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LANDER UNIVERSITY
2019-2020 GRADUATE 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 Lander University 2019-2020 Graduate Catalog, please go to: www.lander.edu/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 2019-2020 academic year, commencing with the 2019 fall semester and extending through the 2020 summer sessions.

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GREENWOOD, SOUTH CAROLINA 29649-2099

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.

Posted on-line 10/11/2019

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UNIVERSITY CALENDAR

ACADEMIC YEAR 2019-2020

FALL SEMESTER - FULL TERM 2019

Since this schedule is subject to change, please consult the following website, http://www.lander.edu/academics/Registrar-Office/Academic-Calendar.aspx for the most current calendar.

June 19-20----------Friday-Saturday --------- Freshman Orientation
June 24-25 ----------Wednesday-Thursday -- Freshman Orientation
June 26-27 ----------Friday-Saturday --------- Freshman Orientation
August 1 ----------Wednesday---------- 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.
August 15----------Thursday---------- Last day to validate and pay for all registered students. Failure to validate and pay university fees will result in cancellation of student's schedule. Refer to http://www.lander.edu/business_office for details.
August 14----------Wednesday---------- Residence halls open (new freshmen and transfers only)
August 15----------Thursday---------- Residence halls open for continuing students
August 19 ---------- Monday ----------Classes begin
August 23----------Friday ---------- Registration and Drop/Add ends. Last day to drop a course and receive a full tuition refund. See refunds: http://www.lander.edu/Business-Administration/Business-Office/Refund-Policy.aspx)
August 23----------Friday ---------- Last date to validate and pay for students who register or re-register between August 16, 2019 and August 23, 2019. Failure to validate and pay university fees will result in cancellation of student's schedule. Refer to http://www.lander.edu/business_office for details.
August 24----------Saturday ---------- Withdrawal from individual classes with a "W" grade begins. No academic penalty, no tuition refund. See refunds: http://www.lander.edu/Business-Administration/Business-Office/Refund-Policy.aspx)
Aug 28-Oct 10------Wednesday-Thursday -- Graduation Applications Accepted for Fall 2019
September 2---------Monday---------- Labor Day Holiday (No Classes)
September 30 Monday ---------- Midterm week begins
October 16 ----------Wednesday---------- Withdrawal from individual classes with a "W" grade ends.
October 28 ----------Monday---------- Registration for Spring 2020 begins for continuing students
November 1 --------Thursday ---------- FAFSA Deadline
October 14-15 ------Monday-Tuesday Fall break (No classes)
November 28-29 --Thursday-Friday--------- Thanksgiving holiday (University closed)
November 25 -------Monday---------- Registration for Spring 2020 for new students begins
December 2 ---------Monday---------- Classes resume at 8:00 a.m.
December 2 ---------Monday ---------- Last day of classes and last day for a complete withdrawal from all full term classes
December 4-10 -----Wednesday-Tuesday --- Examinations
December 10--------Tuesday---------- Residence halls close at 5:00 p.m.
December 12 -------Thursday---------- All grades due by 5 p.m.
December 18 -------Wednesday---------- Commencement at 11:00 a.m.
December 24-31----Tuesday-Tuesday ------- University closed for holidays.

FALL 1 - 2019 – For Online Programs Only

August 19----------Monday ---------- Classes Begin
August 21----------Wednesday ---------- Registration and Drop/Add ends
Aug 22-Sept 6 ------Thursday-Friday--------- Individual Course Withdrawal
October 7 ----------Monday ---------- Classes End
October 7 ----------Monday ---------- Last day to Withdraw from all Fall 1 Classes
October 8 ----------Tuesday ---------- Examinations
October 10 ----------Thursday---------- Fall 1 Grades Due by 5 PM

FALL 2 - 2019 – For Online Programs Only

October 9 ----------Wednesday ---------- Classes Begin
October 11 ----------Friday ---------- Registration and Drop/Add Ends
Oct 12-25 ----------Saturday-Friday --------- Individual Course Withdrawal
November 27-29 ---Wednesday-Friday------ Thanksgiving Break (University Closed)
December 3 ---------Tuesday ---------- Classes End
December 3 ---------Tuesday ---------- Last Day to Withdraw from all Fall 2 Courses
December 4 ---------Wednesday ---------- Examinations
December 6 ---------Friday ---------- Fall 2 Grades Due – 5 PM

SPRING SEMESTER FULL TERM 2020

Since this schedule is subject to change, please consult the following website, http://www.lander.edu/academics/Registrar-Office/Academic-Calendar.aspx for the most current calendar.

December 2 ---------Monday ---------- 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.
January 1 ----------Wednesday ---------- University closed for the holiday
January 2 ----------Thursday ---------- University opens after holiday break
January 9 ----------Thursday---------- Residence halls open
January 9 ----------Thursday---------- Last day to validate and pay for all registered students. Failure to validate and pay university fees will result in cancellation of student's schedule. Refer to http://www.lander.edu/business_office for details.
January 13--------- Monday ----------Classes begin
January 17----------Friday ---------- Registration and Drop/Add ends. Last day to drop a course and receive a full tuition refund. See refunds: http://www.lander.edu/Business-Administration/Business-Office/Refund-Policy.aspx)
January 17----------Friday ---------- Last date to validate and pay for students who register or re-register between January 11, 2019 and January 12, 2019. Failure to validate and pay university fees will result in cancellation of student's schedule. Refer to http://www.lander.edu/business_office for details.
January 18----------Saturday ---------- Withdrawal from individual classes with a grade of "W" begins
January 20----------Monday ---------- Martin Luther King Holiday (University closed)
Jan 22-Mar 5 -------Wednesday-Thursday -- Graduation Applications Accepted for Spring 2020
February 17-21 -----Monday-Friday---------- Mid-Term week
February 28 ---------Friday ---------- Withdrawal from individual classes with a grade of "W" ends
March 2-6 ----------Monday-Friday---------- Spring break
March 23 ----------Monday ---------- Registration begins for Fall 2020 Semester and Summer 2020 sessions for continuing students
April 13----------Monday ---------- Registration for new students begins
April 27----------Monday ---------- Last day of classes
April 27----------Monday ---------- Last day for a complete withdrawal from all full term classes
April 29-May 5 -----Wednesday-Tuesday --- Examinations
May 5 ----------Tuesday ---------- Residence halls close by 5 p.m. for all non-graduating students
May 7 ----------Thursday---------- All grades due by 5 p.m.
May 13----------Wednesday ---------- Commencement at 11:00 a.m.

SPRING 1 - 2020 – For Online Programs Only

October 28 ----------Monday ---------- Spring Registration for Continuing Students Begins
November 25 -------Monday ---------- Spring Registration for New Students Begins
January 13 ----------Monday ---------- Classes Begin
January 15 ----------Wednesday ---------- Registration and Drop/Add Ends
January 20 ----------Monday ---------- Martin Luther King Holiday (University Closed)
January 16-31 -------Thursday-Friday--------- Individual Course Withdrawal
March 9 ----------Monday ---------- Classes End
March 9 ----------Monday ---------- Last Day to Withdraw from all Spring 1 Courses
March 10 ----------Tuesday ---------- Examinations
March 12 ----------Thursday---------- Spring 1 Grades Due by 5 PM

SPRING 2 - 2020 – For Online Programs Only

October 28 ----------Monday ---------- Spring Registration for Continuing Students Begins
November 25 -------Monday ---------- Spring Registration for New Students Begins
March 11 ----------Wednesday ---------- Classes Begin
March 13 ----------Friday ---------- Registration and Drop/Add Ends
March 14-27 --------Saturday-Friday --------- Individual Course Withdrawal
April 28 ----------Tuesday ---------- Classes End
April 28 ----------Tuesday ---------- Last Day to Withdraw from all Spring 2 Courses
April 29 ----------Wednesday ---------- Examinations
May 1 ----------Friday ---------- Spring 2 Grades Due by 5 PM

SUMMER 2020

Since this schedule is subject to change, please consult the following website, http://www.lander.edu/academics/Registrar-Office/Academic-Calendar.aspx for the most current calendar.

SUMMER SESSION 1

March 23 ----------Monday ---------- Registration begins for continuing students
April 13 ----------Monday ---------- Registration for new students begins
May 18---------- Monday ----------Classes begin
May 19 ----------Tuesday ---------- Registration and drop/add ends
May 20-26----------Wednesday-Tuesday --- Withdrawal from individual class with a "W" grade. No academic penalty, no tuition refund. See refunds: http://www.lander.edu/Business-Administration/Business-Office/Refund-Policy.aspx)
May 21-June 25 ----Thursday-Thursday ----- Graduation Applications Accepted for Summer 2020
May 25 ----------Monday ---------- Memorial Day (University closed)
June 22 ----------Monday ---------- Last day to withdrawal from all Summer I classes
June 22 ----------Monday ---------- Classes end
June 23 ----------Tuesday ---------- Examinations
June 25 ----------Thursday---------- All grades due by 4:00 p.m.

SUMMER SESSION 2

March 23 ----------Monday ---------- Registration begins for continuing students
April 13 ----------Monday ---------- Registration for new students begins
June 24 ---------- Wednesday ----------Classes begin
June 25 ----------Tuesday ---------- Registration and drop/add ends
June 26-July 2 ------Friday-Thursday--------- Withdrawal from individual class with a "W" grade. No academic penalty, no tuition refund.
July 6 ----------Monday ---------- Fourth of July holiday (University closed)
July 29 ----------Wednesday ---------- Classes end
July 29 ----------Wednesday ---------- Last day to withdraw from all Summer II courses
July 30 ----------Thursday---------- Examinations
August 2 ----------Sunday ---------- All grades due by 4:00 p.m.
August 3 ----------Monday ---------- Graduation (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, one member from each of the congressional districts in South Carolina and eight 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. Cary C. Corbitt	2020
Second	Seat 2	Mrs. Angela Strickland	2020
Third	Seat 3	Dr. Linda L. Dolny	2020
Fourth	Seat 4	Mr. Jack W. Lawrence	2020
Fifth	Seat 5	Ms. S. Anne Walker	2020
Sixth	Seat 6	Dr. Robert F. Sabalis	2020
Seventh	Seat 7	Ms. Catherine Lee	2020

At-Large Members (elected by the General Assembly)

Seat 8	Mr. Robert A. Barber, Jr.	2020
Seat 9	Mr. Maurice Holloway	2020
Seat 10	Dr. Peggy Makins	2020
Seat 11	Mr. Donald. H. Scott	2022
Seat 12	Dr. DeWitt B. Stone, Jr.	2020
Seat 13	Mr. Raymond D. Hunt	2020
Seat 14	Ms. Marcia Thrift Hydrick	2020
Seat 15	Mr. John E. Craig, Jr.	2022

At-Large Member (appointed by the Governor)

Seat 16	Dr. Donald Lloyd, II

Ex Officio Member

Governor Henry D. McMaster

Designee: Ms. Holly Bracknell

EXECUTIVE OFFICERS OF THE ADMINISTRATION

Richard E. Cosentino
President

Scott Jones
Provost and Vice President for Academic Affairs

Stacie Bowie
Vice President for Finance and Administration, Chief Financial Officer

vacant
Vice President for Enrollment and Access Management

Brian P. Reese
Director of Athletics

Crystal Rookard
Vice President and General Counsel

J. Adam Taylor
Chief of Staff and Vice President for Governmental Affairs

Mike Worley
Vice President for University Advancement and Executive Director of the Lander Foundation

Boyd Yarbrough
Vice President for Student Affairs

ADMINISTRATIVE OFFICES

- Office of the President
- Academic Affairs
  - Academic Colleges and Departments
    - College of Arts and Humanities
      - Department of Art
      - Department of English and Foreign Languages
      - Department of Mass Communications and Media Studies
      - Department of Music
    - College of Behavioral and Social Sciences
      - Department of Government, Criminology, and Sociology
      - Department of History and Philosophy
      - Department of Psychological Science
      - Department of Military Science
    - College of Business
    - College of Education
      - Department of Teacher Education
      - Department of Physical Education and Exercise Science
    - College of Science and Mathematics
      - Department of Biology
      - Department of Physical Sciences
      - Department of Mathematics and Computing
    - William Preston Turner School of Nursing
    - Interdisciplinary Studies
    - Academic Success Center
    - Center for Online and Innovative Learning
    - Institutional Research and Assessment
    - Library
    - Student Support Services
- Athletics, Intercollegiate
  - Baseball (Men's)
  - Basketball (Men's and Women's)
  - Cross Country (Men's and Women's)
  - Golf (Men's and Women's)
  - Lacrosse (Men's and Women's)
  - Rugby (Men's and Women's)
  - Soccer (Men's and Women's)
  - Softball (Women's)
  - Tennis (Men's and Women's)
  - Volleyball (Women's)
  - Wrestling
- Business and Administration
  - Bookstore
  - Budget Office/Grants
  - Business Office/Accounting/Payroll
  - Engineering Services
  - Events Management
  - Information Technology Services
  - Physical Plant
  - Post Office
  - Printing Services
  - Procurement Services
  - University Police Department
- Enrollment and Access Management
  - Admissions
  - Financial Aid
  - International Programs
  - Office of Military and Veterans Services
  - Orientation Programs
  - Registrar's Office

- General Counsel
  - Affirmative Action/EEO
  - Human Resources
- Governmental Relations
  - University Relations and Publications
  - Planning, Analytics, and Decision-Support
  - Institutional Research
- Student Affairs
  - Campus Recreation
  - Career Services
  - Counseling Services
  - Equestrian Center
  - Housing and Residence Life
  - Student Activities
  - Student Wellness Center
- University Advancement
  - Alumni Affairs
  - Development
  - The Lander Foundation

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 (interim) (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); Daniel W. Ball (2000-2015); and Richard E. Cosentino (2015-present).

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

Vision Statement

A world where all graduates are educated, well rounded and prepared to continue their education or launch their careers.

Mission Statement

Lander University offers high-demand and market-driven programs to ambitious and talented students in South Carolina and beyond. These programs are delivered in a rich liberal arts environment to produce highly qualified and marketable graduates.

Approved by the Lander University Faculty on March 16, 2016

Approved by the Lander University Board of Trustees on March 22, 2016

Approved by the South Carolina Commission on Higher Education on June 2, 2016

Lander's Role and Scope

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 Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Lander University.

- The School of Management is accredited by the Association to Advance Collegiate Schools of Business (AACSB International), 777 South Harbour Island Boulevard, Suite 750, Tampa, FL 33602-5730 USA, Telephone: (813) 769-6500, Fax: (813) 769-6559.
- The Bachelor of Science in Nursing is approved by the South Carolina State Board of Nursing (110 Centerview Dr. Suite 202, Columbia, SC 29210; telephone number: 803-896-4300) and The Bachelor of Science in Nursing and the Master of Science in Clinical Nurse Leader programs are accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington, DC 20001. Telephone: (202) 887-6791.
- The Teacher Education programs of Lander University are approved by the state of South Carolina and the academic unit is nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP), 1140 19th St NW, Suite 400 Washington, DC 20036. Telephone: (202) 223-0077.
- Lander's Montessori Teacher Education Program offers coursework leading to certification by the American Montessori Society. It is fully accredited by the Montessori Accreditation Council for Teacher Education (MACTE), 420 Park Street, Charlottesville, VA 22902. Telephone: (434) 202-7793.
- The Bachelor of Science in Music is accredited by the National Association of Schools of Music (NASM), 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190. Telephone: (703) 437-0700.
- The Bachelor of Science in Visual Arts and Bachelor of Fine Arts in 2D and 3D Studio programs are accredited by the National Association of Schools of Art and Design (NASAD), 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190. Telephone: (703) 437-0700.

Lander University is a member of the Southern Association of Colleges and Schools Commission on Colleges, and the American Association of State Colleges and Universities. Information concerning accreditation procedures applicable to the University is available in the Office of the President.

Written testimony or a formal complaint may be filed following the procedures detailed at the Commission on Colleges website (www.sacscoc.org) or by directly contacting the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097, phone number (404) 679-4500.

The Educational Programs

Lander University confers the degrees of Master of Education (MEd), Master of Science (MS), Master of Science in Management (MSM) Bachelor of Arts (BA), Bachelor of Fine Arts (BFA), and Bachelor of Science (BS) on candidates who are recommended by the faculty. Areas of study are provided in the following degrees, minors, and certificates:

MEd Degrees

Montessori Education
Teaching and Learning
- Teaching and Learning, Diverse Learners
- Teaching and Learning, Instructional Technology
- Teaching and Learning, Montessori Education

MS Degrees

Emergency Management
Nursing – Clinical Nurse Leader

MSM Degree

Management

BA Degrees

English
- English
- English, Professional Writing
- English, Secondary Teacher Certification

History
Interdisciplinary Studies
Spanish

BFA Degrees

Fine Art
- Fine Art, 2D Studio
- Fine Art, 3D Studio

BS Degrees

Biology
- Biology
- Biology, Genetics

Business Administration
- Business Administration, Accounting
- Business Administration, Financial Services
- Business Administration, Health Care Management
- Business Administration, Management/Marketing

Chemistry
- Chemistry
- Chemistry, Dual Engineering
- Chemistry, Forensic Science
- Chemistry, Health Sciences

Chemistry Education, Secondary Certification

Computer Information Systems
- Computer Information Systems, Dual Engineering
- Computer Information Systems, Networking
- Computer Information Systems, Software Development

Criminology

Early Childhood Education
- Early Childhood Education
- Early Childhood Education, Montessori

Elementary Education

Environmental Science
- Environmental Science
- Environmental Science, Forensic Science

Exercise Science

History
- History
- History, Secondary Social Studies Teacher Certification

Interdisciplinary Studies
- Allied Health Studies
- Educational Psychology for Special Populations
- Environmental Health
- Equine-Assisted Activities and Therapies
- Financial Services and Public Relations
- Graphic Design and Marketing

- Health Promotion and Wellness: Behavioral Health
- Health Promotion and Wellness: Healthcare Management
- Health Promotion and Wellness: Human Services
- Health Promotion and Wellness: Policy
- International Environment and Sustainability
- Management, Public Relations
- Studies in Early Childhood Education and Psychology
- Studies in Early Childhood with Special Needs
- Teaching and Learning for Diverse Elementary Students (Reading/Media)

Mass Communications and Media Studies

Mathematics
- Mathematics
- Mathematics, Dual Engineering
- Mathematics, Secondary Teacher Certification

Music
- Music, Instrumental
- Music, Keyboard
- Music, Vocal
- Music, K-12 Teacher Certification, Choral
- Music, K-12 Teacher Certification, Instrumental
- Music, K-12 Teacher Certification, Keyboard

Nursing
- Nursing (Prelicensure)
- Nursing (Completion for Registered Nurses)

Physical Education, K-12 Teacher Certification

Political Science
- Political Science
- Political Science, Public Administration

Psychology

Sociology
- Sociology

Special Education

Visual Arts
- Visual Arts
- Visual Arts, Business
- Visual Arts, Graphic Design
- Visual Arts, K-12 Teacher Certification

Minors or Certificates

- African American Studies
- Art History
- Biology
- Business Administration
- Chemistry
- Child and Family Studies
- Computer Information Systems
- Criminal Justice
- Cybersecurity
- Electronic Art
- English
- Environmental Science
- Forensic Science
- Film Studies
- French
- Health Care Management
- History
- Homeland Security
- Human Services
- Information Technology
- International Business
- International Studies
- Mass Communications
- Mathematics
- Military Science and Leadership
- Music
- Non-Profit Management
- Philosophy
- Political Science
- Pre-Law
- Psychology
- Public Administration
- Public Relations
- Religion
- Sociology
- Spanish
- Speech and Theatre
- Sports Management
- Therapeutic Horsemanship
- Visual Arts
- Warfare, Military, and Diplomatic Studies Certificate
- Writing

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 128 acres within the city limits of Greenwood, a city of about 23,000 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:

Art Studio (1957) This building housed Lander's library from 1957 to 1977. Dr. Boyce M. Grier, Lander's seventh President from 1948-1966, had the library built for accreditation reasons. In 1977, when the library moved to its current site the building became home to the Physical Plant. The Department of Art moved into the space in 2004. Renovations to the building since 2004 have included the addition of a frame shop, studio space and offices.

