

# CONVERSE COLLEGE

## GRADUATE CATALOG

### 2005-2007

#### Master of Arts in Teaching

Early Childhood Education	Learning Disabilities	English
Elementary Education	Biology	Mathematics
Educable Mental Disabilities	Chemistry	Social Studies

#### Master of Education

(with concentration in)

Elementary Education	Art Education	Special Education
Secondary Education	Gifted Education	

#### Master of Liberal Arts

English	History	Political Science
---------	---------	-------------------

#### Master of Music

Composition	Music Education	Musicology
Performance	Piano Pedagogy	Theory

#### Educational Specialist

Elementary Administration	Curriculum and Instruction
Secondary Administration	Marriage and Family Therapy



580 East Main Street  
Spartanburg, SC 29302

*Converse College does not discriminate in admissions or employment on the basis of race, color, sex, national or ethnic origin, age, sexual orientation, religion or disability. Converse admits only women to undergraduate programs and services in accordance with its historical mission. Women and men are admitted to the graduate programs.*

# CONVERSE COLLEGE

## Graduate Catalog

### 2005-2007

## TABLE OF CONTENTS

<b>Introduction to Graduate Programs .....</b>	<b>5</b>
<b>Master of Arts in Teaching .....</b>	<b>12</b>
Requirements for Admission .....	13
Introduction to Initial Certification Programs .....	14
<b>Master of Education Program .....</b>	<b>25</b>
Requirements for Admission .....	26
Programs of Study .....	27
<b>Master of Liberal Arts Degree .....</b>	<b>32</b>
Requirements for Admission .....	33
Program of Study .....	34
<b>Educational Specialist Degree in Administration and Supervision–Initial Certification .....</b>	<b>36</b>
Requirements for Admission .....	36
<b>Educational Specialist Degree in Curriculum and Instruction .....</b>	<b>38</b>
Requirements for Admission .....	38
<b>Minority Teacher Educator Visiting Instructor-in-Residence Program .....</b>	<b>39</b>
<b>Educational Specialist Degree in Marriage and Family Therapy .....</b>	<b>39</b>
Requirements for Admission .....	39
Programs of Study .....	41
<b>Courses of Instruction .....</b>	<b>42</b>
<b>Master of Music .....</b>	<b>74</b>
Request for Information and Applications .....	74
Requirements for Admission .....	74
Programs of Study .....	78
<b>The Board of Trustees .....</b>	<b>87-88</b>
<b>The College of Arts and Sciences Faculty .....</b>	<b>89-92</b>
<b>The Petrie School of Music Faculty .....</b>	<b>93-95</b>
<b>Index .....</b>	<b>96-97</b>

## POLICY ON STUDENT RECORDS

In the handling of student records Converse complies with the provisions of the Family Education Rights and Privacy Act of 1974. Detailed information about the records maintained and procedures for the exercise of rights will be provided to students each year.

“I certify that this catalog is true and correct in content and policy and states progress requirements for graduation.”

Dr. Thomas R. McDaniel  
Acting Dean of Graduate Studies  
August, 2005

# The Mission of Converse College

The primary mission of Converse College, founded in 1889, is the liberal education of undergraduate women in a residential setting. Converse reaffirms the founder's original conviction that a small undergraduate residential college of the liberal arts is a uniquely powerful environment for developing the talents of women. As a community of scholars, where students and faculty pursue excellence and collaborate in the search for truth, Converse develops in students scholarly excellence, personal honor, confidence, and skills to be life-long learners. The college draws much of its character from its Christian heritage and welcomes students of all faiths. Converse expands its mission by offering graduate degrees and other programs for women and men. Ultimately, graduates embody the qualities of a Converse education as they assume roles of leadership, service, and citizenship.

## ACCREDITATIONS AND AFFILIATIONS

Since its founding, Converse has become one of the leading colleges for women in the South. At the time of its admission in 1912, Converse was the only college in South Carolina that held membership in the Southern Association of Colleges and Schools. Admitted to the American Association of Colleges and Universities in 1915, Converse is a founding member of that organization. Converse College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4501) to award degrees at Levels II and III (Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Bachelor of Music, Master of Music, Master of Liberal Arts, Master of Education, and Educational Specialist). Refer to **section on Academic Regulations** for more information.

Converse was also the first South Carolina college with graduates admitted to membership in the American Association of University Women, as well as the first to have a chapter of Mortar Board, the national honor society for seniors. It is a member of the Southern University Conference and the Women's College Coalition. The Converse College School of Music is a charter member of the National Association of Schools

of Music. The professional programs in the Division of Education are approved by the South Carolina State Department of Education under standards developed by the National Association of State Directors of Teacher Education and Certification. The college is currently in the candidate stage in the NCATE accreditation process for all professional education programs. In addition, the Converse program for teachers of the deaf is accredited by the Council on Education of the Deaf. The documents relating to Converse College accreditation are on permanent reserve in the Mickel Library. Anyone desiring to review these documents may do so during the College's normal operating hours.

## The Mission of Teacher Education Graduate Programs

The MAT, M.Ed., and Ed.S. degrees at Converse provide educators with well-designed graduate curricula organized to meet the Mission of the College and standards established by the National Council for the Accreditation of Teacher Education (NCATE). The Converse Teacher Education Unit has the mission "to identify, prepare, evaluate, and recommend highly-qualified educators who are well grounded in liberal learning, pedagogy, and clinical experiences so that they can contribute to the educational mission of K-12 public schools in their communities." Individual graduate programs have a more specific set of goals and objectives outlined in this graduate catalog.

## The Vision for Teacher Education Programs

In addition to the College and Unit Missions, Converse has a "Vision" for the Teacher Education Unit: The preparation of the Ideal Educator.

## The Philosophy for Teacher Education

The Unit Philosophy follows closely from the College and Unit missions, and it incorporates the Unit Vision. In *The Founder's Ideal*, Dexter Edgar Converse set forth this vision for the college he helped to found: "I have done what I could to found a college that would provide for women thorough and liberal education so that for them the highest motives may become clear purposes and fixed habits of life; and I desired that the instruction

and influence of Converse College be always such that the students may be enabled to see clearly, decide wisely, and to act justly.” This Ideal forms the cornerstone of the College mission and is the source of the Unit mission to provide the liberal and professional education necessary to produce The Ideal Educator. The ultimate fulfillment of the Unit Vision, Mission, and Philosophy is an educator who will manifest those essential qualities of *The Founder’s Ideal*: “to see clearly, decide wisely, and to act justly.” For the Unit, the primary goal is to educate teachers, administrators, and other professional educators who will “embody the qualities of a Converse education as they assume roles of leadership, service, and citizenship” in public and private K-12 schools.

## **Institutional Standards for Teacher Education**

The Unit has developed, through a broadly inclusive involvement of many constituencies and stakeholders, a set of Unit Standards that embody the imperatives of the Conceptual Framework—to see clearly, decide wisely, and act justly—and to establish as well demonstrable expectations for The Ideal Educator. The Unit Standards are designed to develop a graduate who:

1. Demonstrates knowledge of and respect for diversity and individual differences by differentiating instruction for the needs of all learners, including
  - a) culturally diverse students,
  - b) students with exceptionalities, and
  - c) students with different learning styles.
2. Demonstrates knowledge of and competence in innovative instructional strategies for
  - a) planning,
  - b) motivating, and
  - c) adaptation.
3. Demonstrates knowledge of the following by integrating them into planning and instruction:
  - a) content subject matter,
  - b) PK-12 standards,
  - c) philosophical and historical perspectives,
  - d) theory, and
  - e) research.
4. Demonstrates knowledge of technology and the value of its use by integrating it into a variety of areas, including
  - a) assessment,
  - b) instruction,
  - c) professional development, and
  - d) management.

