management Technician
Baylor, Iola, Custodian
Blackwell, Raymond, Groundkeeper
Boyer, Rodney B., Campus Safety/Safety Coordinator
Branham, David, Groundskeeper
Brown, Robert A., Supervisor of Building Maintenance
Byrd, Samantha, Facilities Schedule
Burns, Johnnie Mae, Custodian
Callahan, Warren, Custodian
Carnell, Marion Ray, Supply Manager
Cason, Louise D., Custodian
Clinkscales, Jack, Building Maintenance Technician
Coleman, Kelvin, Custodian
Crenshaw, William F., Custodian
Crutcher, Paul, Lock, Key Control
Davis, James C., Building Maintenance Technician /HVAC
Devore, Terry L., Building Maintenance Technician/Plumber
Evans, William Ray, Groundskeeper
Fallaw, Judy, Custodian
Franklin, Brendolyn, Custodian
Fuller, Torry, Asst. Custodian Supervisor
Goldman, Matt, Building Maintenance Technician
Harris, Betty J., Custodian
Hendrix, David L., Building Maintenance Technician
Jay, James, Custodian
Kinard, Samuel M., Custodian
Ligon, Stan A., Trade Craftsman
Martin, Robbie B., Groundskeeper
McKellar, Donny B., Building Maintenance Technician
McKee, Chad, Building Maintenance Technician/HVAC
McVay, Frank, Special Events
Mitchum, Robert, Special Events
Minter, S. Todd., Groundskeeper
Nix, Lauren A., Custodian
Ouzts, Kent P. Building Maintenance Technician
Patterson, Brandon, Groundskeeper
Peeples, Jamie, Custodian
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Pierce, Jeffery Scott, Groundskeeper
Powell, Terry L., Building Maintenance Technician
Price, Dana, Superintendent of Custodial
Price, Douglas Ray, Building Maintenance Technician
Rice, Larry, Custodian
Riley, Russell M., Building Maintenance
Runyans, Jim, Building Maintenance Technician
Sells, Frank, Grounds Supervisor
Shaw, Eddie, Special Events Director
Shaw, Glen, Telephone Maintenance
Smith, Victor, Building Maintenance/HVAC
Steinberg, Judy, Administrative Specialist
Tumblin, Tommy, Custodian
Urban, Terry, Building Maintenance Technician
Williams, Danny, Custodian
Willis, Kathy, Fleet and Office Manager
Wilson, Kaelin, Groundskeeper
Wright, Gerald, Building Maintenance HVAC

STUDENT AFFAIRS

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UNIVERSITY POLICE DEPARTMENT

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Allen, Greg, Law Enforcement Officer
Balies, Todd, Law Enforcement Officer
Briggs, Eddie, Assistant Chief, Law Enforcement Officer
Busby, C. Derrick, Law Enforcement Officer
Emery, Matt, Law Enforcement Officer
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Mitchell, Bill, Parking Enforcement
Moore, Curtis, Law Enforcement Officer
Pratt, Jonathan, Law Enforcement Officer
Sanders, Chris, Law Enforcement Officer

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Darling, Chandler R., Associate Director of Residence Life
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Horne, Lynn, Campus Nurse
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Lorenzatti, David, Writer

Martin, Russell, Writer

Scott, Maria, Designer

Varner, Megan, Writer

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