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 William Preston Turner School of Nursing.

Bearcat Village (2011) Located approximately one-half mile from main campus, offers independent living for upperclassmen. The facility is served by the Lander shuttle, offering free round-trip transportation to campus seven days a week.

Boyce M. Grier Student Center (1979) Replacing an earlier student center building also named in honor of Lander's seventh 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, the Office of Enrollment and Access Management, and the Student Government Association**.**

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.

Cambridge Hall (2005) Built around 1904, Cambridge Hall was donated to Lander University in 2005 by the Greenwood Woman's Club. The building is primarily used for University and Greenwood Woman's Club functions.

Centennial Hall (2005) Centennial Hall is a 90,000 square foot facility featuring suites of 4 single rooms including a living space and bathroom. 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.

Chipley Hall (1925) The oldest free-standing building on campus, Chipley has always been a residence hall. 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 furbishing. The three-story building accommodates approximately 100 students.

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 Wellness Center, Campus Police and the Academic Success Center.

Human Resources Building (2011) Formerly the Montessori House, has been completely remodeled and is now occupied by Lander's office of Human Resources.

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.

The Jeff May Complex (2009) Named for Lander's Athletic Director from 1997-2016, the Jeff May Complex, Lander's recreation, wellness and sports complex is home to the university's soccer, baseball, softball and tennis teams. The 28-acre site also features intramural fields and a walking track. The fieldhouse at the complex provides office space for the soccer, baseball, softball and tennis coaches along with locker rooms, a training room, a weight room and a meeting room for the Lander Bearcats and visiting teams.

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 auxiliary gymnasium with three basketball courts, an elevated jogging track, a state-of-the-art fitness center, a dance studio, an aerobic studio, and handball/racquetball courts, as well as offices and classrooms for the Department of Physical Education and Exercise Science. The entire Drummond Complex comprises more than 126,000 square feet of space.

Josephine Abney Cultural Center (1987) Constructed as an add-on to the Boyce M. 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.

Lander Equestrian Center (2009) The Lander Equestrian Center is located on the campus of the Burton Center. The 37-acre Equestrian Center partnered with the Burton Center, a governmental agency serving people with disabilities and special needs, in 2009 to house a therapeutic riding program for the consumers at the Burton Center as well as being the home of Lander's Equestrian team.

Lander Foundation and Alumni Center (2015) The Lander Foundation and Alumni Center (located at 302 Hampton Avenue) is an "event friendly" venue, and the site of Lander Foundation and Lander Alumni board meetings, receptions, and other University Advancement activities.

Larry A. Jackson Library (1977) Named in honor of Lander's ninth president, this three-story, 65,000 square foot building contains book stacks, offices, workrooms, meeting rooms, group and individual study spaces, a coffee shop and computing laboratories. The Office of International Programs is located on the top level. The lower level contains the Information Technology Services Department which includes the Technology Resource Assistant Center for Students (TRACS), Technology Learning Center (TLC) and ITS help desk.

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

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 the executive offices of the President, the Provost and Vice President for Academic Affairs, and the Vice President for Business and Administration and administrative offices, including Admissions, the Business Office, Financial Aid, and the Registrar. The first floor also houses the Department of Mass Communications and Media Studies, including Lander's XLR radio station. The second floor houses the offices of the College of Education and the College of Business. The mezzanine houses the office of University Relations and Publications and the Department of Government, Criminology, and Sociology. The third floor houses the College of Behavioral

and Social Sciences (offices for the departments of History and Philosophy as well as Psychological Science) in addition to the Department of English and Foreign Languages and the Writing Center that are part of the College of Arts and Humanities.

New Residence Hall (2015) The new residence hall is a 70,000 square foot facility featuring double rooms with a bathroom for each room. Located in the newest developed area on campus, the building is 3 stories with a lower-level multipurpose room capable of holding meetings of up to 60 people. The multipurpose room is outfitted with the most up-to-date media technology.

Physical Plant Facilities (2006) Located on West Henrietta Avenue beside Centennial Hall, houses the departments of building maintenance, custodial, grounds maintenance, central receiving, and procurement.

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, Willison 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 and 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.

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.

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.

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 tenth president.

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.

Alumni Association

The Lander University Alumni Association was formed in 1885. The association is governed by an Alumni Board of Directors. All alumni, defined as graduates who hold a degree or certificate from Lander, are members of the association at no cost and may receive and the Spring and Fall publications of the *Lander Magazine*. The purpose of the association is to foster continued interest among alumni in their alma mater. The association sponsors student and alumni activities throughout the year as well as coordinates alumni clubs known as Tower Clubs, in areas of where high percent of alumni reside. For more information on the Alumni Association visit:
http://www.lander.edu/sites/alumni-affairs.

Lander University Student Alumni Association

The Lander University Student Alumni Association (LUSAA) offers an annual membership for all undergraduate and graduate students attending Lander University. The purpose is to foster support of the university while still a student to create a giving back mentality which will continue after graduation. Each member receives a welcome

goodie package, an SAA t-shirt and a membership card to use for benefits. Current members are automatically entered for textbook scholarship drawings. This membership dues organization provides socials, activities and eligibility to win an SAA scholarship each year. Contact the Alumni Office at 864-388-8350 for more information or visit the Alumni office located in The Lander Foundation and Alumni Center building on 302 Hampton Avenue.

UNIVERSITY ADMISSIONS

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, and (4) activities conducted on the premises owned or occupied by the University.

A completed online application and all supporting documents should be submitted to the Office of Admissions according to the appropriate deadline for the semester.

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

Graduate Application Process

Prospective students must apply for admission online by going to *http://www.lander.edu/apply*. Application deadlines for degree seeking students *is 30-days prior to the first term to be enrolled.*

Readmission for any former student whose attendance at Lander has been interrupted for any reason for one or more fall and/or spring semesters must submit an updated application for admission. High school transcripts are required for all students if not previously submitted. Readmission to the University and to the program of study in which the student was previously enrolled is NOT automatic. In order for a former student to be reviewed for readmission, any indebtedness to the University must be settled.

How to apply as a returning student after completion of a suspension term:

- Create an account and complete and online application 45-days prior to term to be enrolled
- Complete an appeal for readmission form, signed by the advisor and dean of the appropriate college;
- Request a meeting with the academic advisor or department chair to discuss academic goals and a possible class schedule;
- Submit a letter from your advisor and/or college dean which provide evidence of advisement;
- Write a letter explaining the circumstances of the suspension and what measures have been taken to correct this in the future;
- Submit final official transcript(s) from any institution(s) attended during your absence from Lander; and
- Submit the entire appeal packet to the Office of Admissions.

The University Admissions Committee meets once a month to review the application and make the decision concerning readmission. Meeting dates are posted online:
http://www.lander.edu/Admissions/Future-Students/Returning.aspx.

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 that all applicants must fulfill.

Degree-Seeking Students (F-1 Student Visas)

1) An application for undergraduate or graduate admission;

2) Official school records (transcripts, diplomas or certificates of study), in the original language and also officially certified English translations. Students wishing to transfer college-level credit from outside the United States 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 (NACES), www.naces.org. Students may be asked to provide course descriptions or syllabi to determine how individual

courses might transfer to Lander. Costs associated with using these services are the responsibility of the student. Students who are transfers from a college or university outside the United States and who are attending Lander as student-athletes must have a "course by course evaluation" mentioned above in order to determine their athletic eligibility.

3) English proficiency. While degree-seeking international students must be proficient in English before acceptance, this proficiency may be demonstrated in one of the following ways.

   a. TOEFL (Test of English as a Foreign Language) score. The minimum score on the TOEFL is 550 (paper based), 80 (internet-based), or 213 (computer-based). TOEFL's institutional code for Lander is 5363.

   b. International English Language Testing System (IELTS). The minimum score is a 6.0 with no subtest scores of less than 5.0.

   c. Test of English for International Communication (TOEIC). The minimum score is 600.

   d. English being the official native language.

   e. Completion of the equivalent of Lander's ENGL 101 and ENGL 102 from a regionally accredited college or university in the United States.

   f. Appropriate English subscore on SAT/ACT: 450 SAT or 18 ACT verbal

   g. Hold a bachelor's degree from a regionally accredited United States college or university.

4) Students must submit 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 international fees sheet will provide information about expenses. http://www.lander.edu/docs/admissions-documents/International_Fees_Sheet.pdf?sfvrsn=0. Please note that expenses may change without notice.

Lander University reserves the right to request other information that may be necessary to evaluate the application.

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

Upon acceptance, a Certificate of Eligibility (Form I-20) is issued. This form will be used to apply for an F-1 student visa. Holders of student F-1 visas must enroll as full-time students with a minimum course load of 12 credit hours for every semester that they are in the United States. Further information is available from the Office of International Programs.

International students must provide the 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.

For questions regarding:

- Campus employment
- Filing of state and federal taxes
- Internships
- I-20 (travel documents)
- Maintaining SEVIS record
- Obtaining a social security card
- Obtaining a S.C. driver's license
- OPT procedures

Contact: International Officer: Jeff Constant, Primary Designated School Official
Office of International Programs
Jackson Library
jconstant@lander.edu

Military Students/Veterans Affairs

The Registrar's Office houses a Veterans Affairs school certifying official (SCO) who is available to assist veteran students and their family members in using their veteran affairs benefits at Lander University. The SCO provides assistance in matters relating to applying for benefits, certification of enrollment, and transmitting necessary enrollment information to the proper VA regional office. Veterans/service members and dependents receiving military benefits have priority registration. Information is available at:
http://www.lander.edu/academics/Registrar-Office/veteran-affairs-benefits .

The Office of Enrollment and Access Management houses a Director of Military and Veterans Services who is responsible for recruitment and retention of military and veteran students. The Veteran Services representative will also assist the SCO with military and veteran earned education benefits. Along with these duties, the Coordinator of Veterans Services will be available to assist with military and veteran issues that may arise while attending Lander University.

Immunization Requirements

Lander University follows the CDC's and the American College Health Association's recommendations regarding immunizations for college students. All students, parents, and guardians are encouraged to learn more about serious communicable diseases and to make informed decisions regarding protection.

Immunization requirements must be met and on file at Student Health Services **before** a student registers for classes. In order to avoid disruption of the registration process, students should have all of their immunization requirements and their health services forms sent to the Wellness Center prior to registration. A copy of the health services form can be downloaded at
http://www.lander.edu/docs/student-affairs-documents/Health_Immunization_Form.pdf?sfvrsn=0.

Required Immunizations

1) **Two doses of MMR (measles, mumps, and rubella)**
2) **Meningococcal vaccine or a signed waiver declining the vaccine**

****INFORMATION REGARDING MENINGOCOCCAL VACCINE****

The Centers for Disease Control and Prevention recommends that college students be educated about the benefits of vaccination against meningitis (a potentially fatal bacterial infection) and Hepatitis B. The recommendation is based on recent studies showing that college students, particularly freshmen in residence halls, have a six-fold increased risk for meningitis and an increased risk of Hepatitis B. In addition, the State of South Carolina requires higher education institutions to inform students and parents about the risk of contracting these diseases and the availability of preventive vaccines. The University now recommends all incoming students age 21 and under to be immunized against **Meningococcal Disease**. The vaccination is available at physicians' offices or local health departments. Meningococcal Disease is a rare but potentially fatal bacterial infection. Adolescents, as well as young adults, have an increased incidence of Meningococcal Disease, accounting for nearly 30 percent of all U.S. cases. One out of four case among adolescents results in death. The majority of Meningococcal Disease cases among adolescents and young adults are potentially vaccine-preventable. Lifestyle factors common among adolescents and young adults seem to be linked to the disease. These include crowded living situations such as residence halls, going to bars, smoking, sharing personal items, and irregular sleep habits. When meningitis strikes, its flu-like symptoms make it difficult to diagnose. Transmission of the disease occurs from person to person through respiratory or oral secretions. Lander University and the American College Health Association highly recommend that students be educated and that they consider being vaccinated against this disease.

Recommended Immunizations

1) Gardasil* (for females age 11 to 26 for bivalent and quadrivalent vaccine and males 9 to 26 for quadrivalent vaccine)
2) Hepatitis B
3) Varicella (chicken pox)
4) Tetanus - Diphtheria – Pertussis (dTap)

Immunization Exceptions

Students may be exempt from the above immunizations on grounds of permanent medical contraindication, conflicting religious beliefs, or if they are enrolling in only distance education courses and will not attending any classes on the Lander campus.

Additional Immunization Requirement for International Students

Beginning in Fall 2017, students from a high-risk group* will be required to have their Tuberculosis testing completed once they are in the United States. This blood test rules out active TB.

*Categories of high-risk students include those students who have arrived within the past 5 years from countries where TB is endemic. It is easier to identify countries of low rather than high TB prevalence. Therefore, students should undergo TB screening if they have arrived from countries EXCEPT those on the following list: Albania, American Samoa, Andorra, Antigua and Barbuda, Aruba, Australia, Austria, Bahamas, Bahrain, Barbados, Belgium, Bermuda, Bonaire, Saint Eustatius and Saba, British Virgin Islands, Canada, Cayman Islands, Chile, Cook Islands, Costa Rica, Croatia, Cuba, Curacao, Cyprus, Czechia, Denmark, Egypt, Estonia, Finland, France, French Polynesia, Germany, Greece, Grenada, Hungary, Iceland, Iran (Islamic Republic of), Ireland, Israel, Italy, Jamaica, Japan, Jordan, Lebanon, Luxembourg, Malta, Monaco, Montserrat, Netherlands, New Zealand, Niue, Norway, Oman, Poland, Puerto Rico, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Samoa, San Marino, Saudi Arabia, Seychelles, Saint Maarten (Dutch part), Slovakia, Slovenia, Spain, Sweden, Switzerland, The Former Yugoslav Republic of Macedonia, Tokelau, Tonga, Trinidad and Tobago, Turkey, Turks and Caicos Islands, United Arab Emirates, United Kingdom of Great Britain and Northern Ireland, U.S. Virgin Islands, Wallis and Futuna Islands, West Bank and Gaza Strip.
(Source: World Health Organization Global Health Observatory, Tuberculosis Incidence 2015)

Information on the test can be found here:
http://www.quantiferon.com/irm/content/quantiferon-tb-gold1.aspx?RID=300

Students will not be allowed to preregister or register without filing a completed immunization form with the Health Services Office. Questions regarding this policy may be directed to the Health Services Office (864) 388-8885 or fax (864) 388-8456.

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 advocate for students with disabilities coordinates services for students with disabilities, assists students with disabilities in determining reasonable accommodations based on disability, and acts as a liaison between students and faculty/administration on concerns relating to appropriate accommodations for students with disabilities. The

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

Course Substitutions

In some cases, a specific learning disability can interfere with a student's successful completion of a course (e.g., foreign language and mathematics 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. For more details about this accommodation, see the Office of Student Disability Services website at http://www.lander.edu/Student-Affairs/Wellness-Center/Disability-Services.aspx.

Services Available

Reasonable accommodations are available for physically and learning disabled students. **Documentation of disability is required. It is the student's responsibility to inform the Disabilities Coordinator of any need for services in adequate time to allow for their arrangement.**

The following services are examples of accommodations provided to the groups of disabled students listed below.

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 based on a learning disability are determined on a case-by-case basis by the student and the Disabilities Coordinator, based on the information contained in appropriate documentation (up-to-date psych/educational evaluation not more than three-years old) which the student is responsible for providing, as well as a personal interview. "Faculty Contact Accommodation Information" is provided to each professor at the beginning of each semester to inform professors of the accommodation(s) the student may require. It is required that the student discuss with each professor the student's accommodation requirements at the start of each new semester (The Disabilities Coordinator is available to accompany the student in the initial meeting with the professor at the student's request).

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 offered by the Academic Success Center, the Writing Center, Career Services, and the Counseling Services 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 may include:

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

Visually impaired students may wish to contact the Disabilities Coordinator 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 may 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 Disabilities Coordinator should be consulted about accessible locations and help to arrange for changes if a class is scheduled in an inaccessible location.

Disability Accommodations Committee

When a student with a disability 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. The student may arrange an appointment with the Disabilities Coordinator to assist in mediation of the situation. 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 Coordinator of Disability Services. The committee consists of representatives from each college, as well as pertinent campus offices. The creation of this committee was necessitated by the need to provide fair review of accommodation requests and of different situations that may arise regarding the provision of reasonable accommodations to students. The committee is conducted by situational case review without using any names of students and faculty/staff involved. The recommendation of the committee is made available to the student and/or any other person(s) directly involved.

For Further Information

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

Kim Shannon, RN, MPH
The Wellness Center, Lander University
Greenwood, SC 29649-2099
(864) 388-8885
Email: kshannon@lander.edu

Housing Accommodation Requests by Students with a Disability

Housing and Residence Life provides a variety of housing options. The majority of rooms in the residence halls are double occupancy and a few are equipped to meet the needs of students with disabilities. Students requiring single room occupancy may request a private room. Students with disabilities should request housing needs as soon as they are admitted to the university. All documentation is due to the Office of Disabilities by May 1st for new students and February 1st for returning students. Documentation submitted later will be considered and Lander University will make a good faith effort to provide reasonable accommodations, but may not be able to guarantee that appropriate residential provisions will be completed within that semester.

Students requesting housing accommodations need to meet with the Office of Disabilities and submit all necessary documentation as soon as possible be to secure the requested accommodation. Late submissions will receive housing accommodations only if space becomes available.

Important information regarding special accommodation requests:

- The fact of medical diagnosis does not guarantee or automatically qualify the student for a special or priority room assignment.
- Lander University provides many types of housing in multiple residence halls. Statements or recommendations from your physician or treating medical professional should not be interpreted as automatic approval of a specific housing accommodation or room assignment.
- Residential Life is unable to provide special housing accommodations based solely on a diagnosis of ADD or ADHD.
- Disability or specific medical need will take priority over residence hall preference.
- Accommodations are provided to the individual student, if approved, not to her/his group or preferred roommates. The student is required to assess the importance and significance of the accommodation versus preference of roommate(s) or residence hall.
- Single-occupancy rooms are very limited in on-campus housing, and may not be recommended except in cases involving clear and substantiated need.

These two departments will consult to consider the accommodation requested:

Department of Housing and Residence Life
Lander University
CPO Box 6019
320 Stanley Avenue
Greenwood, SC 29649-2099
(864) 388-8266

Office of Student Disability Services
The Wellness Center
Lander University
320 Stanley Avenue
Greenwood, SC 29649-2099
(864) 388-8885

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 Financial Aid Office if you have any questions about your status.

Limited information regarding financial aid is provided in the university catalog and the student handbook; for details and the most current information concerning financial aid at Lander University, please visit: http://www.lander.edu/Academics/Financial-Aid/Overview.aspx.

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: http://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 Financial Aid Office 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 Financial Aid Office awards aid upon receipt of the results of the FAFSA throughout the academic year.

Types of Aid

Scholarships and grants are gift aid and do not require repayment. Work programs allow the student to work part-time and receive payment for hours worked. 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 (note that while payments are not required until after graduation for unsubsidized student loans, interest accrues while the student is in school unless it is paid). 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.gov. A brief description of the federal programs can be found on the FAFSA website. A more detailed description of the financial aid process and programs is available online at http://studentaid.ed.gov.

The most common programs for graduate students at Lander University are:

1. Federal Work-Study
2. Federal Direct Student Loans (Unsubsidized)
3. Lander Foundation and other University Scholarships
4. VA Benefits

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 such as MSN Clinical Nurse Leader (see page 49.) In order to maintain satisfactory progress and continue to receive assistance, a student must meet the criteria in three distinct areas listed below.

1. Quantitative Evaluation (Completion Ratio)

The quantitative evaluation requires that all students pass a percentage of ALL attempted hours. *The percentage is calculated by dividing the overall passed hours by the overall attempted hours. (Passed ÷ Attempted = Ratio). Passed hours include transfer hours for which a student may, or may not, receive earned hours toward graduation at Lander. This standard is designed so students may reasonably complete their degree within the required maximum time frame. The minimum standard for graduate students is a completion ratio of 67%.