5. Demonstrates knowledge of and competence in assessment and evaluation of students, instruction, and self through the utilization of informal and formal methods, including
  - a) standardized and non-standardized tests
  - b) questioning techniques,
  - c) problem solving,
  - d) decision making, and
  - e) reflection.
6. Demonstrates knowledge of and skills in management of
  - a) resources,
  - b) space,
  - c) time,
  - d) student records, and
  - e) student behavior
7. Demonstrates knowledge of and a positive attitude toward professionalism through
  - a) fulfillment of legal and ethical responsibilities,
  - b) commitment to both learning and teaching,
  - c) participation in professional development,
  - d) evidence of a positive attitude toward self, students, peers, parents, subject matter, and development of human relation skills including cooperation, collaboration, communication, and humor.
  - e)

# INTRODUCTION TO GRADUATE PROGRAMS

## MASTER OF ARTS IN TEACHING

The MAT program is available for those holding a baccalaureate degree in a field other than education. Graduate students desiring to earn South Carolina teacher certification while also obtaining a MAT degree should turn to *pages 12-24* for a description of initial certification programs. The purpose of the initial certification program is to prepare graduate students to become well-qualified teachers by their completion of one of our state-approved education programs. Students may elect one of the following initial certification programs: Early Childhood, Elementary, Mental Disabilities, Learning Disabilities, or secondary education (Biology, Chemistry, English, Mathematics, Social Studies). The Dean of Graduate Studies will consult with students regarding state-approved programs necessary for South Carolina certification.

## MASTER OF EDUCATION PROGRAM

Converse offers an M.Ed. degree for teachers who are already certified. That program offers five broad areas or tracks (art education, elementary education, gifted education, secondary education, special education). Secondary education programs are offered in English, Social Studies, Mathematics, and Natural Sciences. Art education addresses teacher preparation from kindergarten through high school. *See pages 25-31 for a description of each program of study.*

## MASTER OF LIBERAL ARTS

The Master of Liberal Arts Program provides an opportunity for mature learners to pursue studies in the liberal arts for both personal and professional growth. The program requires a total of 36 graduate hours with 18–27 hours of concentration in English, history, or political science. In addition to a liberal arts concentration, a student must also take 6-15 hours of electives. Once a concentration choice has been made, the elective choices may come from the other areas of concentration or art history, music history, psychology, sociology, and religion. A capstone project connecting

three disciplines is required, unless the student takes an approved course in lieu of the project. Three graduate credits will be given for the project. While providing for individual development, the program extends the professional qualifications of those students who need a disciplinary concentration sufficient to qualify them as junior college teachers and also for those high school teachers who want more content courses in their particular discipline. *See pages 32-34.*

## EDUCATIONAL SPECIALIST DEGREE

### ADMINISTRATION & SUPERVISION CURRICULUM & INSTRUCTION

The Converse Educational Specialist Degree in either Administration & Supervision or Curriculum & Instruction is a sixth-year program of 36 semester hours in education. The first program focuses on the preparation of administrators/supervisors at the elementary or secondary level. The second program prepares teachers to be instructional and/or curriculum leaders at the school or district level. *See pages 35-38.*

## EDUCATIONAL SPECIALIST DEGREE

### MARRIAGE & FAMILY THERAPY

The Educational Specialist Degree in Marriage and Family Therapy is designed to meet the academic and clinical practicum requirements for Clinical Member with the American Association for Marriage and Family Therapy and Licensed Marriage and Family Therapist in South Carolina. This degree involves 48 graduate semester hours of a core curriculum and 18 graduate semester hours of electives. It has Candidacy Status with the Commission on Accreditation for Marriage and Family Therapy Education.

The program is primarily for students with an existing MFT-related graduate degree. Qualified students with a bachelor's degree may be accepted but must successfully complete an additional 12 semester hours of foundational MFT graduate course work.

This Ed.S. Degree program involves a partnership between Converse College and WestGate Consultation Network, Inc. Converse College provides the academic portion and WestGate provides the clinical practicum. *See pages 39-41.*

## MASTER OF MUSIC DEGREE

The Petrie School of Music offers a broad curriculum of graduate studies for the serious student of music, as well as a variety of courses for the non-major interested in cultural enrichment.

The graduate program in Music Education offers both a traditional Master of Music degree for the certified teacher and a masters plus certification option for those who hold undergraduate degrees in other areas of music. *See pages 74-86.*

For current information about current degree course requirements, course offerings, frequently asked questions, program changes, and other news about graduate programs visit our web site at [www.converse.edu](http://www.converse.edu). Application may be downloaded from the website or secured from the Graduate Studies Office in the Ezell Building. Graduate application may also be submitted on line.

## POLICIES AND REGULATIONS

### FINANCIAL ASSISTANCE

Converse College participates in both federal and state loan programs which are available to graduate students who are enrolled at least half time. For further information about these programs, and how to apply, contact the Office of Financial Assistance (864) 596-9019.

Federal and state regulations require that colleges limit funds to those students who are in good standing and making satisfactory progress toward a degree. Graduate students must be enrolled full-time or half-time each term in which they are receiving loans. "Satisfactory progress" is the completion of a minimum of 80% of all hours attempted.

Moreover, Converse policy restricts the awarding of federal aid to a period of no more than 5 years from the first date of the receipt of aid for any one degree program. Students who can document extenuating circumstances may appeal the withdrawal of aid by filing a written request with the Director of Financial Assistance within ten days of the receipt of notification of ineligibility for financial aid.

#### **Required hours:**

##### **Full-time**

- 9 graduate hours per fall, spring, and summer term
- 2 hours for winter term

##### **Half-time**

- 6 hours per fall, spring, and summer term
- 2 hours for winter term

#### **Progress toward degree:**

- 18 hours per year with a minimum of 2.5 GPA  
summer term

##### **Half-time**

- 12 hours per year with a minimum of 2.5 GPA

## COST

Tuition costs and fees are included in graduate course schedules, which are available *on request* from the Graduate Studies Office or on the Converse web site. Directed Independent Study courses carry a higher tuition charge. There is a registration fee at each registration and a fee is charged for dropping or adding a course. Graduate students must have a Converse identification card and a parking permit available at Campus Safety in the Townhouse.

## REFUND OF FEES

1. All students withdrawing within one week (seven days) following fall, spring, winter or summer registration will receive 80% of tuition. The student must file the appropriate paper work for withdrawal with the appropriate officials prior to a refund being granted.
2. All students withdrawing prior to the end of the fifth week (thirty days) after fall or spring registration will receive 30% of tuition. Graduate students withdrawing prior to the second week (fourteenth day) after winter or summer registration will receive 30% of tuition and fees. The student must file the appropriate paper work for withdrawal with the appropriate officials prior to a refund. During their first semester, new enrollees who receive federal financial assistance are subject to a refund schedule established by the U.S. Department of Education. Students should contact the Office of Financial Assistance for more information.
3. No students withdrawing after the fifth week of the fall or spring semesters are entitled to a refund of tuition fees. Graduate students withdrawing after the second week of the winter or summer semesters are not entitled to a refund of tuition or fees.

NOTE: Students who receive Federal financial assistance are subject to refund policies for their financial aid that are different from the one described above. For more information on these policies established by the U.S. Department of Education, contact the Office of Financial Assistance.

## CAMPUS SAFETY SERVICES

The Converse College Department of Campus Safety is responsible for law enforcement, security, safety, environmental health, traffic, and parking services. The Campus Safety Department is located in the Towne House and is open 24 hours per day. A trained dispatcher is on duty to handle emergency calls. The 24-hour telephone number is **ext. 9026** on campus or **596-9026** if calling from off campus. Business hours are Monday – Friday, 8:00 am – 5:00 pm.