***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 that are dropped during the regular Drop/Add periods and are not reflected on the academic transcript are not counted.

2. Qualitative Evaluation (GPA)
The qualitative evaluation requires that all graduate students maintain at least a 2.0 GPA.

3. Time Frame Evaluation
The time frame evaluation limits the length of time that students can receive federal and state funding to complete degree requirements. Graduate students must complete all degree and graduation requirements within 54 credit hours. A student who cannot mathematically finish their program within the maximum time frame is not eligible for aid. For example, a transfer student has attempted 30 credit hours but still needs 30 hours to complete their degree requirements at Lander; they are not eligible because they only have 24 credit hours remaining before reaching the 54 maximum.

Satisfactory Academic Progress Evaluation Procedure

Evaluation is conducted after spring grades are official 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 no longer be eligible for aid – **THERE IS NO WARNING PERIOD**. **Students who fail to meet the Satisfactory Academic Progress standards are not eligible for federal or state aid** until such time as they meet the standards. Students who fail to meet the Satisfactory Academic Progress standards will be notified by the Financial Aid Office. 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 students transferring into Lander University. ALL transcripts from ALL prior institutions must be received and articulated before any financial aid or Satisfactory Academic Progress appeals can be processed. Transfer students must meet the above Satisfactory Academic Progress standards to be considered eligible for aid.

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 Financial Aid Office. Completed appeal forms must be received by the date specified in the notification to the student. If the Financial Aid Office determines that mitigating circumstances prevented a student from maintaining Satisfactory Academic Progress and those circumstances have been resolved, the student may be allowed to continue eligibility for one probationary term at a time or until the student is making satisfactory progress.

All appeals must include an academic plan (signed by an advisor) detailing an anticipated graduation timeframe and in some cases may restrict students to specific courses or enrollment loads.

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 not adhere to the Satisfactory Academic Progress policy, the student will be liable for any aid already received for that term. Total aid (including scholarships, grants, loans and Federal Work-Study) is limited to the student's Cost of Attendance (COA) as determined by the Financial Aid Office.

Installment Payment Plan

The university offers a semester installment payment plan that divides the charges for tuition, fees, room, and board into multiple 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/sites/business-office/installment-plan.

Mail and Email

The Financial Aid Office uses the official Lander email 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 email regularly (at least once per week) and maintaining their email accounts and mailing addresses consistent with University policy. Failure to receive an email or a mailing sent by the Financial Aid Office is the responsibility of the student.

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-Administration/Business-Office/Overview.aspx.

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 http://www.lander.edu/Academics/Financial-Aid/Work-Study-Programs.aspx.

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 Financial Aid Office. Summer Aid applications are available by March 1 each year and are processed in the order in which they are received. 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). Contact the Financial Aid Office for more information regarding aid for summer school.

Scholarships

All institutional awards are contingent upon funding.

STUDENT LIFE

Lander University Student Wellness Center is located in Genesis Hall. The Center houses Health Services, Disability 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. Counseling services are by appointment only except in the event of an emergency.

Health Services provides the services of an on-campus registered nurse and access to physician care for all students at Lander University. Medical doctors at the Montgomery Center for Family Medicine serve as the university physicians. Services of medical personnel (other than those with the Montgomery Center for Family Medicine) as well as any prescription medications, special treatments such as splinting, casting, x-rays, stitches, etc., are the financial responsibility of the student. The cost of the doctor's consultation for most acute illnesses (ear infections, throat infections, etc.) and some limited diagnostic tests performed at the Montgomery Center are covered by the Lander University contract.

Disability Services coordinates services for students with disabilities, assists students with disabilities in determining reasonable accommodations based on disability, and acts as a liaison between students and faculty/administration on concerns relating to appropriate accommodations for students with disabilities. The Disabilities Coordinator is also available to meet with prospective students to discuss services available at Lander University.

Counseling Services provides crisis intervention, short-term counseling and/or referrals at no cost to students. Professionally trained counselors assist students in resolving personal concerns that may interfere with their academic success, social development and over-all psychological well-being.

In an after office hour counseling emergency, an on-campus student may call the Lander University Police Department at 864-388-8911 or 8222 to access a counselor. A student living off-campus may call 911 for assistance.

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

The Office of Career Services, located on the third floor of Grier Student Center, strives to empower Lander students to achieve professional success in a diverse and global economy. The primary focus of Career Services is on currently enrolled Lander students; however, the full range of available services is also offered at no charge to Lander alumni, and Lander employees.

The office provides students with personal one-on-one career advising on topics such as resume building, developing interview skills, choosing a major and successful job search strategies. Upcoming graduating seniors are highly encouraged to schedule an appointment with Career Services and participate in additional workshops and seminars focused on job search strategies, resume writing, and interview techniques.

Many online resources are available to students including information on career exploration, internships, graduate school, resumes, and interviewing. Students can access the free online information at:
http://www.lander.edu/careerservices.

Students and alumni seeking part-time and full-time employment in the surrounding communities and across the globe are encouraged to view open opportunities on Lander's Career Services website:
http://www.lander.edu/sites/career-services.

Various employer and career-related events are held on campus throughout the year, offering students the opportunity to connect with employers who are hiring or can provide career advancement information. Upon the request of faculty members, the Director of Career Services presents classroom workshops geared toward specific career development topics. Additional seminars are held during the year at various campus locations to give students increased opportunity to attend outside the classroom.

Recognizing that Lander is just the beginning for many students, the Office of Career Services hosts a Grad School/Career Fair each fall. Employers and Universities from across the region visit Lander's campus to offer students insight into their graduate study programs and or job opportunities. In collaboration with Kaplan Testing, the office provides access to free practice graduate tests throughout the year.

ACADEMIC REGULATIONS AND PROCEDURES

All the students are responsible for knowing and observing the academic requirements and regulations of the University that are set forth in this section of the catalog. The 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* that is published annually and issued each fall. The Registrar's Office website also contains academic information: http://www.lander.edu/academics/Registrar-Office/Overview.aspx. Students are expected to be familiar with all of this information.

Academic Honor Code

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

Email 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.

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 President for Academic Affairs and the Vice President for 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.

Academic Success Center

The Academic Success Center houses Tutoring Services as well as the Advising Center and administers several programs geared to student success and retention. In addition, the Center provides new student placement testing, individualized help in study skills, testing for students with disabilities who have special accommodations. The office is located in Genesis Hall, telephone (864) 388-8308. Visit our web site at: www.lander.edu/asc.

Tutoring Services

The Academic Success Center (ASC) provides peer tutoring in most general education courses plus a majority of major courses. These services offer instruction in all skill levels as well as opportunities for enhancing students' skills.

The ASC tutoring 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
- students who have been away from formal education for some time
- students preparing for entrance into specific majors requiring standardized or in-house tests

Tutoring services contain no weekly limits; therefore, students are encouraged to obtain all the assistance needed to be successful in their courses. The peer tutors are recommended by the faculty and must enroll in the tutor training class (ASC 290) as well as participate in on-going tutor training throughout the year. For more information about free tutoring, please follow the link: http://www.lander.edu/sites/academic-success-center/Tutoring-Services.aspx.

Credits, Course Load, and Classification

A graduate enrolled for 9 or more credit hours during a 16-week term is classified as a full-time student.

Repetition of Coursework - A student is allowed to repeat any course, subject to the current prerequisites and 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 coursework may not be used to improve one's grade point ratio (GPA).*
4. 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 that 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.

After the application process is complete, students must contact the Office of the Registrar. The dean of the college offering the course will be notified of the audit request. Once approval is granted, 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.

Procedures regarding course substitutions, exceptions to 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.

Exception to 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 exemption and must complete comparable elective hours. For example, a student granted an exemption to a specific requirement would have to complete another 3-hour course to make up the 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. If the transfer course does not have a direct Lander equivalent, the student will receive elective credit for that transfer course.

Procedures for students seeking exemptions to requirements

A student seeking an exemption to a requirement established by a program must consult his or her academic advisor and fill out the Course Substitution Appeal form. The advisor will then forward the form to the Department Chair/Assistant Dean for their review and they will then forward the form to the College/School Dean. When the review is completed and a decision is reached, the form will be forwarded to the Office of the Registrar, and the Registrar will notify the student of the decision. Decisions will be made on a case-by-case basis.

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: Distinguished performance - indicates achievement of distinction for graduate study. Four quality points per credit hour.

B: Acceptable performance - indicates the minimal level of achievement for completion of a graduate program. Three quality points per credit hour.

C: Indicates marginal achievement for graduate study. Three C's in any graduate courses precludes continuation in the program. Two quality points per credit hour.

D: Poor - Indicates achievement at a level below that required for graduation. One quality point per credit 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.

An incomplete 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 Average - Grade points in any course are computed by multiplying the number of hours of credit assigned to the course by a number determined by the grade according to the following scale.

A = 4; 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 online 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 made online through Bearcat Web. Procedures for requesting an official transcript can be found at: http://www.lander.edu/Academics/Registrar-Office/Transcripts.aspx. A student may request an official electronic transcript through the National Student Clearinghouse.

A transcript of a student's record carries the following information: current status; a detailed statement of the scholastic record showing courses pursued with credit hours carried, credit hours earned, grades, grade points, the system of grading, all failures, incomplete grades, and academic penalties such as academic probation, suspension, or other restrictions. A student's official record concerns academic performance only. No partial record will be issued.

No official transcript will be issued to or for a student who is indebted to Lander University.

University Attendance Policy

Students are expected to attend class as regularly scheduled and are responsible for consulting instructors' syllabi regarding attendance requirements. Instructors with specific attendance requirements can hold students accountable for absences from class. Consequences for violating attendance requirements will vary from instructor to instructor and may include failure of the course. Students who anticipate missing class must seek relief from attendance requirements at least one week prior to the date of absence. Students missing class are expected to consult with their instructor(s) to request permission to make up missed coursework.

Students may request attendance accommodations for documented disabilities by contacting The Office of Student Disability Services prior to the beginning of classes.

Official Drop/Withdrawal

From a Course – Students should refer to the appropriate academic calendar to determine the dates that they may drop a course completely or withdraw from a course without academic penalty (earn a grade of W). Any petition to drop or withdraw from individual classes after the posted withdraw date 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.

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 coursework. 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. 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 Assistant Vice President for Student Success, a financial aid counselor, a student accounts official, a housing official (if applicable), and a registrar's office official.

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 and Non Degree students, whether undergraduate or graduate, are admitted for one semester only.

Expulsion

A student found guilty of an infraction of the Academic Honor Code 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.

Graduating Under a Catalog - In all areas except teacher certification programs and nursing, the catalog in place at the time the major is declared becomes the one used to determine graduation requirements for the major and minor. A student may choose a subsequent catalog for purposes of meeting graduation requirements. Students in majors leading to teacher certification are required to use the most current catalog.

If a student enrolled at Lander leaves the university for less than two years, the student may remain under the catalog previously selected. If a student enrolled at Lander leaves the University for a period of two or more years, when he or she returns, the catalog in effect at the time of readmission is used to determine graduation requirements.

A student may not graduate under a catalog that is more than eight years old.

Students must provide notification of a change in catalog year to the Office of the Registrar one semester prior to graduation. Students must then submit the Request for Graduation Form and complete the online application in Bearcat Web by the deadline set by the Registrar's Office.

Graduation

Application for degree – Students are eligible to apply for a degree if all degree requirements are completed by the end of the semester in which they are applying to graduate. A candidate for a degree must file a Request for Graduation form with the Office of the Registrar and complete the online graduation application in Bearcat Web by the date published in the current catalog. An application for a degree is not complete until the student has paid the graduation fee. Graduation fees cover a student's cap, gown, and diploma. Graduating students with physical disabilities are expected to communicate with the Office of the Registrar regarding accommodations needed for their participation in the commencement ceremony upon submission of their application. If a student's graduation plans change, academically or personally, the student must reapply for graduation during the next anticipated term of graduation and pay the graduation fee. Students who apply to graduate in August and who complete all requirements receive their diploma in August and are automatically included in the following December ceremony.

Participation in Commencement Ceremony – Student participation in the commencement ceremony is allowed if

- the student has filed a Request for Graduation form with the Office of the Registrar and has completed the online graduation application in Bearcat Web for the specific commencement ceremony, and
- the student has completed all degree requirements during the semester of graduation (August graduates may participate in the December commencement ceremony).

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

Any other conditions which disqualify a student from participation in the commencement ceremony may be appealed.

Transfer credits during the semester of graduation - Students may not take coursework at another institution during their term of graduation. All coursework from other institutions must be received and posted prior to the semester of their graduation from Lander University. Students bear the responsibility of requesting their transcripts to be sent to the Office of the Registrar.

Posthumous Degrees - 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; or

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".

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 an Academic Petition form to the Office of the Registrar or an 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 University Petitions Committee must be completed and submitted to the Office of the Registrar no later than the close of business on the workday 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 the close of business on the work day prior to the Admissions Committee meeting day at which the student wants the request to be heard. Students can appeal for readmission only to a Fall or Spring semester. Appeals and supporting documents submitted after this deadline will be considered at the next monthly meeting of the committee.

The University Petitions Committee and the Admissions Committee meet at least once during each month of the year; contact the Office of the Registrar or the Office of Admissions for the specific dates and times of these meetings.

AWARDS

COLLEGE OF EDUCATION

Graduate Education Award in Teaching and Learning

Given annually by the graduate education faculty to an outstanding Masters of Education in Teaching & Learning graduate who best exemplifies professional leadership in the areas of teaching, contributions to the profession and school community and preferred dispositions of the *Professional Educator.*

Graduate Education Award in Montessori Education

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

GRADUATE PROGRAMS
2019-2020

The South Carolina Commission on Higher Education (SCCHE) has identified five characteristics that distinguish graduate education from undergraduate education ("Guidelines for Graduate Courses Offered for Professional Development of School Personnel"). In preparing guidelines for graduate courses offered for professional development of school personnel, the SCCHE studied the distinction between graduate and undergraduate courses in general. The resulting guidelines characterize "all graduate courses, whether part of a degree program or for the more narrow purposes of professional development . . . ."

Graduate education is different from undergraduate education and other in-service experiences because it:

1. Involves a greater depth of learning than would be found in undergraduate education;
2. Involves an increased specialization or focus that would not be found in undergraduate education;
3. Involves a more advanced level of instruction than in undergraduate education;
4. Emphasizes student self-direction; and
5. Emphasizes dynamic interaction with the subject matter, the instructor, and other students, and focuses on the generation of knowledge through research and/or the application of new knowledge.

Lander University confers the following graduate level degrees:

The Master of Education Degree in Teaching and Learning (M.Ed.)

Diverse Learners

Instructional Technology

Montessori Education

The Master of Education Degree in Montessori Education (M.Ed.)

The Master of Science in Emergency Management (M.S.)

The Master of Science in Management (M.S.M.)

The Master of Science in Nursing: Clinical Nurse Leader (M.S.N.)

Graduate Teacher Education Programs

Lander University offers graduate degree programs leading to the Master of Education degree in Teaching and Learning, and the Master of Education degree in Montessori Education. In addition, graduate work is offered for non-degree seeking students, including courses which provide public school teachers with opportunities to meet recertification requirements. While the graduate programs are administered by the College of Education, they involve faculty from across the University.

Students are encouraged to apply for admission online by going to http://www.lander.edu/apply**.** Requests for graduate application forms may also be addressed to the Office of Admissions, Lander University, Greenwood, South Carolina 29649, 888-4-Lander, or email admissions@lander.edu.

Immunization: All students taking courses on the Lander campus will be required to meet immunization standards as specified in the current university catalog. (See pages 20-21)

Dispositions: Students enrolled in advanced degree programs in the College of Education are expected to exhibit the knowledge, skills, and dispositions of professional educators. The National Council for Accreditation of Teacher Education (NCATE) defines dispositions as "values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educators' own growth and professional development." Professional Educators are expected to exhibit appropriate dispositions. Failure to do so may result in removal from a graduate education program.

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

The Learner and Learning

- **Standard 1. Learner Development**
  The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

- **Standard 2. Learning Differences**
  The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- **Standard 3. Learning Environments**
  The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

- **Standard 4. Content Knowledge**
  The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

- **Standard 5. Application of Content**
  The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

- **Standard 6. Assessment**
  The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

- **Standard 7. Planning for Instruction**
  The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- **Standard 8. Instructional Strategies**
  The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connection, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

- **Standard 9. Professional Learning and Ethical Practice**
  The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professional, and the community) and adapts practice to meet the needs of each learner.
- **Standard 10. Leadership and Collaboration**
  The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Grading System for Graduate Education Programs

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

A = 4	D = 1
B = 3	F = 0
C = 2	FA = 0

The grade point ratio is determined by dividing the total number of grade points earned by the total number of credit hours for courses receiving any grade in the preceding list. The following grades do not affect the grade point ratio: AU, I, P, W.

Grade Reports - At the end of each semester, a report of grades is posted on Bearcat Web.

Grade Appeals - Lander University's Student Handbook includes provisions for grade appeals. Neither grade changes nor appeals for grade changes can be made after one calendar year from the time the grade was given. After graduation, no grade can be changed or appealed.

Transcripts - Requests for official transcripts of a student's record should be addressed to the Office of the Registrar. Procedures for requesting an official transcript can be found at:
http://www.lander.edu/Academics/Registrar-Office/Transcripts.aspx.

A transcript of a student's record carries the following information: admissions data; current status; a detailed statement of the scholastic record showing courses pursued with credit hours carried, credit hours earned, grades, grade points, the system of grading, all failures, incomplete grades, and academic penalties such as academic probation, suspension, or other restrictions. A student's official record concerns academic performance only. No partial record will be issued. No official transcript will be issued to or for a student who is indebted to Lander University.

*Students must submit request for transcripts to be mailed to the State Department of Education.

Transfer Credit

As many as nine credit hours of 600-level graduate credit verified by an official transcript and approved by the director of a specific graduate program may be transferred from a regionally accredited institution of higher education. Coursework must have been completed within six (6) years at the time of acceptance into the M.Ed. program. No more than nine hours of coursework which have prior approval may be used in the degree program. Credit is not awarded for correspondence courses. Only courses on which grades of "B" or better have been earned will be accepted as transfer credit from another institution. Professional development courses, seminars, and workshops do not transfer toward a degree program. Courses with Pass or Fail offered as final grades do not transfer.

Auditing

All students who wish to audit, must be admitted to the University and go through the regular registration process in order to be eligible to audit a course. Students seeking admission solely for the purpose of auditing are not required to submit test scores or official transcripts.

Auditing a course consists of attending classes and listening without the responsibility for any course assignments or examinations. No credit is earned by auditing a course and no credit may be earned in an audited course by examination or otherwise. No audited course may be repeated for credit at a later date. *Students may not audit laboratory or skills courses.*

A student who has registered for a course on an audit basis and who wishes to change the registration to take the course for credit or a student who has registered for a course on a credit basis and who wishes to change the registration to take the course by audit must do so no later than the last day to add or register for courses as published in the University's Academic Calendar. The change to or from an audit must be requested on an Advising and Registration Card, approved by the instructor and the Department Chair and then submitted to the Office of the Registrar by the appropriate deadline.

Petitions

Lander University provides formal procedures for addressing student petitions for variance from stated policies governing curricular issues. All petitions are submitted to the director of a specific graduate program for consideration by the appropriate advanced degree committee.

Graduate Education Programs for Non-Degree Students

- Teaching and Learning: Some students pursue graduate study at Lander University for reasons of professional development and personal interest. School teachers who are required to complete graduate courses for the sole purpose of certificate renewal may enroll as non-degree-seeking students. (Degree-seeking students who have not met the initial admission requirements will be allowed to take a maximum of 12 credit hours on a non-degree status.)
- Montessori: Students may choose to take the Montessori coursework as a non-degree seeking student for the purpose of obtaining certification from the American Montessori Society. Those students will need to mark "non-degree seeking" on the graduate application and supply an official undergraduate transcript to the Office of Admissions before beginning coursework; they may take up to 30 hours of MONT courses. Students admitted as non-degree seeking who wish to become degree seeking must apply to be degree seeking and meet all admissions requirement by the end of 12 credit hours.

Special Graduate Education Workshops

Groups of teachers in local schools or districts frequently identify a unique problem that can be solved most efficiently through an individually designed special graduate workshop. The workshop activities may lead to one, two, or three credit hour credit or may result in certificate renewal points if the cooperating school district has an approved in-service program. Graduate faculty members at Lander University are available to work with school district personnel to design a workshop program that meets the specific needs of the host school district. These courses are offered for professional development and count toward recertification but not toward the M.Ed. degree.

Recertification Credit

Many graduate courses at Lander University may satisfy a portion of the recertification requirements for all teachers including those at the secondary level. Teachers who are required to complete graduate courses for the sole purpose of certificate renewal may enroll as non-degree seeking students. All 500-level courses may be used for recertification credit.

Transient Students

Students pursuing a graduate degree at another institution may complete a number of graduate courses at Lander University to be applied as transfer credit in accordance with the regulations and policies of that institution.

The Master of Education Degree in Teaching and Learning

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 and is seeking a Master's level degree in Teaching and Learning in one of three concentrations: Diverse Learners, Instructional Technology, or Montessori Education.

Admission

There are three major steps in the process for the Master of Education Degree Program in Teaching and Learning: initial admission, admission to program, and admission to candidacy for the master's degree.

1. Initial Admission All applicants must have earned a baccalaureate degree from a regionally accredited college or university and submit all of the following to the Office of Admissions:

1) Official transcripts from all institutions attended.
   a. Applicants must have an overall cumulative grade point average (GPA) of 3.0 on a 4.0 scale in their baccalaureate degree program; or
   b. Graduate Record Examination (GRE) score of at least 289 points if taken after September 2011, a GRE score of at least 800 points if taken prior to September 2011, or a score of 380 on Miller's Analogy Test (MAT).
2) Three (3) recommendations from professional associates completed on the official Lander Graduate Recommendation Form which is located at: http://www.lander.edu/academics/Colleges-Departments/Graduate-Studies/Apply-Now.aspx or email admissions@lander.edu to request a copy.
3) All credentials will be reviewed by the Director of Admissions.

Candidates with an undergraduate cumulative GPA below 3.0 on a 4.0 scale may be admitted provisionally for up to 12 hours of graduate work. Provisional admission is contingent on a minimum cumulative GPA of at least 2.5 on a 4.0 scale. An earned cumulative grade point average of 3.5 in the first 12 hours of Lander graduate coursework can be used for full admission to program in lieu of required scores on GRE or MAT referenced above.

Note: Students must meet initial admission requirements to the graduate program in order to be eligible for graduate departmental scholarships.

2. Admission to Program After a student has completed 12 hours of graduate work from an approved program of study at Lander University and has maintained an overall B average, program faculty will review the student's graduate work and the student's coursework performance. A minimum of one common core course must be completed prior to admission to program. If all requirements are met, the Graduate Director will then recommend the student for admission to the M.Ed. in Teaching and Learning 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 minimum GPA of 3.00. A student must have no more than six credit hours with grades of "C" or lower and must have an earned GPA of 3.0 or above to complete the M.Ed. in Teaching and Learning program.

Degree Requirements

1. **Admission to Candidacy.**
2. **Courses.** Completion of 36 credit hours of graduate work. A student must complete an approved program of study, have no more than two courses with grades of "C" and have a GPA of 3.0 or above. All work for the

3. 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.

4. **Cumulative Assessments.** Each candidate will be required to demonstrate knowledge in core coursework through a cumulative grade point average of 3.0 on a 4.0 scale and cumulative assessment in the concentration area. These assessments are correlated with the four Lander learner outcomes and appropriate professional standards (National Board Professional Teaching Standards (NBPTS), Instructional Standards for Technology Education (ISTE)).

Program of Study

The program of study leading to the Master of Education in Teaching and Learning degree consists of course work and other learning activities in the following areas *at the 600 level:*

1. **Foundations of Education --** (Common foundational core courses required of all students, 15 hours)

   EDUC 620 Advanced Educational Psychology
   EDUC 623 Methods and Materials of Educational Research
   EDUC 630 Communications in Technology
   EDUC 682 Field-Based Individualized Activities
   EDUC 694 Professional Seminar

2. **Concentration Areas --** (choice of one, 12 hours)

   Diverse Learners
   EDUC 653 Teaching Reading and Writing to Limited English Proficient (LEP) Learners
   EDUC 651 Principles for Teaching Linguistically and Culturally Diverse Learners
   EDUC 656 Behavior and Classroom Management
   EDUC 676 Assessment of Diverse Learners, P-12

   Instructional Technology
   EDUC 632 Effective Design and Facilitation of Online Courses
   EDUC 634 Instructional Assessment Through Technology
   EDUC 636 Management of Technology Resources
   EDUC 638 Integration of Technology and Instruction

   Montessori Education
   Completion of MACTE-approved credentialing courses, verified by Montessori teacher education program transcript and certificate submitted prior to admission.

3. **Electives or Related Studies**

   Nine (9) hours of electives or related studies courses must be chosen from graduate-level course offerings as described in the current catalog. For the Montessori concentration, three (3) of the nine (9) hours of electives must be a MONT graduate-level course.

   Note that certain related studies courses may allow teachers to add-on endorsement areas to their existing certification. It is the responsibility of the student to confirm eligibility for add-on certification or endorsement with the South Carolina Certification Office. www.scteachers.org

   Approved transfer credit at the 600 graduate level may be used to meet elective requirements.

Senior Enrollment in Master of Education Graduate Classes

Lander University seniors meeting the accepted academic standard for graduate work (3.75 cumulative grade point average or better) are eligible to request enrollment in graduate level M.Ed. classes. Enrollment of seniors in any M.Ed. graduate course is subject to approval by the department offering the course and the Dean of the College of Education. The total course workload for the semester must not exceed 18 hours, and the total graduate credits earned by seniors must not exceed 9 credit hours. The credit and quality points associated with senior enrollment in graduate courses will not be part of the undergraduate record. Graduate hours earned by seniors must be in excess of the requirements for their undergraduate degrees; and students may request that these courses be included as part of their graduate program if they are subsequently admitted to Lander University's M.Ed. graduate program within 6

years after graduation. Courses may not be taken at the 600 level if their 400-level counterparts are required for the undergraduate degree in the same academic major as the proposed graduate degree.

Procedure for Approval

Approval by the Dean of the College of Education is required prior to registration in any M.Ed. graduate course. Only candidates who have demonstrated the capacity to meet the academic rigor of graduate level courses will be approved. Senior enrollment request forms are located at the Registrar's office.

The Master of Education Degree in Montessori Education

Admission

There are three major steps in the process for the Master of Education Degree Program in Montessori Education: initial admission, admission to program, and admission to candidacy for the master's degree.

1. **Initial Admission.** All applicants must have earned a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) degree from a regionally accredited college or university and submit all of the following to the Office of Admissions:

   a) Official transcripts from all institutions attended.

      1) Applicants must have an overall cumulative grade point average (GPA) of 3.0 on a 4.0 scale in their baccalaureate degree program; or

      2) Graduate Record Examination (GRE) score of at least 289 points if taken after September 2011, a GRE score of at least 800 points if taken prior to September 2011, or a score of 380 on Miller's Analogy Test (MAT).

   b) Three (3) recommendations from professional associates completed on the official Lander Graduate Recommendation Form which is located at: http://www.lander.edu/academics/Colleges-Departments/Graduate-Studies/Apply-Now.aspx or email admissions@lander.edu to request a copy.

   c) All credentials will be reviewed by the Director of Admissions.

   d) Any recommended prerequisite coursework must be completed prior to Admission to Program.

   Candidates with an undergraduate cumulative GPA below 3.0 on a 4.0 scale may be admitted provisionally for up to 12 hours of graduate work. Provisional admission is contingent on a minimum cumulative GPA of at least 2.5 on a 4.0 scale. An earned cumulative grade point average of 3.5 in the first 12 hours of Lander graduate coursework can be used for full admission to program in lieu of required scores on GRE or MAT referenced above.

   Note: Students must meet initial admission requirements to the graduate program in order to be eligible for graduate departmental scholarships.

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. 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. in Montessori Education 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 credit hours with grades of "C" or lower and have a GPA of 3.0 or above to complete the M.Ed. in Montessori Education program. Program faculty will review the student's academic performance. If requirements have been met, the student will be admitted to candidacy.

Degree Requirements

1. **Admission to Candidacy.**
2. **Courses.** Completion of 36 credit hours of graduate work. A student must complete an approved program of study, have no more than six credit 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. **Cumulative Assessment.** Two cumulative projects will be completed and assessed prior to earning the M.Ed. in Montessori Education degree. The first of these is an action research project. The second cumulative assessment will be the completion of a professional Montessori portfolio that demonstrates proficiency with the competencies of the Montessori Accreditation Council for Teacher Education (MACTE) and is correlated to the four Lander learner outcomes.

Program of Study

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 622 Advanced Growth and Development of the Learner
   EDUC 623 Methods and Materials of Educational Research
   EDUC 678 Introduction to Exceptional Children, Pre-K-12
   MONT 617 Montessori Practicum I
   MONT 618 Montessori Practicum II

2. **Curriculum and Instruction**

   For concentration in ages 3-6 (21 hours)

   MONT 683 Montessori Methods: Practical Life (3 hours)
   MONT 684 Montessori Methods: Sensorial (3 hours)
   MONT 685 Montessori Philosophy and Educational Theory and Administration/Parent Education (3 hours)
   MONT 686 Methods of Observation and Classroom Leadership (3 hours)
   MONT 687 Montessori Methods: Language (3 hours)
   MONT 688 Montessori Methods: Mathematics (3 hours)
   MONT 693 Montessori Methods: Integrated Curriculum (3 hours)

   For concentration in grades 1-3 (21 hours)

   MONT 610 Foundations of Montessori Elementary Education (3 hours)
   MONT 611 Montessori Methods: Elementary (ages 6-9) Mathematics (3 hours)
   MONT 612 Montessori Methods: Elementary (ages 6-9) Language (3 hours)
   MONT 613 Integrated Social Studies and Sciences (3 hours)
   MONT 614 Montessori Methods: Elementary (ages 6-9) Biological and Physical Science (3 hours)
   MONT 615 Montessori Methods: Elementary Geometry (3 hours)
   MONT 616 Montessori Methods: Elementary Creative Arts, Movement and Practical Life (3 hours)

   For concentration in grades 4-6 (24 hours)

   MONT 610 Foundations of Montessori Elementary Education (3 hours)
   MONT 611 Montessori Methods: Elementary (ages 6-9) Mathematics (3 hours)
   MONT 620 Montessori Methods: Elementary (ages 9-12) Mathematics (3 hours)
   MONT 619 Montessori Methods: Elementary (ages 9-12) Language (3 hours)
   MONT 621 Integrated Social Studies and Sciences (3 hours)
   MONT 622 Montessori Methods: Elementary (ages 6-9) Biological and Physical Science (3 hours)
   MONT 615 Montessori Methods: Elementary Geometry (3 hours)
   MONT 616 Montessori Methods: Elementary Creative Arts, Movement and Practical Life (3 hours)

3. In addition, students seeking certification at the Elementary 1 level (grades 1-3) or at the Elementary 2 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.
4. Those students who complete certification requirements for Elementary 1 level (grades 1-3) may take four additional classes to add Elementary II level (grades 4-6) certification, resulting in certification for grades 1-6. These 4 classes cannot be taken without first completing the concentration for grades 1-3.

   Transfer credit must be approved by the director of the Montessori program.

Senior Enrollment in Master of Education Graduate Classes

Lander University seniors meeting the accepted academic standard for graduate work (3.75 cumulative grade point average or better) are eligible to request enrollment in graduate level M.Ed. classes. Enrollment of seniors in any M.Ed. graduate course is subject to approval by the department offering the course and the Dean of the College of Education. The total course workload for the semester must not exceed 18 hours, and the total graduate credits earned by seniors must not exceed 9 credit hours. The credit and quality points associated with senior enrollment in graduate courses will not be part of the undergraduate record. Graduate hours earned by seniors must be in excess of the requirements for their undergraduate degrees; and students may request that these courses be included as part of their graduate program if they are subsequently admitted to Lander University's M.Ed. graduate program within 6 years after graduation. Courses may not be taken at the 600 level if their 400-level counterparts are required for the undergraduate degree in the same academic major as the proposed graduate degree.

Procedure for Approval

Approval by the Dean of the College of Education is required prior to registration in any M.Ed. graduate course. Only candidates who have demonstrated the capacity to meet the academic rigor of graduate level courses will be approved. Senior enrollment request forms are located at the Registrar's office.

The Master of Science in Emergency Management

Lander University offers an online program leading to a Master of Science degree in Emergency Management. This degree equips employees with a broad understanding of the phases of emergency management, an understanding of the different businesses, non-profits, and government agencies that would work in collaboration with an Emergency Operations Center, and the difference between effective styles of leadership during normal operations and crisis situations.

Students are encouraged to apply for admission online by going to:
https://lander.elluciancrmrecruit.com/Admissions/Pages/Welcome.aspx.

Requests for graduate application forms may also be addressed to the Office of Admissions, Lander University, Greenwood, South Carolina 29649, 888-4-Lander (1-888-452-6337), or email admissions@lander.edu.

The overall program has three learning goals that require the acquisition of the following skills and abilities:

1. To demonstrate planning skills related to the disaster management cycle;
2. To explain the role of communication in emergency management; and
3. To show an ability to exercise critical thinking skills to analyze past events;

The curriculum will provide students with an interdisciplinary education that includes elements of law, public affairs, contingency planning, business recovery planning and execution, leadership, intergovernmental affairs, and health care management. The program includes areas of competencies in: 1) analytical and planning skills; 2) hazard and risk assessment; 3) preparedness and mitigation strategies; 4) response coordination and strategies; and 5) professional development as related to critical understanding and integrated solutions in Emergency Management. Throughout their time in the program, students will earn a number of certificates for completing training through FEMA's Emergency Management Institute and their on-line independent study program.

The program includes a U.S. perspective as well as an international, multi-national, and multi-cultural approach. It acquaints students with the role of the Federal Emergency Management Agency (FEMA) for domestic U.S. incidents, multi-national agreements (for international incidents), the role of the National Guard and U.S. military, non-profit organizations, and the role of businesses in emergency management activities from preparedness to response to mitigation and to long-term recovery.

Admission

The student seeking admission to the Master of Science in Emergency Management program must have:

- Completed an undergraduate degree from an accredited institution of higher education, with a minimum GPA of 2.75 on a 4.0 scale;
- Official transcripts of all course work must be submitted;
- A resume;
- A one- to two-page writing sample or cover letter that describes the applicant's motivations, interests, and goals for earning this degree and discusses
  a) the applicant's current work responsibilities and participation in emergency management; and/or
  b) the applicant's volunteer service or experiences related to emergency management;
  c) the applicant's future goals and how they relate to the field of emergency management
- Three professional letters of reference

If the applicant has volunteered service in an organization with emergency management responsibilities, one letter clarifying–their participation or training in emergency management should be submitted. If the applicant has any training in emergency management, a letter clarifying this participation and the credentials awarded should be submitted. Extensive in-service experience or previous graduate education in a related field, may result in an applicant receiving up to nine hours of transfer academic credit on a case-by-case basis for that experience for courses in which you earned at least a "B".

Grading System

Grade Point Ratio - Grade points in any course are computed by multiplying the number of credit 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 credit hours for courses receiving any grade in the preceding list. The following grades do not affect the grade point ratio: AU, I, W.

Grade Reports - At the end of each semester, a report of grades is posted on Bearcat Web.

Grade Appeals - Lander University's *Student Handbook* includes provisions for grade appeals. Neither grade changes nor appeals for grade changes can be made after one calendar year from the time the grade was given. After graduation no grade can be changed or appealed.

Transcripts - Requests for official transcripts of a student's record should be addressed to the Office of the Registrar. Procedures for requesting an official transcript can be found at: *http://www.lander.edu/Academics/Registrar-Office/Transcripts.aspx*.

A transcript of a student's record carries the following information: admissions data; current status; a detailed statement of the scholastic record showing courses pursued with credit hours carried, credit hours earned, grades, grade points, the system of grading, all failures, incomplete grades, and academic penalties such as academic probation, suspension, or other restrictions. A student's official record concerns academic performance only. No partial record will be issued. No official transcript will be issued to or for a student who is indebted to Lander University.

Program Completion:

To complete the degree program, emergency management candidates must maintain a minimum GPA of 3.0 on a 4.0 scale on all graduate work. Two grades of "C" in any graduate courses preclude continuation in the program. Any grade lower than a "C" must be replaced by retaking the course and earning a grade of "B" or better. Failure to earn a replacement grade of "B" or better may result in discontinuation in the program. All coursework for the Master of Science in Emergency Management degree must be completed within a period of six years, but can be completed in as little as two years.

Program of Study

The program of study leading to the Master of Science in Emergency Management degree consists of a total of 31 hours: a required core of six courses, four elective courses, and a one-credit-hour capstone course:

1. **Core Courses** (6 courses, 18 hours):

   EMGT 500: Foundations in Emergency Management
   EMGT 510: Preparedness and Mitigation
   EMGT 520: Response and Recovery
   EMGT 530: Continuity of Government
   EMGT 630: Business and Economic Continuity
   EMGT 635: Mental Health and Emergency Management

2. **Elective Courses** (4 of the following courses, 12 hours):

   EMGT 610: Technology for Emergency Management
   EMGT 620: Communications Strategies for Emergency Management
   EMGT 625: Leadership for Emergency Management
   EMGT 640: Emergency Management Law
   EMGT 670: Hurricane and Weather
   EMGT 675: Nuclear Incident Management
   EMGT 685: Special Topics in Emergency Management

3. **Capstone Course** (1 hour):

   EMGT 695: Capstone Course

The Master of Science in Management

Lander University is offering a fully online, 30-credit Master of Science in Management program. The purpose of the program is to educate and develop graduate-level business students in achieving management-based competencies within the areas of leadership, quality assessment, operations planning, human development skills, and strategic planning. Upon completion of the program, graduates will have a solid foundation in all aspects of Quality Management and will have developed analytical and conceptual skills aligned with industry standards and ever-changing demands.

The program has three learning goals requiring the acquisition of the following skills and abilities:

1. Graduates will be knowledgeable and skilled in the conceptualization and application of specialized management practices in the areas of quality management principals, human relations management, operations and process management, and strategic planning and implementation.
2. Graduates will develop the necessary skills to analyze, develop, communicate, lead, and implement strategies for improving business processes and operations.
3. Graduates will master concepts related towards integration of research and development within management and leadership practices in the areas of information systems, production, and financial strategies.

The curriculum is designed to prepare students with graduate-level skills in process management, supply chain management, quality policy, quality planning, quality control, and quality improvement. The Quality Management focus of the program is applicable to many types of organizations and businesses. Graduates of the program would be skilled in the application of quantitative models for solving managerial problems and in interpreting the results. They will be able to apply the scientific method in business situations. Students will understand how to use business intelligence techniques to gain insights into emerging social media technologies and big data. They will be able to apply the major human resource management functions of selection and placement, compensation and benefits, training and development, employee and labor relations, health, safety, and security, and strategic management practices. Students will be able to present data that supports organizational decision-making processes and to create data driven models such as regression and decision trees to make decisions. Methods, tools and modeling techniques used in support of supply chain decision making prepares the student for advanced problem solving within the realm of supply chain management. Students complete a Six Sigma project as part of the course requirement. Students will recognize business processes and assess their information-related needs. They will learn how to develop organizational agility through innovations in quality management processes.

Admission

Applicants 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 (1-888-452-6337), or email admissions@lander.edu.

All applicants seeking admission to the Master of Science in Management program must have earned a baccalaureate degree from a regionally accredited college or university and must submit official transcripts from all institutions attended. All applicants must have completed an undergraduate statistics course with a grade of “C” or better verified by the official transcript.

Applicants without a degree in business will also have to complete BA 600 Business Fundamentals prior to taking the required Master of Science in Management coursework.