**Motor Vehicle Registration:** Graduate students must register all motor vehicles operated regularly or occasionally with the Converse Campus Safety Department within **five (5) days** after being brought to the campus. Commuter students receive a Zone C decal and may park in any **green** striped space. Campus Safety registers vehicles at each registration and Monday – Friday, 8:00 am – 5:00 pm in the Campus Safety Office.

There is a \$10 fee. For complete parking information, see the Converse traffic regulations brochure.

**Identification Cards:** All graduate students must have a Converse College identification card. The Campus Safety Department makes I.D. cards Monday – Friday, 8:00 am – 5:00 pm. The cost of the I.D card is included in the application fee; replacement cards are \$10.00 each.

**Motorist Assistance:** For assistance with dead batteries and keys locked inside vehicles, call the Campus Safety Office at **ext. 9026**. For other mechanical problems, the Campus Safety Office will help you locate an appropriate service agency.

**Crime Prevention:** Crime is not a major problem at Converse, but incidents of theft and other crimes occasionally occur, as in any community of similar size. Reasonable precautions are a part of today's life. Use common sense to protect yourself and your property. Always lock your vehicle and keep valuables concealed in the trunk. Help eliminate crime by reporting suspicious persons or activities.

## ACADEMIC SUPPORT CENTER

The Academic Support Center, located on the third floor of Mickel Library, was established to help students achieve academic excellence and to develop skills that will help them succeed both inside the classroom and in life beyond college.

Students with documented disabilities may apply for academic accommodations through the Center (see "Academic Policies on Disabilities" below). The Center upholds standards of strict confidentiality in working with all students and complies with the Health Insurance Portability and Accountability Act (HIPPA) and the Family Educational Rights and Privacy Act (FERPA). Records are stored in a secure location and reviewed only by authorized personnel. (See HIPPA - Notice of Privacy Practices)

The Academic Support Center is open from mid-August to mid-June, 8:30 am to 5:00 pm. during the academic year and 8:00 am to 5:00 pm during June. From mid-June to mid-August, contact the Dean of the School of Arts & Sciences, the Dean of the Petrie School of Music, or the Dean of Graduate Studies for further information.

## ACADEMIC POLICIES ON DISABILITIES

Converse College complies with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, Title IX of the Education

Amendments of 1972, and the nondiscrimination requirements of Section 35.107 of the Department of Justice regulations. Converse does not discriminate with regard to race, color, sex, national or ethnic origin, age, sexual orientation, religion or disability in admission or access to, or treatment or employment in, its programs and activities. However, admission to undergraduate programs and courses is limited to women. As a recipient of federal funds such as Work/Study, Pell and SEOG Grants, and Perkins and Stafford Loans, Converse recognizes its responsibility to provide equivalent access to academically qualified students with documented disabilities while maintaining standards that are essential to the academic program.

Students are responsible for notifying the College of their need for accommodations, obtaining and submitting a Request for Accommodations Form to the Director of Academic Support, providing supporting documentation in a timely manner, and actively participating in developing and implementing an accommodation plan for each term. Reasonable accommodations will be provided both to students and employees with disabilities upon written request. No otherwise qualified individual will be denied accommodations for a disability unless the accommodation would cause an undue hardship on the College.

Any faculty member who receives a request for academic accommodations on the basis of disability must refer the request to the Director of Academic Support immediately. No modification of the present program or promises of modification should be made until the Director has made a recommendation.

Questions or concerns regarding ADA compliance should be addressed to the Vice President for Finance & Administration at (864) 596-9028. Information on EEOC or Section 504 compliance issues can be obtained from the Director of Human Resources at (864) 596-9029.

## **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Converse will make reasonable accommodations within its academic programs for students with documented disabilities. However, students should understand that accommodations provided in elementary and secondary schools under P.L. 94.142 are not necessarily required by law under Section 504 or provided by Converse.

Testing to determine the need for accommodations is the student's responsibility and is not provided by Converse, although referrals in the Spartanburg area will be provided upon request. Documentation from an appropriate, licensed professional or agency is required in order to determine reasonable accommodations necessary to serve a student with a disability. Diagnostic evaluations or reports should be current, in most cases within three years, and should be sent directly from the qualified professional to the Director of Academic Support. The documentation should indicate diagnosis, describe the manifestations of and the extent of the disability, and make recommendations for reasonable accommodations the professional deems necessary to assist the student with a disability in the college setting. A current comprehensive psychoeducational evaluation is required for learning disabilities and is strongly recommended for attention deficit hyperactivity disorder (ADHD).

Students should submit a completed Request for Accommodations Form with supporting documentation to the Director of Academic Support at least thirty days prior to the first day of class in order to allow time for review and consultation, as needed, with the student, professors, counselors, psychological consultants, and the Director of Health Services, to prepare an appropriate accommodation plan, and to secure available support services. This deadline is for administrative purposes only and does not preclude admission to programs or services. In addition, the student is responsible for providing the Director of Academic Support with a class schedule each term, so that a new accommodation plan can be generated. All information and records regarding students with disabilities, including accommodations for them, are strictly confidential, and the Academic Support Center complies with the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA). Records are stored in a secure location and reviewed only by authorized personnel.

Although the student's advisor and professors will receive a copy of the accommodation plan, it is the student's responsibility to discuss accommodations with each professor at the beginning of each term. If a student has concerns about or encounters problems with accommodations during the term, the student should contact the Director of Academic Support so that accommodations may be appropriately adjusted. A student who is not satisfied with accommodations may contact either the ADA or Section 504 Compliance Officer indicated above.

## HONOR CODE

All Converse graduate students are governed by the Converse Honor Code. All students should have the Honor Code brochure and should know their responsibilities. Please pay special attention to the "Procedures" in the event that a student reports a violation to you or you observe one yourself. The *Graduate Student Handbook* discusses policies and procedures for Honor Code cases; each newly-admitted graduate student is sent a brochure as well.

- A. Keep the brochure on the Honor Code on file. It is for students and instructors in the graduate program. The primary area of interest for you is the principle that "a student does not cheat." Instructors do need to require "pledged" work—which means that the work (e.g., quiz, test, paper, project, etc.) is the student's own work. Students need to put the word "pledged" on assigned work handed in. Plagiarism is also covered for you in the brochure. Stealing, of course, is a violation of the Honor Code.
- B. If a student commits an honor violation, the student has 24 hours to report it to the Graduate Dean, after which time the professor or staff person must report the incident.

The Dean will report the violation to the Graduate Honor Council Committee for a decision and penalty assessment if there is a violation. The Graduate Honor Council Committee consists of the Dean of the School of Education and Graduate Studies, chair; a graduate student representing the program of the accused (or Petrie School of Music); two faculty representatives from the college of the accused (appointed by the Vice President for Academic Affairs); and a representative from the Office of Graduate Studies (appointed by the Dean of the School of Education and Graduate Studies). If the Graduate Honor Council Committee assesses a penalty, the student may appeal the decision to the Vice President for Academic Affairs, whose decision is final. (See HIPPA - Notice of Privacy Practices)

## REMOVAL POLICY

The graduate dean (in music or graduate education) may remove a graduate student from a class or a program for "appropriate reasons," including lack of academic progress, violation of regulations, disruptive or inappropriate behavior, or other behaviors that are at odds with the best interest of the student and the program. Lack of academic progress is defined as failure in any individual course or failure to maintain a 3.0 GPA overall in academic coursework.

The student may appeal the dean's decision to the Graduate Standards Committee comprised of 3 members of Graduate Council (one liberal arts, one education, and one music faculty member), a graduate student appointed by the appropriate graduate dean, and a student member of the music advisory board.