Applicants with a baccalaureate degree only are admitted to the program in one of two ways. GPA requirements are based on a 4.0 scale.

Option 1: Applicants take the Graduate Management Admissions Test (GMAT). Applicants must have a total of at least 950 points based on the following formula: Undergraduate GPA 200 + GMAT score. For example, a 3.5 undergraduate GPA and a 450 GMAT score would have a total score of (3.5 * 200 = 700) + 450 = 1150.

Option 2: Provisional admission does not require the GMAT but requires an undergraduate GPA of at least 3.0 and earning at least a 3.2 GPA on the first nine (9) credit hours of required coursework. A minimum of nine (9) credit hours (excluding prerequisites) must be completed within the first two semesters. Applicants are admitted upon completion of these requirements.

Applicants with a master's degree from a regionally accredited institution can be admitted into the Master of Science in Management program with at least a cumulative graduate GPA of 3.0 on a 4.0 scale.

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

A = 4	D = 1
B = 3	F = 0
C = 2	FA = 0

The grade point ratio is determined by dividing the total number of grade points earned by the total number of credit hours for courses receiving any grade in the preceding list. The following grades do not affect the grade point ratio: AU, I, P, W.

Grade Reports - At the end of each semester, a report of grades is posted on Bearcat Web.

Grade Appeals - Lander University's Student Handbook includes provisions for grade appeals. Neither grade changes nor appeals for grade changes can be made after one calendar year from the time the grade was given. After graduation, no grade can be changed or appealed.

Transcripts - Requests for official transcripts of a student's record should be addressed to the Office of the Registrar. Procedures for requesting an official transcript can be found at: http://www.lander.edu/Academics/Registrar-Office/Transcripts.aspx .

A transcript of a student's record carries the following information: admissions data; current status; a detailed statement of the scholastic record showing courses pursued with credit hours carried, credit hours earned, grades, grade points, the system of grading, all failures, incomplete grades, and academic penalties such as academic probation, suspension, or other restrictions. A student's official record concerns academic performance only. No partial record will be issued. No official transcript will be issued to or for a student who is indebted to Lander University.

Transfer Credit

Applicants may transfer up to six (6) graduate credit hours verified by an official transcript from a regionally accredited graduate program and approved by the Master of Science in Management Program Coordinator and/or Assistant Dean and/or Dean of the program. Coursework must have been completed within six (6) years at the time of acceptance into the Master of Science in Management program.

Program Completion

To complete the degree program, Master of Science in Management candidates must maintain a minimum GPA of 3.0 on a 4.0 scale on all graduate work. More than two grades of "C" in any graduate courses preclude continuation in the program. Any grade lower than a "C" must be replaced by retaking the course and earning a grade of "B" or better. Failure to earn a replacement grade of "B" or better may result in discontinuation in the program. All coursework for the Master of Science in Management degree must be completed within a period of six years.

Program of Study

The program of study leading to the Master of Science in Management degree consists of a required core of ten courses for a total of 30 hours:

BA 605 Business Research Methods (3 hours)
MGMT 615 Management Information Systems (3 hours)
MGMT 625 Leadership and Management (3 hours)
MGMT 635 Business Process Management (3 hours)
MGMT 645 Human Resource Environment (3 hours)
MGMT 655 Analytics and Big Data Management (3 hours)
MGMT 665 Supply Chain and Logistics (3 hours)
MGMT 675 Quality Management Design and Six Sigma (3 hours)
MGMT 685 Innovation and Quality Management (3 hours)
MGMT 695 Strategy Formulation and Implementation (3 hours)

An additional three credit hours is required for students without a business degree as a prerequisite for the program:

BA 600 Business Fundamentals (3 hours)

The Master of Science in Nursing: Clinical Nurse Leader

Lander University School of Nursing is committed to preparing individuals to provide holistic nursing care in a variety of settings to diverse clients across the lifespan. The purpose of the graduate program is to prepare clinical nurse leaders to address the healthcare needs of the 21st century by implementing outcome-based practice through management of care systems, quality improvement strategies, utilization of technology, and advanced clinical reasoning. The nursing courses in the Master of Science in Nursing-Clinical Nurse Leader program are offered in an asynchronous online format with clinical experiences arranged in the student's geographic area (when available).

The graduates are prepared to:

1. Effect change through advocacy for the profession, interdisciplinary healthcare team and the client;
2. Communicate effectively to achieve quality client outcomes and lateral integration of care for a cohort of clients;
3. Actively pursue lifelong learning as the Clinical Nurse Leader (CNL) role, needs of clients, and the healthcare system evolve;
4. Delegate and utilize the nursing team resources and provide leadership when partnering with the interprofessional healthcare team;
5. Identify clinical and fiscally responsible outcomes that improve safe, quality, client-centered care;
6. Use information systems and technology at the point of care to improve healthcare outcomes;
7. Participate in systems review by evaluating client safety risks to improve quality of client care;
8. Assume accountability for healthcare outcomes, recognizing systems influences on a specific group of clients;
9. Utilize information to design, implement and evaluate client plans of care;
10. Synthesize evidence to evaluate and achieve optimal client and care environment outcomes; and
11. Use appropriate teaching/learning principles, strategies, and technology to facilitate the learning of clients, groups, and the other healthcare professionals.

Accreditation

The Master of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle NW, Suite 530, Washington, DC 20036, (202) 887-6791.

Curriculum

The Master of Science in Nursing: Clinical Nurse Leader curriculum is designed to be completed in five semesters with a fall semester start. The courses are delivered in an asynchronous format in order to meet the needs of the students. Each semester, prior to registration, students will review and update an Academic Plan of Study in consultation with the academic advisor. All work to be applied towards the Master's degree must be completed within six years of initial enrollment.

Admission and progression policies and procedures

Admission

Applicants for the Master of Science: Clinical Nurse Leader program are required to apply to Lander University and to the School of Nursing through the Office of Admissions.

Applicants must meet the following requirements to be considered for admission to the program:

1. Graduate from a baccalaureate nursing program accredited by Commission on Collegiate Nursing Education (CCNE) or the Accreditation Commission on Education in Nursing (ACEN), formally known as the National League of Nursing Accrediting Commission (NLNAC);
2. Earned GPA of 3.0 on 4.0 scale on baccalaureate coursework;
3. Completed an undergraduate statistics course with a grade of "C" or better;
4. Current unencumbered Registered Nurse or Advanced Practice Nurse license;
5. Proof of employment as a Registered Nurse or Advanced Practice Nurse;
6. Submit two letters of recommendation from Master's or doctorally prepared nurses attesting to applicant's potential for graduate work;

7. Submit a resume or curriculum vitae; and
8. Submit a written statement (300-500 words) discussing career goals and reasons for seeking admission to the CNL program.
9. An interview may be required at the discretion of the CNL Masters Committee

Conditional Admission

Applicants not meeting the full admission requirements may be considered for conditional admission. Students admitted conditionally are required to demonstrate successful graduate work with a GPA of 3.0 at the end of the first semester, at which time they would be considered fully admitted and subject to the progression and graduation policies of the School of Nursing. Students admitted conditionally and not achieving a GPA of 3.0 at the end of the first semester would be dismissed from the program.

Non-Degree Seeking Students

Non-degree seeking students may be considered for admission on a space available basis for selected courses. Students may not earn more than 12 credit hours as a non-degree seeking student. Non-degree seeking students should provide proof of an unencumbered South Carolina RN or APRN license and must be a graduate of an ACEN/NLNAC or CCNE accredited baccalaureate-nursing program. Students that have previously earned credits as a non-degree seeking student wishing to enter the MSN program as a degree-seeking student should refer to the Admissions policy and procedures.

Program Orientation

Accepted students are required to attend a single-day on-campus orientation prior to the beginning of the program. Students will be notified of the details of their orientation session in their acceptance letter.

Transfer

Students with earned graduate credits in nursing or a related field may request a transcript evaluation for transfer or substitution credits, which will be considered by the CNL Masters Committee. No more than 15 transfer hours may be applied to the MSN degree in the CNL program.

Academic Plan of Study

All CNL students must have a current Academic Plan of Study on file prior to registration for any class. The initial Academic Plan of Study will be completed during orientation for new students. Each semester prior to registration the Academic Plan of Study will be reviewed and/or updated in consultation with the academic advisor.

Academic Probation

The master's student whose semester or cumulative GPA falls below 3.0 will be placed on academic probation for one (1) semester. The student must improve the cumulative GPA to 3.0 or greater upon completion of the next semester in order to remain in the program.

Priority for Course Space/Out-of-Sequence Students

When course spaces are limited, fully matriculated students are given priority over non-degree seeking students. First-time enrollees are given priority over students who are repeating a course or non-degree seeking students.

Readmission to Clinical Nurse Leader Program

The CNL Program Committee will act upon all requests for readmission. Readmission to the School of Nursing is not automatic and will be considered on a space-available basis. A student seeking readmission should reapply to the CNL program by the designated date. In addition to the application for readmission to the University, the student should submit a typewritten letter stating the circumstances that resulted in the student's absence from the program and reason(s) that readmission to the program is justified.

Grading Scale

Nursing course-grading scales will appear in each course syllabus. The School of Nursing uses the following grading scale for all NUR courses except courses assigned a grade of pass/fail.

A=90-100 B=80-89 C=70-79 D=60-69 F=0-59

Clinical Grading Scale

Students are evaluated as satisfactory or unsatisfactory in the clinical component of courses. With input from clinical preceptors, the course faculty will evaluate students based on clinical course objectives. A satisfactory clinical grade is necessary to pass a course with a clinical component.

Attendance Policy

The MSN-CNL program is an online program that requires a high level of independent and self-directed learning. Course attendance and participation requirements are explained in each individual course syllabus. Clinical attendance policies are negotiated between the clinical coordinator and preceptor.

Incomplete Grade(s)

An "Incomplete" (I) is awarded when all requirements of a course have not been completed by the end of the semester. This designation is reserved for students where failure to complete the course are due to circumstances such as unanticipated illness, accident, work-related responsibility, or family hardship which are beyond the student's control. The option for an "Incomplete" is at the discretion of the course faculty. By arrangement with the course faculty, the student will have up to six months from the last day of examinations for the semester in which to complete the work and the faculty to submit the grade. After six months, an "Incomplete" which has not been made up is changed to a grade of "F". For progression, the Incomplete must be addressed before the drop/add period deadline of a semester if the student plans to utilize that semester for course registration. Hence, master's students may not register for courses until an "Incomplete" grade from the previous semester is removed. 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 Reports

At the end of each semester, a report of grades is posted on Bearcat Web.

Grade Appeals

Lander University's Student Handbook includes provisions for grade appeals. Neither grade changes nor appeals for grade changes can be made after one calendar year from the time the grade was given. After graduation, no grade can be changed or appealed.

Requirements for Progression in the MSN-CNL program

1. Maintain a minimum GPA of 3.0 on 4.0 scale; and
2. Complete the required courses with a minimum grade of "B". Note: If a student earns a grade less than "B", the student may repeat the course one time. The student cannot repeat more than one required course.

Graduation Requirements

1. Complete the number of graduate hours and specific courses required in the approved program of study;
2. Achieve at least a 3.0 cumulative GPA on a 4.0 scale;
3. Satisfactorily complete all other requirements of the program, including all clinical hours and Graduate Synthesis Project prior to graduation; and
4. Successfully complete all required documentation required by the University pertaining to graduation (i.e. Graduation Application).

Transcripts

Requests for official transcripts of a student's record should be addressed to the Office of the Registrar.

Endorsement for Certification as a Clinical Nurse Leader

Graduates of the program will be eligible to take the Clinical Nurse Leader (CNL) certification examination administered by the Commission on Nurse Certification (CNC). Information regarding the examination application and endorsement program is available in the *MSN-CNL Student Handbook*, available on the School of Nursing website.

Faculty Advisors

The Coordinator of Graduate Studies for the School of Nursing will be assigned to each MSN student as faculty advisor to assist with academic planning.

Special Expenses

In addition to University tuition and fees, MSN students will incur additional expenses such as transportation to and from clinical sites, lab coat and other professional attire, fees for CNL Certification practice examination, etc.

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). Additional information is available in the *MSN-CNL Student Handbook*, available on the School of Nursing website.

Drug and Alcohol Policies and Procedures

Students are required to comply with the policies as documented in the MSN-CNL Student Handbook, available on the School of Nursing website.

Petitioning

Students have the right to request an exception to the application of academic policies of the School of Nursing. Petitions must be submitted in writing to the student's Faculty Advisor or the Dean of the School of Nursing for consideration by the Nursing Faculty Organization.

Regulations for Clinical Courses

Clinical experiences for MSN-CNL students will be arranged collaboratively with the student, course faculty, graduate preceptor, and healthcare agencies. Students are expected to adhere to any arranged schedule unless other arrangements have been made prior to the scheduled experience. Unavoidable absences will be made up based on preceptor and facility availability.

In addition to the regulations of the University, the following additional regulations apply to students in nursing. The provisions are required to meet regulations of healthcare agencies used for clinical experiences.

1. **Clearance for Attendance at Clinical Laboratories**
   Students must meet all School of Nursing requirements for clinical nursing courses, and utilize the vendor selected by the School of Nursing.

2. **Health Requirements**
   In addition to meeting the health requirements of the University, students engaged in clinical nursing courses are required to provide evidence of single-step tuberculosis screening or its equivalent; annual 10-panel drug screen; documentation of rubella (German measles) immunization or immune titer; evidence of varicella (chicken pox) immunizations or immune titer; current immunization against tetanus and pertussis, influenza, and Hepatitis B; and an initial physical examination by a nurse practitioner or physician. Students must submit a health update annually. These documents, as well as proof of completing the American Heart Association Basic Life Support for Healthcare Providers CPR course, must be submitted to the approved vendor assigned by the School of Nursing by the required deadline.

3. **Insurance Requirements**
   Students enrolled in clinical nursing courses must carry tort and professional liability insurance as well as personal health and accident insurance.

4. **Transportation to Clinical Practice Sites**
   Each student is responsible for transportation to and from clinical sites.

Program of Study

The program of study for the Master of Science in Nursing - Clinical Nurse Leader includes the following courses:

Course Number	Course Name	Credit Hours
NUR 600	Theory and Conceptual Foundation	3
NUR 611	Advanced Clinical Assessment	3
NUR 612	Advanced Pharmacology	3
NUR 613	Advanced Pathophysiology	3
NUR 620	Health Care Structure and Finance	3
NUR 630	Health Promotion and Disease Prevention	3
NUR 635	CNL Practicum I	3 (2,1)*
NUR 640	Management of Clinical Outcomes	3
NUR 645	CNL Practicum II	3 (2,1)*
NUR 651	Research for Evidence-based Practice	3
NUR 660	Leadership in Healthcare	3
NUR 675	CNL Immersion Practicum III	6 (2,4)*
Total	***clinical hours included**	

*A minimum of 400 hours of clinical practice are required in the Clinical Nurse Leader Program.

GRADUATE COURSES OF STUDY

ART

ART 611.CURRICULUM DEVELOPMENT IN ART, K-12

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 credit hours.***

ART 612.PRACTICES FOR TEACHING ART: MATERIALS AND METHODS

This course focuses on translating theory into practice in the art classroom in preparation for Clinical Practice. The graduate studio/seminar assignments allow students to create materials and practice methods common to the K-12 art classroom. Assignments focus 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. Prerequisites: Acceptance into the MAT graduate degree program or permission of the instructor. ***Three credit hours.***

ART 621.HISTORY AND PHILOSOPHY OF ART EDUCATION

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 credit hours.***

ART 623.PHOTOGRAPHY STUDIO

This course consists of advanced studies in photography that focus on investigation of process, and conceptual content. Students will work independently in a studio environment. This course can be taken multiple times for credit. Prerequisite: Bachelor's Degree in Art. Two three-hour labs. ***Three credit hours.***

ART 624.SCULPTURE STUDIO

This course consists of advanced studies in sculpture that focus on investigation of process, and conceptual content. Students will work independently in a studio environment. This course can be taken multiple times for credit. Prerequisite: Bachelor's Degree in Art. Two three-hour labs. ***Three credit hours.***

ART 625.PAINTING STUDIO

This course consists of advanced studies in painting that focus on investigation of process, and conceptual content. Students will work independently in a studio environment. This course can be taken multiple times for credit. Prerequisite: Bachelor's Degree in Art. Two three-hour labs. ***Three credit hours.***

ART 626.PRINTMAKING STUDIO

This course consists of advanced studies in printmaking that focus on investigation of process, and conceptual content. Students will work independently in a studio environment. This course can be taken multiple times for credit. Prerequisite: Bachelor's Degree in Art. Two three-hour labs. ***Three credit hours.***

ART 627.CERAMICS STUDIO

This course consists of advanced studies in ceramics that focus on investigation of process, and conceptual content. Students will work independently in a studio environment. This course can be taken multiple times for credit. Prerequisite: Bachelor's Degree in Art. Two three-hour labs. ***Three credit hours.***

ART 629.INTERMEDIA STUDIO

This advanced studio course designed to challenge a student's boundaries with art media by required integration with other media. This course may be taken multiple times for credit. Prerequisite: Bachelor's Degree in Art. Two three-hour labs. ***Three credit hours.***

ART 631.THE ARTIST TEACHER

This course explores how the processes of art making and teaching are similarly rooted in creativity and problem solving. Students will examine the relationships between their individual artistic practices and their emerging teaching practices in as they create an original body of artwork. This artwork will be exhibited for their MAT Exhibition. May be repeated for additional credit. ***Three credit hours.***

ART 641.GRADUATE SEMINAR

All graduate art students meet together weekly to investigate the contemporary artist practice and current issues. This course is to be taken twice for credit. ***One credit hour.***

ART 651.THEORIES OF MODERNIST ART

This course examines the ideas, and issues of modernist art, including the conceptual rational as well as implications of Modernist art. This course, which emphasizes methods of critical looking and processes of making, combines classroom, online, and gallery-based instruction. ***Three credit hours.***

ART 652.THEORIES OF CONTEMPORARY ART

This course maps the global field of contemporary art in all media. Students will focus on identifying where they would aim to situate their own work within the multiple potential creative dialogs. This course, which emphasizes methods of critical looking and processes of making, combines classroom, online, and gallery-based instruction. ***Three credit hours.***

ART 653.AESTHETICS AND ART CRITICISM

This course will critically examine the history of twentieth and twenty-first century aesthetics and criticism. Designed to complement ART 651 and ART 652 (which are not prerequisites), it examines the essential texts of art theorists, critics, and historians to examine methods of critical thinking and writing about contemporary art. ***Three credit hours.***

ART 661.MAT EXHIBITIONS AND DEFENSE

This course contains three major components. The first is the selection and preparation of K-12 student artworks for exhibition. The second component is the creation, preparation, installation and publicity of a cohesive body of the candidate's original artwork from ART 631 courses. The third component is the presentation and summative defense of artist and teacher portfolios, which will be evaluated by professionals in the fields of art, art education, and education. Prerequisite: Acceptance into MAT graduate degree programs, and enrollment or completion of EDUC 601. ***Three credit hours.***

ART 723.PHOTOGRAPHY RESEARCH

This course consists of advanced studies in photography that focus on investigation and creative problem solving. Students will work independently in a studio environment. This course can be taken multiple times for credit. Prerequisite: ART 623. Two three-hour labs. ***Three credit hours.***

ART 724.SCULPTURE RESEARCH

This course consists of advanced studies in sculpture that focus on investigation and creative problem solving. Students will work independently in a studio environment. This course can be taken multiple times for credit. Prerequisite: ART 624. Two three-hour labs. ***Three credit hours.***

ART 725.PAINTING RESARCH

This course consists of advanced studies in painting that focus on investigation and creative problem solving. Students will work independently in a studio environment. This course can be taken multiple times for credit. Prerequisite: ART 625. Two three-hour labs. ***Three credit hours.***

ART 727.CERAMICS RESEARCH

This course consists of advanced studies in ceramics that focus on investigation and creative problem solving. Students will work independently in a studio environment. This course can be taken multiple times for credit. Prerequisite: ART 627. Two three-hour labs. ***Three credit hours.***

ART 729.INTERMEDIA STUDIO

This advanced studio course designed to continue to challenge a student's boundaries with art media by required integration with other media. This course may be taken multiple times for credit. Prerequisite: Art 629. Two three-hour labs. ***Three credit hours.***

ART 741. GRADUATE SEMINAR
All graduate art students meet together weekly to investigate the contemporary artist context. This course is to be taken twice for credit. ***One credit hour.***

ART 750.SPECIAL TOPICS
This advanced studio practice that focuses on synthesizing materials, process, and conceptual content outside discipline studio classes. Students will work independently in a studio environment. This course may be taken multiple times for credit. Two three-hour labs. ***Three credit hours.***

ART 823.PHOTOGRAPHY THESIS I
This course consists of advanced studies in photography that focus on synthesizing materials, process, and conceptual content for thesis preparation. Students will work independently in a studio environment. Prerequisite: Pass 30-hour review. Two three-hour labs. ***Three credit hours.***

ART 824.SCULPTURE THESIS I
This course consists of advanced studies in sculpture that focus on synthesizing materials, process, and conceptual content for thesis preparation. Students will work independently in a studio environment. Prerequisite: Pass 30-hour review. Two three-hour labs. ***Three credit hours.***

ART 825.PAINTING THESIS I
This course consists of advanced studies in painting that focus on synthesizing materials, process, and conceptual content for thesis preparation. Students will work independently in a studio environment. Prerequisite: Pass 30-hour review. Two three-hour labs. ***Three credit hours.***

ART 827.CERAMICS THESIS I
This course consists of advanced studies in ceramics that focus on synthesizing materials, process, and conceptual content for thesis preparation. Students will work independently in a studio environment. Prerequisite: Pass 30-hour review. Two three-hour labs. ***Three credit hours.***

ART 829.INTERMEDIA STUDIO
This advanced studio course designed to continue to challenge a student's boundaries with art media by required integration with other media. This course may be taken multiple times for credit. Prerequisite: ART 729. Two three-hour labs. ***Three credit hours.***

ART 833.PHOTOGRAPHY THESIS II
This course consists of focused cohesive photography studio research that culminates in a final thesis exhibition and oral defense. Students will work independently in a studio environment. Graded pass/fail. Prerequisite: ART 823. ***Six credit hours.***

ART 834.SCULPTURE THESIS II
This course consists of focused cohesive sculpture studio research that culminates in a final thesis exhibition and oral defense. Students will work independently in a studio environment. Graded pass/fail. Prerequisite: ART 824. ***Six credit hours.***

ART 835.PAINTING THESIS II
This course consists of focused cohesive painting studio research that culminates in a final thesis exhibition and oral defense. Students will work independently in a studio environment. Graded pass/fail. Prerequisite: ART 825. ***Six credit hours.***

ART 837. CERAMICS THESIS II
This course consist of focused cohesive ceramics studio research that culminates in a final thesis exhibition and oral defense. Students will work independently in a studio environment. Graded pass/fail. Prerequisite: ART 827. ***Six credit hours.***

ART 841.GRADUATE SEMINAR
All graduate art students meet together weekly to investigate creative entrepreneurial skills. This course is to be taken twice for credit. ***One credit hour.***

ART 851. THESIS SUPPORT I
In this course, students will focus on the written research component of their final thesis project. Through research, students will determine the contemporary context of their own artwork in preparation for a written thesis. Prerequisite: Pass 30-hour review. ***Three credit hours.***

ART 852.THESIS SUPPORT II

In this course, students will synthesize research and graduate studio work in a written thesis which supports their final exhibition. Graded pass/fail. ***Three credit hour.***

BUSINESS ADMINISTRATION

BA 600.BUSINESS FUNDAMENTALS

This course offers the rationale for applying specific models to managerial problems, assists students in the application of such models, and guides students in the interpretation of results. The course includes basic quantitative techniques used in managerial decision-making. This course is required for non-business undergraduates. ***Three credit hours.***

BA 605.BUSINESS RESEARCH METHODS

This course emphasizes research methodology, including the meaning of research, its sequential development, and the types and steps of the scientific method as applied to business. Practical and academic applications are explored. ***Three credit hours.***

EDUCATION

EDUC 601.CLINICAL PRACTICE

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 ART 600, ART 611, ART 621, ART 630, ART 653, EDUC 622, and passing scores on PRAXIS II tests required for certification. Graded pass/fail. ***Twelve credit hours.***

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 credit 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 issues 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. ***Three credit hours.***

EDUC 607.CHARACTERISTICS OF STUDENTS WITH EMOTIONAL/BEHAVIOR DISORDERS

This course is designed to introduce the student to the theoretical framework of special education for individuals with emotional/behavior disorders. Students will be introduced to definitions, etiology, characteristics, medical and educational concerns of individuals with emotional/behavior disorders. ***Three credit hours.***

EDUC 608.METHODS FOR TEACHING STUDENTS WITH EMOTIONAL/BEHAVIOR DISORDERS

A survey of teaching techniques and research based practices for improving academic, social/emotional, and behavioral performance of students with emotional/behavior disorders including social skills training. ***Three credit hours.***

EDUC 620.ADVANCED EDUCATIONAL PSYCHOLOGY

This course includes an in-depth study of educational 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 theory and the pragmatic application of the research in instructional settings. ***Three credit 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 credit hours.***

EDUC 622.ADVANCED GROWTH AND DEVELOPMENT OF THE LEARNER

This course addresses the study of human growth and development from prenatal through adolescence. Physical, cognitive, social-emotional, and behavioral factors, which have an impact upon each stage of development, are explored in depth. A major emphasis is placed upon the impact of these factors on the learning process. ***Three credit hours.***

EDUC 623.METHODS AND MATERIALS OF EDUCATIONAL RESEARCH

This course provides an introduction to the major methods and techniques used in educational research. It offers an overview of quantitative, qualitative, and mixed-method research methodologies used across the disciplines. Emphasis will be placed on the establishment of appropriate connections between research questions and methodologies. 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 credit 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 credit hours***.

EDUC 630.COMMUNICATIONS IN TECHNOLOGY

This course will explore a synthesis of research pertinent to the educational uses of information and communications technologies. A critical examination of technology from an historical perspective, study of prevalent views and issues relative to characteristics, interdisciplinary scope, and its place in the learning environment will be emphasized. ***Three credit hours.***

EDUC 631.TOOLS FOR DEVELOPING AND USING TECHNOLOGY-BASED RESOURCES

This course will provide opportunities to explore and evaluate a variety of technological hardware, web-based tools and online resources that enhance instruction in the classroom. Currently available, low cost hardware and software tools that are appropriate for classroom use will be emphasized. ***Three credit hours.***

EDUC 632.EFFECTIVE DESIGN AND FACILITATION OF ONLINE COURSES

This course provides the opportunity to explore a variety of methods and approaches for designing online learning environments. A lab component will focus on the use of course design tools and their effectiveness in enhancing content, objectives, and learning activities. ***Three credit hours.***

EDUC 634.INSTRUCTIONAL ASSESSMENT THROUGH TECHNOLOGY

This course provides an opportunity for students to explore methods for designing, implementing, and evaluating effective technological assessment tools used in online learning environments. The creation and utilization of valid and reliable assessment measures that align with content, media, and learning objectives will be emphasized. ***Three credit hours.***

EDUC 636.MANAGEMENT OF TECHNOLOGY RESOURCES

This course examines the challenges involved in planning for the use and management of technological resources including physical facilities, hardware and software. The application of best practices and criteria related to the objectives of facility usage, required resources, space allocation, costs, service and organizational requirements will be emphasized. ***Three credit hours.***

EDUC 638.INTEGRATION OF TECHNOLOGY AND INSTRUCTION

This course will investigate American and Western European antecedents of technology in education including social and technological factors that make the advent of technology in education a major condition of culture and the philosophical basis for teaching technology education. This course will also explore the evaluation and selection of resource requirements for the integration of technologies in the classroom. ***Three credit 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 credit 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 credit 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 credit hours.***

EDUC 651.PRINCIPLES FOR TEACHING LINGUISTICALLY AND CULTURALLY DIVERSE LEARNERS

This course provides an overview of theories, research, and practices associated with teaching learners from linguistically and culturally diverse backgrounds. ***Three credit hours.***

EDUC 652.SPECIAL TOPICS IN EDUCATION

Special course designed to meet individual student's needs or to provide in-depth study on a particular topic related to educational research, practices, or technology usage. This course may be repeated for additional credit as topics change. ***One to three credit hours.***

EDUC 653.TEACHING READING AND WRITING TO LIMITED ENGLISH PROFICIENT (LEP) LEARNERS

This course is a study of effective methods, materials and competencies for teaching reading and writing to students with limited English proficiency. ***Three credit 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 credit hours.***

EDUC 656.BEHAVIOR AND 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 credit 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. ***Three credit 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 how individuals learn. A field experience will allow students to examine current practices in public school classrooms. Students are responsible for transportation to off-site placements. ***Three credit hours.***

EDUC 668.PRACTICUM IN INTELLECTUAL/MENTAL DISABILITIES

An application of diagnostic/prescriptive teaching techniques with students identified with intellectual/mental disabilities. The student will have a minimum of 150 hours of instructional time in a classroom that serves students with mental disabilities. A minimum grade of "B" is required for successful completion of experience. ***Three credit hours.***

EDUC 671.PRACTICUM IN EMOTIONAL/BEHAVIOR DISORDERS

An application of diagnostic/prescriptive teaching techniques with students identified with emotional/behavior disorders. The student will have a minimum of 150 hours of instructional time in a classroom that serves students

with emotional/behavior disorders. A minimum grade of "B" is required for successful completion of experience. ***Three credit hours.***

EDUC 672.TEACHING PERSONS WITH LEARNING DISABILITIES

A survey of teaching techniques and remediation activities for persons with learning disabilities. ***Three credit hours.***

EDUC 673.PRACTICUM IN LEARNING DISABILITIES

An application of diagnostic/prescriptive teaching techniques with students identified as having specific learning disabilities. ***Three credit hours.***

EDUC 674.LINGUISTICS

This course provides an introduction to the basic concepts of linguistics and a framework for understanding educational techniques to teach English language learners and other diverse learners. Linguistic principles of language analysis: phonology, morphology, syntax, pragmatics, and semantics are discussed within the context of English and other languages. ***Three credit hours.***

EDUC 676.ASSESSMENT OF DIVERSE LEARNERS, P-12

This course is designed to provide the theoretical background concerning the design and use of formative and summative assessment instruments for the P-12 student with diverse learning needs including those with disabilities and limited English proficiency. Emphasis will be placed on practical experience in assessment, error analysis, planning, and implementing remediation in the content areas. ***Three credit hours.***

EDUC 677.CHARACTERISTICS OF INDIVIDUALS WITH LEARNING DISABILITIES

This course is designed to introduce the student to the theoretical framework of special education for individuals with learning or intellectual/mental disabilities, early childhood through adolescence. Students declare a concentration area of either learning or intellectual/mental disabilities. Students will be introduced to definitions, etiology, characteristics, medical and educational concerns of individuals with either learning or intellectual/mental, disabilities. This course may be repeated for a second concentration area. ***Three credit hours***

EDUC 678.INTRODUCTION TO EXCEPTIONAL CHILDREN, Pre-K-12

This course is an introduction to the unique nature and needs of students with exceptionalities in school settings, including early childhood intervention through adolescence. Special emphasis is placed on special education law, etiology, diagnosis and teaching strategies for students with exceptionalities in the regular classroom. ***Three credit 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 the workplace. Designed to meet the specific professional needs of the graduate student. Each sequence of activities will include reading, research, and applied skill development activities. This course may be repeated for additional credit.

EDUC 680. One credit hour
EDUC 681. Two credit hours
EDUC 682. Three credit hours

EDUC 683.CHARACTERISTICS OF INDIVIDUALS WITH INTELLECTUAL/MENTAL DISABILITIES

This course is designed to introduce the student to the theoretical framework of special education for individuals with intellectual/mental disabilities, birth to adulthood. Students will be introduced to definition, etiology, characteristics, and medical and educational concerns of individuals with intellectual/mental disabilities. ***Three credit hours.***

EDUC 685.Characteristics of Individuals with Emotional/Behavior Disorders

This course is designed to introduce the student to the theoretical framework of special education for individuals with emotional and behavior disorders, birth to adulthood. Students will be introduced to definition, etiology, characteristics, and medical and educational concerns of individuals with emotional and behavior disorders. ***Three credit hours.***

EDUC 694.PROFESSIONAL SEMINAR

This course is a culminating experience in the graduate program and may extend beyond one semester. A Master's candidate will demonstrate the ability to integrate knowledge, practice, inquiry, and leadership from the perspective of a concentration area. Prerequisite: Twenty-seven (27) hours of graduate credit towards M.Ed. in Teaching and Learning. May be repeated for additional credit. ***Three credit hours.***

EMERGENCY MANAGEMENT

EMGT 500.FOUNDATIONS OF EMERGENCY MANAGEMENT

This course provides an overview of disaster science and management. The course presents an historical perspective on society's organized responses to natural and technological hazards and disasters from both a U.S. and international perspective. The history of the Federal Emergency Management Agency (FEMA) and major international organizations dealing with both man-made and natural disasters is presented to provide students with a sense of context and knowledge of the evolution of emergency management theories and practice. Students will be exposed to past and current emergency management systems currently in use by FEMA and by countries responding to international disasters. Prerequisite: Admission to the Emergency Management program. ***Three credit hours.***

EMGT 510.PREPAREDNESS AND MITIGATION

This course focuses on preparedness for and mitigation of disasters. It presents local, regional, national, and international perspectives on what efforts and technologies are available to reduce the loss of life and property by lessening the impact of disasters. Students will develop an understanding of the differences in scope and scale, available technologies, legal environment, and cultural factors that affect emergency management plans. Prerequisite: Admission to the Emergency Management program. ***Three credit hours.***

EMGT 520.RESPONSE AND RECOVERY

This course deals with response to and recovery from disasters. For response, a focus will be placed upon response functions, resource mobilization, and the roles and responsibilities undertaken in emergency operations centers. Short- and long-term recovery for individuals, families, and communities will be covered. Recovery operations completed by the public, private, and/or non-governmental sectors will also be examined. The course also explores the legal framework for multi-national and bi-lateral agreements to render international assistance, both in the response and recovery phases. Prerequisite: Admission to the Emergency Management program. ***Three credit hours.***

EMGT 530.CONTINUITY OF GOVERNMENT

This course explores potential challenges to the continuity of government and strategies during all phases of an emergency, whether natural or man-made, to protect or restore government continuity. Case studies of major disasters will be included. Prerequisite: Admission to the Emergency Management program. ***Three credit hours.***

EMGT 610.TECHNOLOGY FOR EMERGENCY MANAGEMENT

Technology provides major tools for effective emergency management. This course provides an overview of different technologies used in all phases of Emergency Management. Prerequisite: Admission to the Emergency Management program. ***Three credit hours.***

EMGT 620.COMMUNICATIONS STRATEGIES FOR EMERGENCY MANAGEMENT

This course examines communications strategies, theories, and methods needed to convey essential information under routine conditions and throughout the phases of an emergency whether local, regional, national, or international in scope. Students will be trained in the process of developing a crisis communication plan. Both communications theory and a review of "lessons learned" from case studies are introduced along with appropriate research methodology to equip emergency managers with an insight into best practices based on recent research. Prerequisite: Admission to the Emergency Management program. ***Three credit hours.***

EMGT 625.LEADERSHIP FOR EMERGENCY MANAGEMENT

This course analyzes leadership models appropriate for a wide range of emergency management activities. Crisis management leaders must be able to make decisions based on limited information, with customary relations and ways of doing business altered, and the scope of responsibility substantially broadened during a crisis. Leadership for a crisis requires extraordinarily sound critical thinking skills, a large reservoir of intellectual creativity, an ability to remain calm in a chaotic environment, a keen sense of cultural sensitivity toward the many publics affected by a crisis, and other skill sets that are sometimes different from those required to be successful under normal conditions. Using the case study method and scholarly literature on theories of leadership, this course

reveals some of the issues that private and public sector emergency managers may face in executing their responsibilities during local, regional, national, or international crises. Prerequisite: Admission to the Emergency Management program. ***Three credit hours.***

EMGT 630.BUSINESS AND ECONOMIC CONTINUITY

This course presents the challenges, strategies and lessons learned from both domestic and international emergencies whether due to natural causes or terrorism with the objective of developing an appreciation for continuity planning. The increased complexity of business and economic continuity for international environments requires the appreciation of different governmental, economic, and cultural factors that affect recovery. Prerequisite: Admission to the Emergency Management program. ***Three credit hours.***

EMGT 635.MENTAL HEALTH AND EMERGENCY MANAGEMENT

This course is designed to explore the impact of disasters on a community and individuals from a mental health perspective. Students will learn to identify the range of psychological responses exhibited by disaster survivors and responders. Students will develop an understanding of the risk and protective factors for both disaster survivors and responders. Students will learn to appreciate the impact and effects of disasters on these vulnerable populations. Prerequisite: Admission to the Emergency Management program. ***Three credit hours.***

EMGT 640.EMERGENCY MANAGEMENT LAW

This course surveys common legal issues, both state and federal that Emergency Managers and their staffs are likely to confront in the exercise of their duties. Students explore fundamentals of legal research and legal reasoning. Prerequisite: Admission to the Emergency Management program. ***Three credit hours.***

EMGT 670.HURRICANE AND WEATHER

This course equips those engaged in emergency management with professional knowledge including field-specific terminology, understanding of the causes of weather patterns and longevity of weather created disasters to be able to converse more productively with meteorologists in assessing potential issues arising before, during, and after major weather-related events. This course provides useful case studies on the impact of weather variables in decision-making issues that can have profound impact on all phases of an emergency event regardless of whether the initial incident was man-made or the result of extreme weather. Prerequisite: Admission to the Emergency Management program. ***Three credit hours.***

EMGT 675.NUCLEAR INCIDENT MANAGEMENT

This course provides emergency planners with the basic theories and science of mobile nuclear power plants (as found in submarines), nuclear weaponry, and fixed nuclear facilities that generate power. Past nuclear incidents or case studies will be reviewed to equip emergency managers with basic comprehension of the subject to engage credibly with scientists and nuclear power engineers in all phases of nuclear emergencies, whether intentional or accidental. The primary emphasis of the course is on fixed nuclear facilities, but potential for emergencies in the transportation of nuclear weaponry or caused by events designed to inflict injury with nuclear weapons will be explored. All information included in this course will be unclassified. No onsite research project will be included in order to prevent accidental exposure of classified information. Prerequisite: Admission to the Emergency Management program. ***Three credit hours.***

EMGT 685.SPECIAL TOPICS IN EMERGENCY MANAGEMENT

This course will involve in-depth study of selected contemporary topics. Topics to be covered will be selected by the Emergency Management department in cooperation with emergency management units. Generally, course topics will include subject matter not likely to receive thorough coverage in the general curriculum. Case studies of relevant major catastrophes from both domestic and international viewpoints will be included. Students will conduct applied research related to the specific topic of the class. Prerequisite: Admission to the Emergency Management program and EMGT 600 or permission of the instructor. ***Three credit hours.***

EMGT 695.CAPSTONE COURSE

Working online, students will construct a self-assessment that displays their knowledge and skills, their career objectives, and their plans for future career development. This course is intended for students seeking professional advancement in emergency management, and is to be taken during their last semester of the program. Prerequisite: Permission of instructor. ***One credit hour.***

MANAGEMENT

MGMT 615.MANAGEMENT INFORMATION SYSTEMS

This course integrates many business foundations within the concept of information systems and illustrates how these systems support the overall objectives of a firm. Students will learn how to use Business Intelligence (BI) techniques to gain insights into emerging social media technologies and deal with "Big Data." Students will be exposed to managerial, strategic, and technical issues associated with developing and deploying Business Intelligence Solutions. ***Three credit hours.***