If the Graduate Standards Committee rules in favor of the student, the student may continue the class or program. If the committee supports the dean, the student may appeal to the Vice President for Academic Affairs. The Vice President for Academic Affairs' decision is final.

## RESOLUTION PROCEDURES FOR STUDENT COMPLAINTS

Converse provides all members of its academic community the opportunity to present grievances for resolution. The College has established procedures for students, as well as faculty and staff, to register and resolve complaints. The *Graduate Student Handbook* outlines for students the procedures for filing grievances against faculty and staff; for reporting sexual harassment and sexual misconduct; and for pursuing Honor Board and alcohol and drug abuse cases. The Graduate Office has the *Graduate Student Handbook*, which outlines policies graduate students should follow.

## REGISTRATION FOR CLASSES

Students may register by mail or in person at any time prior to the first day of class.

Initial Certification students need to take a majority of their courses at Converse in classes restricted to graduate students and make sure they take the majority of their courses with full-time Converse faculty. Advisers are available to help students meet these two requirements.

Advisers will approve course selections and will attempt to meet the professional, academic, and certification needs of each student. **It is the responsibility of the student, and not the adviser, to see that requirements are met.** While secondary students must maintain a **B** (3.0) average in **both** the academic and professional areas, special, gifted, and elementary education students must maintain an overall **B** (3.0) average. MLA students must maintain a B (3.0) average in **both** the area of concentration and electives.

A student may retake any course in which he/she has earned a grade of F at Converse, subject to the following conditions:

1. the student must take the course at Converse to receive any benefits provided by these regulations in grade average;
2. the student must retake the course before completing more than two courses for which it is a prerequisite;
3. the student may not take an overload during any term in which he/she takes such a course;
4. no grade will be removed from a student's record, and the grade and quality points (if any) earned in the retaking of a course will be regularly entered upon the student's record;
5. a course which is failed will count against a student only once; on the other hand, the student will not receive hours credit for passing a course more than once, and if retaking a course in which an **F** was previously earned, a student will not receive a total of quality points for that course larger than that allowed for the highest grade he/she earns in the course.

## GRADUATE GRADING SCALE

A = 4.0	B = 3.0	C = 2.0
A- = 3.75	B- = 2.7	C- = 1.75
B+ = 3.25	C+ = 2.25	F = 0

### Other Symbols

<b>I</b> Incomplete	<i>(same as F for grade point average calculation)</i>
<b>WF</b>	Withdrawn while failing
<b>W</b>	Withdrawn
<b>WP</b>	Withdrawn while passing <b>P</b> or <b>F</b>
Pass/Fail	<i>(used only in specified courses)</i>

A grade of **I** automatically becomes an **F** unless the deficiency is removed by the end of the next long term. To receive an Incomplete, the student must have the permission of the instructor who is teaching the course. The instructor, in consultation with the student, determines the requirements which the student must complete to remove the **I**. These requirements are on an Incomplete Contract Form available from the Registrar's Office.

A grade of **W** is available in special circumstances and only with the approval of the Registrar and the appropriate academic dean.

Courses with **pass/fail** grades grant no quality points for passing.

Graduate students must use the College web site to review grade reports, as paper copies are not mailed

to students. This requires a user ID number, available from ITS in the Carnegie Building. Your user ID number will also permit graduate students to use campus computer labs.

## AUDIT

Students must obtain permission to audit from the instructor of the graduate course concerned and from their academic advisers or their major professors. Audited hours do not count in the student's course load.

Certain types of courses require an active participation by the student that would be incompatible with the nature of auditing; for example, courses in music or a laboratory science. Ordinarily a student may not audit courses of this type, and under no circumstances will the student be exempted from tuition charges and fees for such courses. **A student who wishes to change from credit to audit in a course may do so only during the drop/add period at the beginning of the term.**

## CALENDAR

Converse College operates within the framework of a three-term calendar, which is arranged in the following pattern: fourteen weeks (fall term), four weeks (January term), fourteen weeks (spring term). The fall term extends from late August through mid-December, the January term is one calendar month, and the spring term from early-February through May. Students may earn up to 15 semester hours of credit in the summer session; 9 semester hours in summer session I and 6 semester hours in summer session II. Academic work and credits are measured by the standards of the semester system.

## PROGRAM REQUIREMENTS AND ADVISING

Minimum graduate semester hour requirements for graduate degrees at Converse range from 30 for some music programs to 36 for the M.Ed., MAT, MLA, and Ed.S. (Administration and Supervision, Curriculum and Instruction) to 66 for the Ed.S. in Marriage and Family Therapy. Specific course requirements for each graduate curriculum are available on the Converse website ([www.converse.edu](http://www.converse.edu).) Degree requirements are subject to change, partly in response to changes in teacher certification mandated by accrediting agencies and state law or policy. **Students are responsible for new requirements that are put into effect during their course of study.** Advisers will make every effort to keep up with changing requirements and will assist students in meeting their

course obligations. Adviser worksheets are helpful in this process, especially in detailing specific test requirements (such as Praxis I and II), exit requirements (such as assessment portfolios), and related certification requirements for those pursuing teacher certification.

## **REQUIREMENTS FOR DEGREE**

The graduate student must:

1. complete all requirements of the degree program, including Praxis tests and others items on program worksheets;
2. complete all incomplete work by end of spring term with grades sent to the Registrar and recorded by June 15;
3. not receive any incomplete grades Summer I or II immediately preceding Summer graduation or be enrolled in Summer III
4. have all transfer work sent to the dean by end of spring term. The dean, who with the adviser approves the transfer, notifies the Registrar by June 15;
5. have fulfilled all financial responsibilities no later than one week prior to graduation;
6. request and complete a degree application form; **It is the student's responsibility to submit an Application for Degree Form, available in the Graduate Studies Office or the Music Office, to the Dean of Graduate Studies or the Dean of the Petrie School of Music.**
7. complete a graduate questionnaire prior to the summer graduation.

## **TRANSFER CREDIT**

Students may receive degree credit for previously completed graduate work with the approval of the Converse graduate adviser and dean under the following guidelines:

1. The graduate transfer work – a maximum of 9 credits (6 for the Master of Music degree) – has been deemed appropriate for the given Converse program of graduate studies;
2. The prior graduate credits have been completed within five years of beginning the Converse degree program and from an accredited institution;
3. All approved transfer courses have received grades of “B” or better; and,
4. The student has sent official transcripts of the graduate credits to the appropriate dean.

## **PROBATIONARY PERIOD**

Graduate students are expected to maintain satisfactory academic progress throughout their program of studies. Students admitted “provisionally” are required to demonstrate a “B” average in their first 12 hours of graduate study and must maintain a 3.0 average throughout the remainder of the degree program. Failure to maintain this academic level of performance will result in a reinstatement of the probationary status. Any graduate student who fails a graduate course or demonstrates unacceptable academic progress will be disqualified from the degree program. Such students may petition for readmission after a minimum of one semester. Readmission is approved on a case-by-case basis.

## **DIRECTED INDEPENDENT STUDY COURSES**

With approval of the instructor, a graduate student may enroll in a course on a directed independent study (DIS) basis. Such courses require a higher tuition charge. No more than two DIS courses can count toward a graduate degree.

## **PROFESSIONAL DEVELOPMENT COURSES**

Converse provides graduate credit for approved professional development (PD) courses sponsored by school districts for their faculty and staff. For students admitted to a graduate degree program after January 1, 2005, there is a limit of 6 semester hours of PD course work that can apply toward meeting Converse degree requirements.

## **UNDERGRADUATE COURSES**

Graduate students may on occasion need to complete one or more undergraduate courses for teacher certification. We restrict all 100- and 200-level courses to our undergraduate population but can allow graduate students to take 300- and 400-level undergraduate courses on a space-available basis. Only courses listed at 500- and 600-level can count toward a graduate degree.