MGMT 625.LEADERSHIP AND MANAGEMENT

This course emphasizes key behavioral topics necessary to manage oneself and others in organizations. Specifically, the topics covered include individual attributes (personality, perception, motivation, relationship building), group processes (norms, roles, and team basics), leadership views, and organizational culture and change. An understanding of the relationship between each of these areas and organizational outcomes is enhanced through lecture, cases, and interactive exercises. ***Three credit hours.***

MGMT 635.BUSINESS PROCESS MANAGEMENT

This course emphasizes concepts and techniques related to the design, planning, control, and improvement of manufacturing and service operations. The course begins with a holistic view of operations, with emphasis on the coordination of product development, process management, and supply chain management. As the course progresses, the student will investigate various aspects of each of these three tiers of operations in detail. The course will cover topics in the areas of process analysis, materials management, production scheduling, quality improvement, and product design. ***Three credit hours.***

MGMT 645.HUMAN RESOURCE ENVIRONMENT

This course presents an overview and application of the major human resource management functions: selection and placement; compensation and benefits; training and development; employee and labor relations; health, safety, and security; and strategic management practices. Legal, motivational, international, and human resource information system issues are included. ***Three credit hours.***

MGMT 655.ANALYTICS AND BIG DATA MANAGEMENT

This course explores the role of data in driving decisions made by managers across and within functional boundaries. Specifically, students learn to understand, visualize, and present data that supports organizational decision-making processes. They also learn how to create data-driven models, such as regression and decision trees, to make decisions to address critical challenges faced by organizations and society. This course features hands-on exercises with appropriate software. ***Three credit hours.***

MGMT 665.SUPPLY CHAIN AND LOGISTICS

This course presents the strategic framework, issues, and methods for integrating supply and demand management within and across companies. An overview for the strategic role that supply management has in effective supply, demand, and value chain operations will be explored. Methods, tools, and modeling techniques used in support of supply chain decision making will prepare the student for advanced problem solving within the realm of supply chain management. ***Three credit hours.***

MGMT 675.QUALITY MANAGEMENT DESIGN AND SIX SIGMA

The course requirements include those of a standard Six Sigma Black Belt program. Students will complete a Six Sigma project. Topics covered in the course include history of quality management, problem-solving techniques, voice of the customer, statistical techniques, and project management. ***Three credit hours.***

MGMT 685.INNOVATION AND QUALITY MANAGEMENT

Issues and various approaches involved in defining, developing or acquiring, and deploying management systems are studied within both strategic and support roles. Students will examine how innovative technologies can be used as an enabler for business process improvement and service, how to recognize business processes and assess their information-related needs, and how to develop organizational agility through business process innovations enabled by quality management processes. ***Three credit hours.***

MGMT 695.STRATEGY FORMULATION AND IMPLEMENTATION

This course is a graduate program capstone course examining concepts and methods that integrate functional areas of business. The perspective is that of general management charged with directing the total enterprise. Interactions among the environment, organization, strategy, policies and the implementation of plans are explored. Special emphasis is given to globalization of business and ethical perspectives. ***Three credit hours.***

MONTESSORI

MONT 610.FOUNDATIONS OF MONTESSORI ELEMENTARY 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 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. ***Three credit 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 credit 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 credit hours.***

MONT 613.INTEGRATED SOCIAL STUDIES AND SCIENCES

An overview of the Five Great Lessons presented in a 6-9 elementary I Montessori classroom, which help form the social studies curriculum, plus the earth and physical sciences frameworks for learning. Topics introduced include the fundamental needs of humans, concepts of time, theories of creation, evolution, and physical, cultural and economic geography. The introduction of physical science topics and earth science topics addressing the formation of the earth and the works of air and water will also be covered. ***Three credit 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 credit hours.***

MONT 615.MONTESSORI METHODS: ELEMENTARY GEOMETRY

A study of the Montessori geometry curriculum for the elementary classroom. Topics include measurement, estimation, probability, fractions, nomenclature for geometric forms, lines, angles, similarity, congruence and equivalence, area and volume. ***Three credit hours.***

MONT 616.MONTESSORI METHODS: ELEMENTARY CREATIVE ARTS, MOVEMENT AND PRACTICAL LIFE

This class will emphasize the integration of the arts and practical life skills into the everyday life of the elementary classroom. Students will explore various art media, craft techniques and music and movement activities. 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 credit 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 credit 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 credit hours.***

MONT 619.MONTESSORI METHODS: UPPER ELEMENTARY (AGES 9-12) LANGUAGE II

This course is an introduction to the elementary II (9-12) Montessori language curriculum. Topics include understanding and supporting the developing reader and writer, children's research, spelling and word study, grammar and sentence analysis. ***Three credit hours.***

MONT 620.MONTESSORI METHODS: UPPER ELEMENTARY (AGES 9-12) MATHEMATICS II

This course begins with a review of the four basic operations, with an emphasis on the hierarchical value of numbers. Topics include fractions and operations, decimals and operations, measurement, binomial and trinomial squared and cubed, the deconstruction of a cube into its parts, powers and integers, exponents, signed numbers, simple algebra with signed numbers, word problems for principle, interest, and rate, ratio, and proportion. ***Three credit hours.***

MONT 621.MONTESSORI METHODS: UPPER ELEMENTARY AGES (9-12) INTEGRATED SCIENCE AND SOCIAL STUDIES II

This course will present the social studies, history, geography, basic physical science and earth sciences from the Montessori perspective of the Great Lessons framework. This course is a continuation of the topics covered in MONT 613, expanding on the lessons for the formation of the universe, the study of the earth's geological formation, the beginnings of biology and the study of history and human progress. Additional topics include the migration of peoples and ideals, the study of civilization, nations and state and the interrelationship of technology. The Montessori lessons on *The Work of Wind* and *The Work of Water* will be expanded. There will be an increased emphasis on collaborative, project based learning and opportunities for independent writing, and student research. This course is web enhanced. ***Three credit hours.***

MONT 622.MONTESSORI METHODS: UPPER ELEMENTARY AGES (9-12) BIOLOGICAL AND PHYSICAL SCIENCE II

This course is a continuation of those topics introduced in MONT 614. Building on the Great Lessons framework, it will include a comparative study of all life forms and the universal rules, which govern living and non-living matter. Content includes strategies for the development of scientific inquiry skills, student writing and the integration of science content across the curriculum. ***Three credit hours.***

MONT 652.SPECIAL TOPICS IN MONTESSORI

This course is designed for a specific group of professional personnel with common concerns. Selected challenges in Montessori education will be identified, studied and resolved, at times, in consultation with other education agencies. Permission of instructor required. ***One to three credit 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. ***Three credit 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 Three Period Lesson. A graduate level research component will be required. ***Three credit hours.***

MONT 685.MONTESSORI PHILOSOPHY AND EDUCATIONAL THEORY AND 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, and 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. ***Three credit hours.***

MONT 686.METHODS OF OBSERVATION AND 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. ***Three credit 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 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. A graduate level research component will be required. ***Three credit 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. ***Three credit 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 credit hours.***

(See pages 58-62 for Education courses)

NURSING

NUR 600.THEORY AND CONCEPTUAL FOUNDATION

This course introduces the theoretical foundations of nursing and leadership. The course also helps the student to conduct a conceptual analysis of the Clinical Nurse Leader role and explores the issues of professional values, patient and population advocacy, and ethical codes. Prerequisite: Admission to the Clinical Nurse Leader program or permission of the instructor. ***Three credit hours.***

NUR 601.REGISTERED NURSE PRACTICE RESIDENCY

This is a work-experience course that allows the student, a licensed registered nurse, to document practice experience in the registered nurse role when employed at a clinical site with which the School of Nursing has a current Academic-Practice Partnership Agreement. The Practice Partner supports the objectives of the course and provides direct supervision of students through Clinical Nurse Leader (CNL) mentors. The student applies previously learned nursing theory and clinical skills to the performance of client care. Prerequisite: Registered Nurse Licensure and admission to RN to MSN Program. The combined maximum credit for all work experience is 3-12 credit hours (3 hours per semester up to 4 semesters). ***Three to twelve credit hours.***

NUR 607.PROFESSIONAL TRANSITION FOR REGISTERED NURSES II

This course provides a bridge to the master's curriculum. This course prepares the student for the transition from undergraduate nursing education to graduate nursing education and practice. The course advances knowledge of nursing theory and concepts of the nursing process to focus on the retention, attainment, and maintenance of optimal wellness for individuals, families, and groups across the life span. The student will also study concepts of professional development, leadership styles, lifelong learning, and quality improvement, all of which contribute to becoming an advance practice nurse. Prerequisite: Registered Nurse Licensure and admission to RN to MSN Program. ***Four credit hours* (4,0).**

NUR 611.ADVANCED CLINICAL ASSESSMENT

This course expounds knowledge of nursing theory and practice associated with various modalities for clinical assessment of individuals, families, communities, and groups. The course enhances knowledge and clinical experience in advanced assessment of diverse clients across the life span within the context of the Clinical Nurse Leader role. The utilization of information systems technology for exploring health care outcomes, application of the nursing process through various technologies, therapeutic communication with diverse clients/groups, and patient education are explored. Prerequisite: Admission to the Clinical Nurse Leader program or permission of the instructor. ***Three credit hours.***

NUR 612.ADVANCED PHARMACOLOGY

This course consists of an overview of pharmacological and non-pharmacological therapies with an emphasis on therapeutic uses of broad categories of drugs. The course explores variations in management of pharmacologic and non-pharmacologic treatment modalities with diverse patient populations across the lifespan. An analysis of legal, ethical, policy, and cultural issues pertinent to the use of various pharmacologic and non-pharmacologic therapies will also be explored. Prerequisite: Admission to the Clinical Nurse Leader program or permission of the instructor***. Three credit hours.***

NUR 613.ADVANCED PATHOPHYSIOLOGY

This course explores pathologic mechanisms of disease across the lifespan, incorporating concepts of advanced clinical assessment and management of common, episodic and chronic conditions. The emphasis of this course is on chronicity and sequelae of various illnesses. Admission to the Clinical Nurse Leader program or permission of the instructor. ***Three credit hours.***

NUR 620.HEALTHCARE STRUCTURE AND FINANCE

This course provides an overview of the structure of U.S. healthcare systems and organizations, including legal and regulatory issues that impact the healthcare industry. The course also explores the principles of healthcare finance and economics, including reimbursement structures, resource allocation, and socioeconomic considerations. Additional topics include the role of informatics and technology utilization in healthcare. ***Three credit hours.***

NUR 630.HEALTH PROMOTION AND DISEASE PREVENTION

This course examines the concepts of health promotion and disease prevention through risk assessment/reduction, including focus on health disparities. The course incorporates health education and counseling, including issues of health literacy, as well as plan of care development for individuals, families, communities, and groups. Prerequisites: "B" or better in NUR 611 and NUR 612. Prerequisites or co-requisites NUR 613, NUR 620 and NUR 651. ***Three credit hours.***

NUR 635.CLINICAL NURSE LEADER PRACTICUM I

This course studies nursing theory and practice regarding quality management, risk reduction and analysis, and patient safety concepts. The course also explores identification of clinical and cost outcomes that improve safety, effectiveness, quality, and client-centered care. Prerequisites: "B" or better in NUR 611 and NUR 612. Prerequisites or co-requisites of NUR 613, NUR 620 and NUR 651. ***Three credit hours (2,1).***

NUR 640.MANAGEMENT OF CLINICAL OUTCOMES

In this course, the student utilizes the nursing process to plan and coordinate care of diverse patients with various acute and chronic conditions across the lifespan. The course focuses on strategies for managing care and assessing client outcomes using evidence-based practice guidelines within the context of the Clinical Nurse Leader role and incorporates the study of the measurement of client outcomes, including epidemiology and biostatistics. Prerequisites: "B" or better in NUR 630 and 635. ***Three credit hours.***

NUR 645.CLINICAL NURSE LEADER PRACTICUM II

The focus of this course is management of the care environment utilizing nursing theory and practical experience. The course emphasizes interdisciplinary care and team coordination, including group processes, delegation/supervision, and conflict management. Prerequisites: "B" or better in NUR 630 and NUR 635. ***Three credit hours (2,1).***

NUR 651.RESEARCH FOR EVIDENCE-BASED PRACTICE

This course explores the use of current research and practice guidelines for clinical decision-making, including problem identification and outcomes measurement. Critical appraisal processes are used to determine best practices for improving patient safety, care quality, and health outcomes through integration and dissemination of new knowledge. Graduates will be prepared to provide leadership for designing, implementing and evaluating quality improvement projects and safety initiatives to guide practice and improve outcomes. ***Three credit hours.***

NUR 660.LEADERSHIP IN HEALTHCARE

This course provides an advanced study of theoretical and practical bases of leadership in healthcare, including concepts regarding patient advocacy and lateral integration of care. Decision-making and change processes within the context of the healthcare environment are examined. ***Three credit hours.***

NUR 675.CLINICAL NURSE LEADER IMMERSION PRACTICUM III

Application of nursing theory and practice within the context of the Clinical Nurse Leader role is demonstrated through a major synthesis project. The project incorporates analysis of selected patient and healthcare system issues and the development of action plans for patient care and organizational change. Prerequisites: "B" or better in NUR 645, NUR 651 and NUR 660. ***Six credit hours (2,4).***

PHYSICAL EDUCATION

PEES 602.PRINCIPLES OF STRENGTH AND CONDITIONING

Knowledge and application of processes and principles of health related physical fitness in physical education and sport settings. This course is designed to investigate current techniques and theories of strength training and conditioning for various sports and activities from physiological and biomechanical perspectives. Prerequisites: PEES 144 and PEES 311, or equivalent courses to PEES 144 and PEES 311, or approval by instructor. ***Three credit hours.***

PEES 605.SUPERVISION AND ASSESSMENT IN PHYSICAL EDUCATION

Theory and practice of supervision of clinical practice in physical education. This course will provide the student with the basic knowledge and skills necessary to assess K-12 student performance in physical education. Emphasis is given to the analysis of skills through the selection and/or development of alternative assessments. ***Three credit hours***.

PEES 618.STUDY OF THE TEACHING OF PHYSICAL EDUCATION

Study of the analysis of teaching applied to the development of effective teaching/coaching skills in physical education and/or other sport related settings. ***Three credit hours***.

PEES 624.SPORT PSYCHOLOGY

An analysis of the psychological factors involved in sport and physical activity with emphasis on performance enhancement. ***Three credit hours.***

PEES 626.ADVANCED MOTOR DEVELOPMENT AND MOTOR LEARNING

A study of sequential changes and characteristics of physical growth, motor development, and motor learning across the lifespan relative to physical activity. An examination of factors associated with individual differences in acquiring and learning motor skills during childhood, adolescence, and adulthood. Emphasis is given to current theoretical frameworks (i.e., dynamical systems and information processing) as they are applied to the instruction and evaluation of motor skills. ***Three credit hours.***

PEES 652.SPECIAL TOPICS IN EXERCISE AND SPORT STUDIES

This course will involve in-depth study of selected contemporary topics. Topics to be covered will be selected by the PEES Department in cooperation with other educational agencies. This course may be repeated for additional credit as topics change. ***Three credit 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 schoolteachers 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-credit hours 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 credit hours.***

BIOL 610.DEVELOPMENTAL GENETICS: A JOURNEY FROM CONCEPTION THROUGH ADULTHOOD

This course examines developmental processes from the perspectives of embryology, molecular biology and human genetics. Emphasis will be placed on organ system development, related abnormalities and their interactions through different life stages: prenatal, infancy, childhood and adulthood. This course provides a

defined focus on developmental processes. Prerequisite(s): BA or BS in Biology or Chemistry, or permission of the instructor. ***Three credit 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 credit 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 credit hours.***

BIOL 618.BIOTECHNOLOGY, BIOINFORMATICS, AND BIOETHICS IN HUMAN GENETICS

This course focuses on three key areas of 21st century science education: biotechnology, bioinformatics, and bioethics. The course is designed to introduce students to each of these areas through didactic instruction, the use of clinical case studies, laboratory, and computer activities. Lab work includes techniques and analysis of results in cytogenetics, molecular and biochemical genetics. Computer activities include the use of NCBI databases, UCSC Genome Browser, and Protein Data Bank. Ethical, legal, and social implications are woven throughout the clinical cases and provide the basis for group discussions. Prerequisite(s): BA or BS in Biology or Chemistry, or permission of the instructor. Biology 612 is recommended. ***Three credit hours.***

CHEMISTRY

CHPD 501.TOPICS IN CHEMISTRY FOR TEACHERS

Covers a selected chemical topic designed to provide recertification credit for elementary and secondary schoolteachers 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 credit 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 credit 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 credit 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 credit 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 credit 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 credit 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 credit 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 credit 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 credit hours.***

THEATRE

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 credit hours.***

FACULTY

EMERITI FACULTY

Deborah A. Acorn (1989)
Lee C. Archie (1977)
Elizabeth Bethel (1973)
Ralph Boroughs (1971)
Marvin L. Cann (1967)
Nahn J. Chang (1973)
W. Royce Caines (1988)
Joel S. Cleland (1974)
Larry J. Cook (1975)
Paul D. Criswell (1989)
Robert P. Cumming (1974)
Bernice P. Daugherty (1996)
Virginia M. Dumont-Poston (1991)
Barbara T. Freese (1975)
Susan C. Going (1973)
Susan H. Guinn (1974)
Ann T. Hare (1968)
Jerald D. Hawkins (1988)
David L. Henderson (1987)
John S. Hinkel (1981)
Bettie R. Horne (1968)
Jill C. Hunter (1994)
Frank E. Jackson, Jr. (1972)
Anthony A. Lenti (1970)
Marianne W. Lenti (1987)
Leonard E. Lundquist (1969)
Alan C. MacTaggart (1973)
Margaret L. Marks (1967)
Betsy M. McDowell (1971)
Danny L. McKenzie (2001)
Marilyn E. Mecca (1990)
Robert J. Morris (1991)
Kenneth N. Mufuka (1976)
Joseph A. Murphy (1974)
Linda Neely (2000)
Carol M. Neubner (1975)
Dava M. O'Connor (1998)
Jean Paquette (1989)
Walter M. Patterson, III (1980)
Robert K. Phillips (1975)
Richard P. Pinckney (1980)
Tom R. Pitts (1989)
Robert H. Poe (1976)
Mary Lynn Polk (1970)
Wilma W. Reeves (1967)
Branimir M. Rieger (1974)
Michael E. Runyan (1974)
Charles Sacoco (1984)
Juan Santandreu (1990)
Carol J. Scales (1992)
Dale O. Shaffer (1983)
Samrendra Singh (1970)
Stephanie C. Smith (1986)
Robbie M. South (2003)
Thomas B. Stevens (1974)
Shelton E. Stewart (1959)
Aron G. Tannenbaum (1975)
Samuel H. Tolbert (2000)
Meredith J. Uttley (1993)
Peter A. Vahjen (1971)
Larry E. Vereen (1970)
Lewis H. Walker (2006)
Bruce F. White (1976)
Betty H. Williams (1965)
Carol Y. Wilson (1982)
Jerome D. Wilson (1973)
Jerry D. Wilson (1975
Roger A. Wohlford (1975)
Carol P. Wood, (2005)

FACULTY

Adams, Lauren B. (2019)
Lecturer of Teacher Education
BS, Lander University (2005)
M.Ed., University of South Carolina (2011)
Ed.D., University of South Carolina (2018)

Adger, Tia P. (2017)
Assistant Professor of Teacher Education
BS, Southern Wesleyan University (2007)
MS, Walden University (2010)
Ed.D., Capella University (2017)

Akins, April (2014)
Assistant Librarian
BSW, Ferrum College (1999)
MSW, Radford University (2000)
MS, University of Tennessee at Knoxville (2014)

Ali, Farha N. (2002)
Associate Professor of Computer Information Systems
BS, Nadirshaw Edulji Dinshaw (NED) University of Engineering & Technology (1994)
MS, Clemson University (2002)
Ph.D., Clemson University (2014)

Anderson, James A. (2014)
Assistant Professor of English Education
BA, University of North Carolina at Chapel Hill (1997)
MA, East Carolina University (2002)
Ph.D., University of Arkansas at Fayetteville (2014)