## **SUMMER SESSION COURSES**

Graduate students may take no more than 9 semester hours of work in Summer I and no more than 6 semester hours of work in Summer II. Summer III courses are not an option for students graduating at the end of that summer.

**MASTER OF ARTS  
IN TEACHING**

**INITIAL CERTIFICATION AT THE  
GRADUATE LEVEL IN  
SOUTH CAROLINA**

**Early Childhood Education**

**Elementary Education**

**Secondary Education**

Biology

Chemistry

English

Mathematics

Social Studies

**Special Education**

Learning Disabilities

Mental Disabilities



# MASTER OF ARTS IN TEACHING

## INITIAL CERTIFICATION

### REQUIREMENTS FOR ADMISSION

For admission to graduate study for initial certification in the MAT program, the applicant should have the following credentials:

1. Graduation from a recognized college;
2. Overall GPA of 2.75 on a 4.0 scale for full admission;
3. A major undergraduate program appropriate for requested teaching area;
4. A completed application form, \$40.00 application fee, two letters of recommendation (with at least one from an academic source), official transcripts from all colleges attended; and
5. a personal statement. This statement should be a reflection on how your personal goals as an educator tie with the Converse concept of The “Ideal” Educator. This ideal is derived from the Converse College Founder’s Ideal in which Dexter Edgar Converse said his desire was that Converse students “may be enabled to see clearly, decide wisely, and to act justly.” How do you see your Converse graduate program helping you “to see clearly, decide wisely, and to act justly”? Your personal statement should be approximately one page (250 – 300 words). In keeping with the Honor Tradition at Converse, your essay must be entirely your own work. Organize your essay clearly, proofread, and spell-check your essay carefully. Be as specific as you can as you reflect on how Converse can help you become The “Ideal” Educator.

All applications will come before the Graduate Admissions Committee. The Committee will accept applicants fully or provisionally, defer applicants, or reject applicants based on its determination of likelihood for success in graduate studies. Having the minimal credentials does not guarantee a student’s admission. The Graduate Admissions Committee meets every month except for July and December.

Prospective students may wish to schedule an appointment with the Dean of Graduate Studies or a person whom the Dean designates. The School of Graduate Studies is happy to schedule such appointments upon request.

## TEACHER EDUCATION ADMISSIONS COMMITTEE

1. The Dean of Graduate Studies refers all initial certification applicants for the MAT to the Teacher Education Admissions Chair after the Graduate Admissions Committee reviews and accepts all credentials.
2. Policies established by the Education Department for admission to the teacher education track include:
  - a. a cumulative GPA of 2.5 on a 4.0 scale,
  - b. a passing score on all sections of the State-adopted entrance examination, and
  - c. professional recommendations.

### REQUIREMENTS FOR DEGREE

To meet requirements for the MAT degree, the graduate candidate must:

1. complete an approved program in one of the designated areas within a five-year period from the first Converse graduate course in the MAT degree program. (Program completion depends upon the number of courses taken each semester. Normally, a minimum of two years is necessary to complete an initial certification program);
2. submit Praxis II scores (Specialty Area) from designated area of degree;
3. maintain an overall B (3.0) average. (Secondary teachers must maintain a B average in both the academic and the professional areas.);
4. develop a portfolio based on ADEPT Performance Dimensions
4. **request and complete** a degree application form. It is the student’s responsibility to submit an “application for degree” form to the Dean of Graduate Studies during the academic semester in which the program is completed. The adviser checks the degree application for program completion. The Graduate Council and the Graduate Faculty must approve the degree. If all is in order, the Registrar places the degree on the student’s transcript at the end of the following term. Regardless of the semester in which the student completes the degree, the student is not eligible to receive the degree until the summer graduation. Students who complete the program during either summer term must submit a degree application form by mid May; and
5. complete a graduate questionnaire, which assesses academic courses, professional education, supervision, registration, advising, personal treatment by administrators and secretaries, prior to the summer graduation.

**It is the responsibility of the student, not the adviser, to ensure the completion of all requirements.**

## **INTRODUCTION TO PROGRAMS**

Converse College offers several graduate programs which lead to initial teacher certification in South Carolina. Prospective teachers who fulfill the requirements of one or more of the programs in this *Catalog* can meet the South Carolina certification requirements, as well as the requirements established by several other states. Since certification requirements do vary from state to state, however, students should work closely with our faculty and make themselves thoroughly familiar with the requirements of states in which they may want to teach. Attention to these details is particularly important because the State Department of Education—not Converse College—certifies teachers.

Converse offers initial certification programs for teachers at the graduate level through the MAT in these areas: elementary, early childhood, educable mentally disabled, learning disabilities, and secondary education. Full-time Converse faculty teach a majority of the education courses in each area.

The Petrie School of Music offers a Master of Music for the serious student of music in instrumental and vocal performance, music theory, composition and musicology, and music education.

In addition to a traditional Master of Music degree in Music Education, the Petrie School of Music offers a Master of Music degree in Music Education with initial teacher certification. This State-approved degree is intended for persons who hold undergraduate music degrees in areas other than music education, and who wish to obtain a state teaching credential. Requirements for the degree include conducting courses, music education methods courses, psychology courses and student teaching as well as courses in music history, music theory and performance studies. It is possible that some of the degree requirements will have been met previously in the person's undergraduate degree. The complete list of course requirements for the degree may be found in the Petrie School of Music section of this *Catalog*. Persons interested in pursuing this degree are urged to consult with the Chairperson of the Department of Music Education and Pedagogy in the Petrie School of Music.

## **REGISTRATION FOR CLASSES**

Students may register by mail or on-site any time prior to the beginning of classes.

Students need to take a majority of their courses at Converse in classes restricted to graduate students only and make sure they take the majority of their courses with full-time Converse faculty.

Advisers are available to help students meet these two requirements.

## **COMMON OBJECTIVES FOR TEACHER EDUCATION**

While each program has specific objectives relating to the particular nature and purpose of that program, all of the programs share some common objectives. The teacher will:

1. develop an understanding of the history of education in the United States and the leaders, ideas, and movements in the development and organization of education in the United States;
2. develop an understanding not only of the process of human growth, development, and learning but also of the application of these processes to teaching;
3. promote constructive interaction among different ethnic, social, religious, economic, and racial groups;
4. develop a knowledge of the theoretical and methodological aspects of instruction:
  - a. appropriate to a chosen area of teaching, and
  - b. in keeping with current research on teaching, effective schools and learning theory;
5. participate in actual behavioral situations that require integration of theory and practice;
6. develop specific techniques of teaching in order to work effectively and professionally with pupils, teachers, administrators, and parents;
7. develop self-confidence and positive and constructive attitudes through study and practicums to promote self-esteem and to encourage confidence and healthy self-concepts in students;
8. develop a professional approach to instruction which recognizes the individuality of students of various ethnic, social, economic, religious and racial backgrounds, the relationship of theory and practice, and the need for a wide diversity of educational methods and materials in the classroom;
9. develop a knowledge of measurement and evaluation, effective teacher characteristics, teaching styles and models, communication processes, diagnostic-prescriptive teaching, techniques of teaching reading, classroom management skills, and methods and techniques

applicable to her/his particular area(s) of specialization;

10. develop the process skills of analysis, synthesis, and evaluation; and
11. develop an understanding of educational research and the manner by which educational research is conducted.