Baggett, Jeffrey S. (1997)
Professor of English
BA, Hardin-Simmons University (1985)
MA, Emory University (1998)
Ph.D., Emory University (2000)

Baigent, George Glenn (2017)
Associate Professor of Finance
B.Eng., Dalhousie University (1986)
MBA, Saint Mary's University (1991)
Ph.D., Kent State University (1997)

Barfield, Jeff (2019)
Lecturer of Physical Education and Exercise Science
BS, University of Florida (2010)
MS, California University of Pennsylvania (2011)

Barnette, Sean M. (2011)
Associate Professor of English
BM, University of South Carolina (2000)
MA, University of South Carolina (2002)
Ph.D., University of Tennessee, Knoxville (2011)
Distinguished Professor Award (2018)

Barton, Gina V. (1999)
Professor of Physical Education and Exercise Science
BS.Ed., Abilene Christian University (1984)
MS.Ed., University of Dayton (1991)
Ph.D., University of South Carolina (1999)

Bassett, Jonathan F. (2005)
Professor of Psychology
BA, Furman University (1996)
MA, Georgia State University (2000)
Ph.D., Georgia State University (2002)
Distinguished Professor Award (2011)

Bhochhibhoya, Amir (2018)
Assistant Professor of Nursing
BS, Pokhara University (2004)
MBA, Oklahoma State University (2009)
MS, Oklahoma State University (2011)
MS, University of Oklahoma (2014)
Ph.D., University of Oklahoma (2017)

Bilbrey, Jerry (2016)
Assistant Professor of Management
BS, Tennessee Technological University (1996)
M.Eng., University of South Carolina (1999)
Ph.D., University of Louisville (2004)

Blackwood, Amy (2011)
Lecturer of Music
BM, University of North Carolina, Greensboro (2005)
MM, University of North Carolina, Greensboro (2009)

Bowen, Lindsey F. (2015)
Instructor of Biology
BS, Lander University (2010)

Brizek, Michael G. (2015)
Associate Professor of Management
BS, University of South Carolina (1994)
MHRTA, University of South Carolina (1995)
Ph.D., Virginia Polytechnic Institute and State University (2003)

Brodhacker, K. Lisa (2006)
Professor of Chemistry
BS, Piedmont Baptist College (1996)
Ph.D., University of South Carolina (2006)

Butler, Ann E. (2006)
Instructor of Biology
MS, Clemson University (2013)
MA, Miami University (2015)

Carmichael, Martin (2012)
Associate Professor of Physical Education and Exercise Science
BS, University of South Carolina (1996)
Ph.D., University of South Carolina (2006)

Carpenter, Cory (2015)
Assistant Professor of Mass Communications
BA, Covenant College (2000)
MFA, Savannah College of Art and Design (2014)

Carson, Linda A. (2005)
Assistant Professor of Criminology and Sociology
BS, Houston Baptist University (1979)
MSW, University of Houston (1991)

Chen, Lili (2014)
Assistant Professor of Economics and Finance
BS, Nanjing Normal University (2005)
MA, University of Kansas (2008)
MS, University of Kansas (2010)
Ph.D., University of Kansas (2012)

Cleveland, Mandy J. (2011)
Associate Professor of Psychology
BS, University of Southern Indiana (2002)
MA, Ball State University (2006)
Ph.D., Ball State University (2012)

Coats, Rachel J. (2014)
Lecturer of Nursing
BS, Lander University (2009)
MSN, Clemson University (2014)

Colbert, James E., Jr. (2007)
Professor of Chemistry
BS, Wofford College (1984)
Ph.D., Georgia Institute of Technology (1989)

Collier, Matthew (2018)
Lecturer of Teacher Education
BA, Mississippi State University (2005)
MA, Belmont University (2010)
Ph.D., Mississippi State University (2018)

Conder, Angela (2018)
Assistant Professor of Nursing
BS, Clemson University (2003)
BSN, Rutgers University (2008)
MS, Clemson University (2015)

Corbitt, Lauren J. (2010)
Lecturer of Spanish
BA, Furman University (2008)
MA, Indiana University (2010)

Craig, Whitney R.,
Assistant Professor of Chemistry (2019)
BS, Shorter University (2011)
Ph.D., Miami University (2017)

Craton, Lillian E. (2007)
Professor of English
BA, University of North Carolina at Chapel Hill (1998)
MA, Emory University (2005)
Ph.D., Emory University (2006)
Distinguished Professor Award (2013)

Crawford, Julie (2016)
Assistant Professor of Nursing
BSN, Mercer University (1998)
MSN, Mercer University (2010)

Crowl-Powers, Mary Lou (2017)
Lecturer of Chemistry
BS, University of South Carolina (1979)
MS, Indiana University (1989)
Ph.D., Clemson University (1994)

Crutcher, Paul
Lecturer of Mass Communications
BA, Thomas A. Edison State College (2012)
M.Ed., Lander University (2018)

Cuenin, Brittany (2012)
Lecturer of English
BA, Clemson University (2005)
MA, Clemson University (2010)

Dahlberg, Dori Lollis (2016)
Lecturer of Nursing
BS, Lander University (1997)
MSN, Clemson University (2003)

Dalton, Mike
Assistant Professor of Computer Information Systems
AAS, New Hampshire Tech. College (1995)
BS, University New Hampshire (1999)
MS, University of New Hampshire (2000)
Ph.D., University of New Hampshire (2008)

Deady, Michelle L. (2016)
Lecturer of Physics
BS, Ohio State University (2010)
Ph.D., University of Toledo (2016)

Delach, Diana L. (2014)
Assistant Professor of Environmental Chemistry
BS, Binghamton University (2008)
Ph.D., Clemson University (2012)

Dukes, Albert D. (2011)
Associate Professor of Chemistry
BS, Clemson University (2005)
Ph.D., Vanderbilt University (2011)

Duncan, Christopher E. (2007)
Professor of Mathematics
BS, University of South Carolina Upstate (2000)
MS, Tulane University (2006)
Ph.D., Tulane University (2007)

Ervin, Barbara A. (2001)
Associate Professor of Education
BA, Antioch College (1977)
M.Ed., Alabama A&M University (1995)

Ezell, Derek (2018)
Lecturer of Marketing
BS, University of Tennessee (2009)
MBA, University of Tennessee (2012)
Ph.D., University of Mississippi (2019)

Farmer, Michael R. (2017)
Assistant Professor of Teacher Education
M.Ed., Lesley University (2007)
Ph.D., Lesley University (2016)

Fernandez, Rebecca M. B. (2010)
Lecturer of Teacher Education
BS, Lander University (1976)
M.Ed., Lesley University (1998)

Fernandez, Susan (2015)
Associate Professor of Education
BA, Clemson University (1978)
M.Ed., Clemson University (1979)
Ed.D., Union Institute & University (2011)

Figueira, Robert C. (1991)
Professor of History
BA, Wesleyan University (1973)
MA, Cornell University (1976)
Ph.D., Cornell University (1980)

Floyd, M. Ryan (2010)
Associate Professor of History
BS Ed, Samford University (1998)
MA, University of Alabama at Tuscaloosa (2004)
Ph.D., University of Alabama at Tuscaloosa (2010)

Gallo, Reed P. (2008)
Associate Professor of Music
BM, Kent State (1996)
MM, Temple University (1998)
DMA, University of Illinois at Urbana-Champaign (2007)

Gardiner, Robert A. (2002)
Professor of Music
BM, University of South Carolina (1990)
MM, DePaul University (1997)
DMA, University of South Carolina (2008)

Gardner, David E. (2002)
Professor of Chemistry
BS, Carnegie-Mellon University (1994)
MS, Purdue University (2000)
Ph.D., Purdue University (2002)

Gemberling, Tess M. (2018)
Assistant Professor of Psychology
BA, University of Arizona (2012)
MA, Sam Houston State University (2014)
Ph.D., University of Alabama (2018)

Glover, Leslie B. (2005)
Lecturer
BS, South Carolina State University (1983)
MS, Kansas State University (1986)

Going, Susan C. (1973)
Emeritus Associate Professor
BS, Knox College (1972)
M.Ln., Emory University (1973)

Griffin, Patty (2019)
Lecturer of Mathematics
BS, Lander University (1991)
MS, University of South Carolina (1993)

Hansknecht, Kerry A. (2009)
Associate Professor of Biology
BS, George Mason University (2000)
MS, Central Michigan University (2003)
Ph.D., University of Tennessee at Knoxville (2009)

Harrison, Daniel M. (2005)
Professor of Sociology
BA, New College of the University of South Florida (1993)
MS, Florida State University (1996)
Ph.D., Florida State University (2001)

Hayes, Mary Melissa (2018)
Assistant Professor of Biology
BS, Wofford College (2007)
MS, Clemson University (2010)
Ph.D., Clemson University (2013)

Haynes, Paula B. (2008)
Assistant Professor of Nursing
BS, Lander University (1992)
MSN, Clemson University (2008)
DNP, University of South Alabama (2017)

Hester, Laura E. (2006)
Associate Professor of Mass Communications
BA, Salem College (1983)
MMC, University of South Carolina (1996)

Hollifield, Jeffrey M. (2011)
Lecturer of Chemistry
BS, Furman University (1984)
MS, Furman University (1986)
MS, McCrone Research Institute (2005)

Holloway, Jonathan O. (2008)
Associate Professor of Art
BA, St. Andrews Presbyterian College (1991)
MFA, Savannah College of Art and Design (1997)

Holtzclaw, Amanda (2017)
Clinical Instructor of Nursing
BSN, University of Wyoming (2013)
MSN, Lander University (2019)

Horne, Kelli S. (2018)
Assistant Professor of Accounting
BBA, Brenau University (1998)
MBA, Strayer University (2007)
DBA, Nova Southeastern University (2015)

Hoyle, Carol (2017)
Assistant Professor of Special Education
BS, Winthrop University (1984)
M.Ed., Winthrop University (1987)
Ph.D., University of South Carolina (2011)

Jameson, Andrew L. (2010)
Associate Professor of English
BA, Clemson University (1996)
MA, Clemson University (2001)
Ph.D., University of Georgia (2010)

Jameson, Misty L. (2008)
Associate Professor of English
BA, Mississippi State University (1997)
MA, Mississippi State University (1999)
Ph.D., University of Georgia (2008)

Johnson, Peggy A. (2015)
Assistant Professor of Health Care Management
BS, East Tennessee State University (2004)
MPH, University of Tennessee at Knoxville (2006)
Ph.D., University of Tennessee at Knoxville (2010)

Kell, Anna Strickland (2019)
Lecturer of Nursing
BS, Clemson University (2015)

Kelley, Robert T. (2005)
Professor of Music
BM, Furman University (1998)
MM, James Madison University (2000)
Ph.D., Florida State University (2005)

Kenney, Tod James (2017)
Assistant Professor of Teacher Education
BA, Bowling Green State University (1981)
MA, Wesleyan University (1987)
Ed.D., Central Connecticut State University (2008)

Kirby, B. Kym (2006)
Professor of Physical Education
BS, Clemson University (1982)
MAT, University of South Carolina (1998)
Ph.D., University of South Carolina (2005)

La Croix, Andrew Dylan
Lecturer of Chemistry
BS, Lander University (2012)
Ph.D., Vanderbilt University (2018)

Leach, Trevor
Lecturer of Mathematics
BS, University of Kentucky (2014)
MA, University of Louisville (2016)

Layland, Ralph C. (1999)
Professor of Chemistry
BS, University of Scranton (1991)
Ph.D., University of South Carolina (1996)
Distinguished Professor (2005)

Lee, Ashley (2011)
Assistant Professor of Nursing
BSN, Georgia Baptist College of Nursing (1999)
MSN, Regis University (2010)

Lee, Gilliean (2005)
Professor of Computer Information Systems
BS, Sogang University, Seoul, Korea (1992)
MS, Sogang University, Seoul, Korea (1994)
MS, University of Florida, Gainesville (2003)
Ph.D., University of Florida, Gainesville (2005)

Lee, Jason P. (2007)
Associate Professor of Biology
BS, Lander University (2000)
Ph.D., University of Colorado (2007)

Lenti, Anthony A. (1970)
Emeritus Professor of Music
BM, Eastman School of Music (1967)
MM, Eastman School of Music (1969)
DMA, Eastman School of Music (1979)
Distinguished Professor Award (1988)

Lopes, Pedro (2012)
Associate Professor of Spanish
BA, Instituto Erasmus De Ensino Superior (1995)
MA, University of North Carolina at Chapel Hill (1998)
Ph.D., University of North Carolina at Chapel Hill (2004)

Love, C. Renee (2004)
Associate Professor of English
BA, North Carolina State University (1991)
MA, North Carolina State University (1995)
Ph.D., Georgia State University (2004)

Lubecke, André M. (1987)
Professor of Mathematics
BA, Glassboro State College (1975)
MS, University of South Carolina (1977)
Ph.D., University of South Carolina (1985)
Distinguished Professor (2003)

Lucas, Carrie B. (2007)
Lecturer of Physical Education and Exercise Science
BS, Indiana State University (1985)
MS, University of Kentucky (2009)

Malone, Matthew A. (2017)
Assistant Professor of Political Science and Homeland Security
BS, University of North Alabama (2008)
MA, University of Alabama at Huntsville (2010)
Ph.D., Auburn University (2017)

Martin, Laura (2017)
Lecturer of English
BA, New York University (2012)
MFA, Georgia College (2016)

Mash, S. David (2009)
Associate Director of Library Services and Professor
BS, Southern Methodist University (1979)
Th.M., Dallas Theological Seminary (1985)
MS, University of North Texas (1987)
Ph.D., University of South Carolina (2008)

Maze, Jennifer J. (2002)
Professor of Biology
BA, Slippery Rock University (1994)
MS, West Virginia University (1997)
Ph.D., West Virginia University (2002)

Maze, Timothy D. (2003)
Professor of Biology
BS, West Virginia State College (1995)
MS, Marshall University (1997)
Ph.D., West Virginia University (2002)
Distinguished Professor (2015)

McAbee, Douglas L. (2010)
Associate Professor of Art
BA, Winthrop University (1994)
MFA, Winthrop University (2003)

McDonald, Lisa (2015)
Lecturer of Biology
BS, Central Michigan University (2000)
MS, Central Michigan University (2004)

McDowell, Liz (2012)
Associate Professor of Nursing
BSN, University of South Carolina (2000)
M.Div., Vanderbilt University (2004)
Ph.D., Vanderbilt University (2012)

McGee-Anderson, Starlyn (2015)
Lecturer of English
BA, University of Louisiana at Lafayette (1993)
MFA, University of Arkansas (2006)

McLaughlin-Rojas, Kathryn (2012)
Lecturer of English
BA, DePaul University (1997)
MA, Southern Illinois University at Carbondale (2003)

McLeod, Asole TaQuesa (2018)
Assistant Professor of Health Care Management
BS, University of South Carolina (1997)
BS, University of South Carolina (2001)
MA, Webster University (2003)
MBA, Webster University (2004)
Ph.D., University of South Carolina (2012)

McMillan, Samuel Lucas (2008)
Associate Professor of Political Science
BA, Wofford College (2002)
MA, University of Warwick (2004)
Ph.D., University of South Carolina (2008)

Mentley, Carl R. (2006)
Professor of Spanish
BA, Michigan State University (1980)
MA, Michigan State University (1983)
Ph.D., Cornell University (1992)

Moore, Gail D. (2007)
Professor of Accounting
BS, University of South Carolina (1992)
JD, University of South Carolina (1995)
Distinguished Professor Award (2016)

Moore, John G. (1998)
Professor of Philosophy
BA, Emory University (1987)
MA, Emory University (1991)
Ph.D., Emory University (1998)

Myers, Leisa Weston (2003)
Associate Professor of Nursing
BA, Erskine College (1978)
BS, Lander University (1995)
MSN, University of South Carolina (2002)

Nazim-Starnes, Asma (2012)
Associate Professor of Art
BA, Florida Southern College (2005)
MFA, Florida Atlantic University (2010)

Neal, Tom (2014)
Lecturer of Mass Communications
BS Ed., Ohio State University (1976)

Neufeld, Chuck (2010)
Associate Professor of Music
BA, Tabor College (1984)
MM, Southwestern Baptist Theological Seminary (1988)
DMA, Arizona State University (1999)

Neufeld, Judith A. (2002)
Professor of Education
BA, Tabor College (1983)
M.Ed., Texas Christian University (1988)
Ph.D., Arizona State University (1999)

Nix, P. Marie (2008)
Professor of Psychology
BA, University of North Carolina at Chapel Hill (1993)
MS, University of Georgia (1996)
Ph.D., University of Georgia (2002)

Noonkester, Lila D. (1988)
Associate Professor of Music
BM, Oberlin College (1982)
MM, Eastman School of Music (1984)
DMA, Eastman School of Music (1988)

Ouzts, M. Paige (2003)
Professor of Physics
BS, Furman University (1993)
MS, University of Alabama-Tuscaloosa (1997)
Ph.D., University of Alabama-Tuscaloosa (2000)
Distinguished Professor (2010)

Pack, Tamara (2018)
Lecturer of Teacher Education
BA, Johnson State College (2010)
M Ed, University of Southern New Hampshire (2016)

Pardieck, Daniel L. (2003)
Professor of Environmental Geology
BA, Hanover College (1979)
MESc, Miami University (1981)
Ph.D., University of Arizona (1988)

Parrilla, Osvaldo (2007)
Professor of Spanish
BA, College of the Virgin Islands (1986)
MA, New York University (1987)
Ph.D., Texas Tech University (1999)

Peace, Terrell, (2019)
Assistant Professor of Teacher Education
BS, Clemson University (1973)
MRE, SW Baptist Theological Seminary (1980)
Ph.D., SW Baptist Theological Seminary (1984)

Peters, Matthew R. (2016)
Assistant Professor of Management
BA, Mercer University (2007)
MBA, University of West Georgia (2012)
Ph.D., Southern Illinois University (2016)

Pfirman Aubrie L. PhD
Assistant Professor of Chemistry
BS, Misericordia University (2010)
MS, Clemson University (2013)
Ph.D., Clemson University (2018)

Pilgrim, Mark J. (2010)
Associate Professor of Biology
BS, College of Charleston (1997)
Ph.D., Medical University of South Carolina (2004)

Powers, Mary Lou (2017)
Lecturer of Chemistry
BS, University of South Carolina (1979)
MS, Indian University (1989)
Ph.D., Clemson University (1994)

Prince, Emily K. (2015)
Associate Professor of Biology
BS, King College (2002)
Ph.D., Georgia Institute of Technology (2008)

Rains, Cherie (2018)
Assistant Professor of Marketing
BA, Trenton State College (1994)
MA, Syracuse University (1996)
Ph.D., Purdue University (1999)

Ramsey, William L. (2008)
Professor of History
AB, University of Georgia (1989)
MA, Valdosta State University (1992)
Ph.D., Tulane University (1998)

Rausch, Franklin D. (2012)
Associate Professor of History
BA, Indiana University, Bloomington (2000)
MA, Indiana University, Bloomington (2002)
Ph.D., University of British Columbia (2011)
Distinguished Professor Award (2019)

Reid, Benjamin (2017)
Assistant Professor of Mathematics
BS, Virginia Polytechnic Institute and State University (2010)
BS, Virginia Polytechnic Institute and State University (2011)
Ph.D., University of Oregon (2017)

Richburg, Kimberly M. (2005)
Associate Professor of Political Science
BA, Clemson University (1994)
MA, University of North Carolina at Chapel Hill (2000)
Ph.D., University of North Carolina at Chapel Hill (2005)

Romaine, James (2016)
Associate Professor of Art History
BA, Wheaton College (1993)
MA, University of South Carolina (1997)
Ph.D., City University of New York (2007)

Rubin, Zachary C. (2019)
Assistant Professor of Sociology
BA, University of Missouri (2007)
MA, University of Missouri (2010)
Ph.D., University of Missouri (2018)

Ryan, P. Josie (2008)
Professor of Mathematics
BS, Milligan College (1995)
MA, Wake Forest University (1997)
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