The programs of teacher education assist each prospective teacher to reach these common objectives. The program requires certain competencies. The teacher receiving an advanced will:

1. be able to demonstrate competence in the communication skills (including both writing and speaking);
2. be able to design for students appropriate instructional programs, based on diagnoses in real or simulated situations;
3. be able to apply a computer to instructional use; perform basic operations with the computer; and select, evaluate, and use educational software for the student's area of specialization;
4. be able to demonstrate those competencies included by the South Carolina Board of Education on ADEPT and deemed as essential skills and behaviors, such as those associated with appropriate planning, communication, and attitudes;
5. be able to demonstrate criteria identified in the evaluation of annual and continuing contract teachers, such as long-term planning, short-term planning, clarifying rules, procedures, disciplining in-appropriate behavior, organizing instruction of new content that provides for a student's differences in learning styles, clarifying the goals of instruction, practicing and reviewing content, involving students, and monitoring pupil progress; and
6. be able to identify the components identified by research that contribute both to school and teacher effectiveness.

## **POLICIES**

All prospective teachers must take standardized tests to evaluate their preparation for classroom teaching. The State of South Carolina requires that all test scores be published. The current pass rate for Converse undergraduate/graduate students who are program completers is 89% (94% for graduate students). Program completers are defined as those students who receive a Master of Arts in Teaching Degree, complete a graduate Teacher Education Program that includes student teaching, and demonstrate mastery of content by obtaining a passing score on the Praxis II. Students

should meet with the Dean of Graduate Studies in order to establish a file with the Graduate Office at the earliest possible date. In so doing, they increase the likelihood that they will be pursuing a program which meets the requirements for certification and the College requirements for graduation. The Teacher Education Admissions Committee must admit the student to a teacher education program in order for the student to do advanced studies in an initial certification program.

One prerequisite for admission to the teacher education program is passing all parts of the State-adopted admission test. The test measures basic skills in reading, arithmetic, and writing. If the student does not pass all parts after the first attempt, the student should see his or her adviser. The student must also:

1. hold a degree at the bachelor's level with a GPA of 2.5 on a 4.0 scale at least one full semester prior to student teaching or evidence that he or she has achieved in the year of graduation from high school not only a score above the 50th percentile in South Carolina examinees taking the SAT or ACT but also a cumulative GPA of at least 2.0. (The policy on transfer students is that all attempted course work prior to enrollment at Converse and all course work at Converse will be added together to determine cumulative grade point average. A failing grade at another institution may be cancelled by retaking a compatible course at Converse; such cancellation makes the policy for transfers compatible with the Converse policy for retaking courses.);
2. receive a passing score on all sections of the Praxis I (PPST) one full semester prior to student teaching;
3. obtain two professional recommendations. The Teacher Education Admissions Chair will examine a student's cumulative file after the Graduate Admissions Committee accepts the student. When the student's materials go to the Teacher Education Admissions Committee, each student receives information in writing of the Committee's action. The Committee will either admit or reject the student. A "rejected" student may not continue in the initial certification/State-approved program in teacher education.

## **CLINICAL EXPERIENCES**

The teacher education curriculum at Converse College includes formal, structured, and sequential clinical experiences in public school settings. A student must complete at least two of these practicums prior to student teaching. These clinical experiences must be

sequential in nature, as opposed to isolated or fragmented activities. The experiences, which integrate theory and practice, must be incremental and based on increasing levels of expectations in both content and skills. The clinical experiences correlate with the rest of the teacher education curriculum and reflect program objectives and desired outcomes. The student should, therefore, schedule courses and practicums appropriately, should consult with his/her adviser, and should read the *Graduate Catalog* very carefully.

## **STUDENT TEACHING**

Student teaching is the culminating and synthesizing experience for the student who completes a program in any one of the initial certification areas. Prior to student teaching, a student must meet designated course work, examinations, practicums, technology competency, oral communication workshops, ADEPT orientation, and other requirements. During student teaching the students have opportunities to apply the theories and principles they have studied during their course work in teacher education. Even further synthesis comes through the concomitant seminars. The student teaching period is sixty full days in the spring or fall term. The nine-credit student teaching course is on a Pass/Fail basis with a written evaluation of strengths and weaknesses before, during, and after the sixty-day spring or fall semester. The student must take the appropriate Praxis II Specialty Area(s) no later than the term in which he/she student teaches. In addition to sending original score reports to Converse, at the time of examination the student must also request scores for the South Carolina Department of Education. A student may not student teach in a classroom where he/she has been employed as an aide.

## **STUDENT TEACHING REGULATIONS**

The student must submit the application for student teaching to the Director of Clinical Experiences by September 15 for spring term and by April 15 for the fall term. **Prior to the student teaching experience, the education adviser assesses the strengths and weaknesses of the individual student. The Teacher Education Admissions Committee admits the student to the student teaching program according to the requirements specified in Part 1 of “Policies.” The adviser of the student must approve the prospective student teacher for the student teaching experience.**

## **STUDENT TEACHING PLACEMENT**

The College will work through designated personnel—its own and the schools—in arranging placements for student

teachers. Placement is for the spring term/fall term in a local school district which cooperates with Converse College, and only in public schools which are accredited by the Southern Association of Colleges and Schools (SACS). (“The Cooperative Agreement” and *Student Teaching Handbook* specify other details of student teaching.) There is a special fee for student teaching to defray transportation and other administrative costs of supervision. Only students meeting prerequisite course and practicum requirements, technology requirement, test standards, communications workshops (or a speech course), and all required meetings can student teach. Each student must furnish proof of a recent, non-positive tuberculin test and a bloodborne pathogen test. While the College makes every effort to assign pupils in accordance with their preferences, transportation considerations, and subject matter/grade level interests, the College cannot guarantee it can meet student preferences. Because student teaching is a full-time experience, all student teachers must spend the full school day in their assigned schools. During this twelve-week commitment, students may not be employed during the school day. Each student must spend at least sixty full days in the area of placement and must make up any absences to assure sixty full days. The student teacher will adhere to the academic calendar of the school district to which he/she is assigned. (School district holidays are not part of the sixty days’ requirement.) Student teachers may not be paid employees in an instructional role during student teaching. The student teacher may not serve as a substitute teacher, even in the absence of the cooperating teacher. Schools must have substitute teachers for classrooms when the cooperating teacher is absent. The student teacher must adhere to the daily schedule of the supervising teacher but not to those activities for which an additional stipend is received by the supervising teacher.

## **STUDENT TEACHING EVALUATION**

A mid-term evaluation and Final Evaluation: Checklist of Teaching Competencies are completed by the College supervisor and the cooperating teacher. A mid-term three-way conference is required. A qualified ADEPT-endorsed supervisor observes the student teacher and appraises the student in writing of his/her individual performance on the ADEPT. The supervisor gives the student a written account of strengths and weaknesses. Student teachers who do not attain the minimum standard established for provisional contract teachers on the ADEPT receive a written plan for remediation of identified deficiencies.

## **INSTITUTIONAL SUPERVISOR**

All individuals who serve as institutional supervisors of students during clinical experiences must have advanced study as preparation for supervision, active participation or experience in the public schools germane to the area of supervision, and endorsement on the reliability training program for observers who use the South Carolina ADEPT. The institutional supervisor(s) will observe and conference the student teacher. Whenever feasible, a member of the Converse faculty in the appropriate discipline will observe secondary student teachers and submit a written evaluation of their performance to the Director of Clinical Experiences.

## **COOPERATING TEACHERS**

The College and the school jointly approve student teaching placements. Cooperating teachers must:

1. be willing to take responsibility for a student teacher during the sixty-day assignment;
2. be certified in the appropriate teaching area;
3. have at least three years of public school teaching;
4. have training in the use of the ADEPT;
5. be willing to attend orientation sessions;
6. be willing to follow the procedures and policies outlined in the *Student Teaching Handbook*; and
7. be recommended annually by the superintendent or a designee.

## **COMPLETION OF REQUIREMENTS**

To meet the departmental graduate requirements for teacher certification recommendation a student must satisfactorily complete the course work, practicums, technology requirement, oral communication workshops (or a speech course approved by adviser), required tests, paper work, and other requirements.

During the program, the faculty adviser will closely monitor student progress to assure completion of requisite courses, practicums, technology competency requirement, oral communication workshops, applicable tests, and other experiences needed for graduation and teacher certification. This adviser notifies the Dean that the student has completed the program. In cases where a student does not receive admission to student teaching, he/she may substitute approved courses in order to complete a degree program. Such a student is ineligible for teacher certification.

## **PROGRAM ASSESSMENT**

Converse College seeks to involve students, faculty, and public school personnel in its teacher education programs, their development, their assessment, and their improvement; to share group score reports of our students with appropriate groups and personnel; to discuss the performance of our students on the job, as well as in practicums and student teaching; and to discuss advisement and other related areas. To accomplish these aims, the faculty invites students by newsletters to join the Student Advisory Council which annually reviews the programs, policies, and personnel in teacher education. (Faculty may also nominate students to these committees.) Student leaders in education, Converse graduates, faculty, and public school personnel comprise another committee (the Teacher Education Advisory Council) involved in program review, development, assessment, and improvement. In addition, students have input into the program through course evaluations, practicum and student teaching evaluations, questionnaires distributed regularly, follow-up questionnaires of Converse graduates, and informal and/or formal conferences with members of the Education Department. Students have regularly served on search committees for new faculty members; they have reviewed credentials, interviewed candidates, and contributed to the final decision. Faculty members evaluate 1) students in their courses and practicums, 2) cooperating teachers, and 3) the programs themselves. Public school personnel who work with student teachers and practicum students evaluate in writing the students, the programs, and institutional faculty. The Director of Teacher Education administers annually questionnaires to public school administrators. The Teacher Education Advisory Council also includes public school personnel.

## **COLLABORATION WITH OTHER DISCIPLINES**

In order to keep other departments and faculty in the College informed about public school practices, curriculum, supply and demand for teachers, changes in state law, etc., the Education Department will regularly disseminate appropriate information by way of joint meetings and/or written materials. Other collaboration activities will include joint efforts in admissions to and evaluations of teacher education programs. Faculty from other disciplines serve on the Teacher Education Advisory Council and meet with education representatives at such meetings as general faculty meetings, secondary meetings, and Graduate Council meetings.

## CURRICULUM DEVELOPMENT

Curriculum development is an ongoing process and depends upon many factors: changes in certification standards; research on teaching; performance of students and graduates on required tests; program change in public schools; performance on technology competency requirement and oral communication workshops; teacher supply and demand; new areas of certification; and program evaluation by faculty, public school personnel, graduates of the program, and students. The Dean of Graduate Studies, in consultation with the faculty advisers, graduates, students and public school personnel, proposes curricular changes to the Graduate Council and graduate faculty for their approval.

## CERTIFICATION

States—not colleges—certify teachers. Advisers in the Education Department at Converse will assist students who are attempting to be certified in one or more states, but it is the student's responsibility to secure applications for certification from the state departments of education, to obtain approval or clarification of course requirements from the state if there is doubt about the acceptability of particular courses, and to fulfill the requirements set by the states. The Converse Graduate Office keeps a ready supply of South Carolina applications for certification, Praxis II applications, and certification manuals (listing present requirements in all states) for the convenience of teacher education students. The Converse Education Department will keep students advised of changes in certification. South Carolina has a reciprocity agreement which simplifies certification in several other states. South Carolina requires teachers to pass the Praxis II area exam in **each** field for which they desire certification. The Educational Testing Service usually administers the Praxis II several times during the academic year. Certain state departments have set the minimum score levels for certification in that state. The student should check on the scores. The students should take the appropriate test(s) before the end of student teaching and pass it for certification.

Students **must** also have an original copy of **every** test score sent to Converse and to the South Carolina State Department of Education and must request the score report at the time they take the test.

Generally, with a few exceptions, students who complete one of Converse's State-approved programs will be eligible for certification in several states. States

which may cause some difficulties (because they have different requirements and/or do not participate in the reciprocity agreement) include Arkansas, Florida, Georgia, Texas, Mississippi, Tennessee, and Louisiana. Students who plan to teach in these states need to be alert to the varying certification requirements. Georgia, for example, requires **all** teachers to have Introduction to Exceptional Children **or** Educational Diagnostics for Exceptional Children. It is **always** advisable to write directly to state departments of education for complete and up-to-date information about teacher certification. The Education Department at Converse can supply appropriate addresses. The student should complete the **entire** application for certification, including fingerprints, appropriate State Department fee, official undergraduate transcripts, and official copies of passing Praxis II scores and leave it with the Office of Graduate Studies prior to the completion of student teaching.

The State-approved graduate programs at Converse are these: early childhood, elementary, educable mentally disabled, learning disabilities, English, mathematics, biology, chemistry, and social sciences. The requirements for each of these programs are in this *Catalog*.

All programs leading to teacher certification provide for sequential, incremental teaching involvement in the public school systems prior to the student teaching experience. Upon successful completion of certain practicums in the elementary and preschool programs, the Registrar enters the non-credit designation upon the student's transcript. Secondary education and some special education practicums carry course credit which the Registrar notes on the transcript. Such experiences give the prospective teacher not only first-hand exposure to the realities of teaching but also an opportunity to put theory into practice and to assess his/her prospects for a teaching career.

Students should visit Career Services to establish a placement file and to attend various workshops on interviewing and resume writing.

## STUDENT PARTICIPATION IN PROGRAM EVALUATION

We are always eager to have feedback from students regarding program effectiveness. Students should talk to their education adviser, complete course evaluation forms, and respond to questionnaires. We have the Student Advisory Council with both appointed and volunteer members, which does a formal evaluation of the department each year.

Student representatives from the Council for Exceptional Children, South Carolina Student Education Association, the Converse Chapter of the South Carolina Association for Children Under Six, and the Student Advisory Council normally serve on the Teacher Education Advisory Council, which meets regularly each year to develop and evaluate the teacher education program at Converse.

### **CHANNELS OF COMMUNICATION**

In a small academic community like Converse, a great deal of informal communication and participation in all phases of program development and evaluation is inevitable. We have not found faculty or students reluctant to express opinions. All faculty in the department are willing to listen to concerns or questions from others. Nevertheless, certain guidelines, roles, procedures, and channels are described and defined below.

The Dean of Graduate Studies (and other members of the department, when necessary) discuss education requirements with the corps of advisers. The Dean is concerned primarily with curriculum, course quality, academic standards, programs and requirements, faculty performance, surveys, and assembling student evaluations of the various programs.

## **INITIAL CERTIFICATION PROGRAMS**

### **EARLY CHILDHOOD EDUCATION**

#### **PROGRAM DESCRIPTION**

The early childhood major is a program designed for students interested in working with children in pre-kindergarten through third grade. This program leads to preK-3 certification in South Carolina. The early childhood major combines observations of young children, instructional methodology, program planning for preK-3 children, and information about the child's social, emotional, physical, and intellectual development.

The PRAXIS II exam is taken by students before the completion of student teaching, which is arranged in area public schools.

In addition to the Teacher Education Program Goals and Objectives, the early childhood education major is designed to help the prospective teacher reach the following specific goals and objectives:

#### **PROGRAM GOALS**

The goals of the early childhood education program at Converse are to:

1. provide a thorough course of study of human growth and development;
2. develop skills in appropriate pedagogy and classroom management; and
3. promote a broad knowledge of the history, theory, and professional practices that are related to early childhood education.

Converse students who complete a major in early childhood education will be able to:

1. demonstrate their knowledge of the content in this field;
2. plan, implement and assess instruction in simulated settings and in real classroom settings;
3. organize and manage effectively a preK-3 grade placement in the public schools; and
4. demonstrate computer proficiency in instructional technology including the knowledge of skills, strategies, software and hardware to be used in classroom management and computer-assisted instruction.

#### **PROGRAM COURSEWORK**

See the Converse website ([www.converse.edu](http://www.converse.edu)) for the current course requirements for this degree.

## **ELEMENTARY EDUCATION**

### **PROGRAM DESCRIPTION**

The program in elementary education not only produces a well-qualified elementary teacher for grades 2-6 but also meets the majority of certification requirements in the states in which most Converse graduates prefer to teach. Students wishing to pursue this program should meet with an appropriate advisor as soon as possible.

All students in the MAT program in elementary education must take the PRAXIS II: Elementary Education: Curriculum, Instruction, and Assessment, *and* the PRAXIS II: Content Area Exercises exams prior to graduation.

In addition to the Teacher Education Program Goals and Objectives, the elementary education major is designed to help the prospective teacher reach the following specific goals and objectives:

### **PROGRAM GOALS**

The goals of the elementary education program at Converse are to:

1. provide a thorough course of study of human growth and development;
2. develop skills in appropriate pedagogy and classroom management;
3. promote a broad knowledge of the history, theory, and professional practices that relate to elementary education;
4. provide the study and experiences in the disciplines which develop the content knowledge needed to teach the elementary subject areas; and
5. prepare prospective teachers to guide their classes in school-to-work transition and character education.

Converse students who complete a major in elementary education will be able to:

1. demonstrate their knowledge of the content in this field;
2. plan, implement, and assess instruction in simulated settings and in real classroom settings;
3. organize and manage effectively a 2-6 grade placement in the public schools; and
4. demonstrate computer proficiency in instructional technology including the knowledge of skills, strategies, software and hardware to be used in classroom management and computer-assisted instruction.

### **PROGRAM COURSEWORK**

See the Converse website ([www.converse.edu](http://www.converse.edu)) for the current course requirements for this degree.

## **SPECIAL EDUCATION: MENTAL DISABILITIES**

### **PROGRAM DESCRIPTION**

Students in this program complete a planned sequence of courses which includes 60 hours in the major and related field combination. The program provides preparation leading to certification in the area of Mental Disabilities. Instruction in special education, elementary education, and psychology is designed to give the prospective teacher a strong background for work with mentally disabled students. Directed student teaching is arranged at The Charles Lea Center or in area public schools.

In addition to the Teacher Education Program Goals and Objectives, the Mental Disabilities major is designed to help the prospective teacher reach the following specific goals and objectives.

### **PROGRAM GOALS**

The goals of the Mental Disabilities program at Converse are to:

1. provide a thorough course of study in human growth and development;
2. develop skills in appropriate pedagogy and classroom management; and
3. promote a broad knowledge of the history, theory, and professional practices that are related to the educable mentally disabled.

Converse students who complete a major in Mental Disabilities will be able to:

1. demonstrate their knowledge of the content in this field;
2. plan, implement, and assess instruction in simulated settings and in real classroom settings;
3. organize and manage effectively both resource and self-contained models of a preK-12 placement with the educable mentally disabled; and
4. demonstrate computer proficiency in instructional technology including the knowledge of skills, strategies, software and hardware to be used in classroom management and computer-assisted instruction.

### **PROGRAM COURSEWORK**

See the Converse website ([www.converse.edu](http://www.converse.edu)) for the current course requirements for this degree.

## **SPECIAL EDUCATION: LEARNING DISABILITIES**

### **PROGRAM DESCRIPTION**

Students in this program complete a planned sequence of courses which includes 60 hours in the major and related field combination. Instruction in special education, elementary education, and psychology is designed to give the prospective teacher a strong background for work with learning disabled students in grades preK-12. Directed student teaching is arranged in area public schools. Multiple certification may be possible by completing additional courses and obtaining passing scores on the PRAXIS II examinations.

In addition to the Teacher Education Program Goals and Objectives, the Learning Disabilities major is designed to help the prospective teacher reach the following specific goals and objectives.

### **PROGRAM GOALS**

The goals of the learning disabilities program at Converse are to:

1. provide a thorough course of study in human growth and development;
2. develop skills in appropriate pedagogy and classroom management; and
3. promote a broad knowledge of the history, theory, and professional practices that are related to learning disabilities.

Converse students who complete a major in learning disabilities will be able to:

1. demonstrate their knowledge of the content in this field;
2. plan, implement, and assess instruction in simulated settings and in real classroom settings;
3. organize and manage effectively a preK-12 classroom in learning disabilities; and
4. demonstrate computer proficiency in instructional technology including the knowledge of skills, strategies, software and hardware to be used in classroom management and computer-assisted instruction.

### **PROGRAM COURSEWORK**

See the Converse website ([www.converse.edu](http://www.converse.edu)) for the current course requirements for this degree.

## **INITIAL CERTIFICATION IN SECONDARY PROGRAM**

### **MISSION STATEMENT**

The purpose of this program is to prepare students to become effective teachers. The goal is to provide them with an in-depth knowledge base of their field and appropriate teaching strategies for the developmental level of their students.

### **OBJECTIVES**

In addition to the common objectives established for all teacher education programs, there are certain objectives for the secondary school teacher. Objectives for the secondary school teachers in all subject fields are designed so that the teacher will:

1. demonstrate a thorough college-level knowledge of the subject-matter area as included in the public school curriculum;
2. exhibit competence in the sequential nature of his/her subject-matter area;
3. show an appreciation of his/her chosen area of specialization and convey that appreciation to his/her students;
4. describe the relationship of his/her subject to the secondary school and to the contemporary world; and
5. demonstrate those skills and teaching methods that will enable him/her to present and communicate his/her subject matter effectively to his/her students at their level of understanding.

### **DESCRIPTION**

Secondary education at Converse is designed to prepare students to become well-qualified teachers and certified professionals. The graduate student who wishes to teach in grades 9-12 must meet the admission requirements specified in this *Catalog*. All secondary areas require a minimum of 18 semester hours at the graduate level in the content subject (English, Social Studies, Math, or Natural Science)

Different states have different requirements; it is imperative that students are careful in planning their program, particularly if they plan to teach in a state other than South Carolina.

Attaining these objectives will necessitate the development of certain competencies which will be demonstrated by the student in his/her courses, practicums, and student teaching.

These competencies include:

1. diagnosing entry level skills of students;

2. observing and evaluating pupil progress and performance;
3. using media and technology appropriate for the subject;
4. varying instructional activities;
5. employing a wide number of methods and techniques;
6. demonstrating a thorough knowledge of the content area;
7. preparing daily and unit lesson plans;
8. involving students in the learning process by use of such techniques as inquiry and discovery;
9. communicating and presenting his/her understanding and appreciation of his/her subject; and
10. relating the academic knowledge to the methodological skills and to his/her understanding of the nature of secondary students.

## **INITIAL CERTIFICATION PROGRAMS**

### **BIOLOGY**

(Leading to Certification in Biology)

#### **PROGRAM DESCRIPTION**

The prospective teacher of biology at the secondary level (grades 9-12) must complete a major in biology. In addition to meeting major requirements, prospective teachers in biology must complete hours in professional education and psychology.

The student takes the PRAXIS II examination before the completion of student teaching, which is arranged in area public schools.

In addition to the Teacher Education Program Goals and Objectives, the secondary education program in biology is designed to help the prospective teacher reach the following specific goals and objectives.

#### **PROGRAM GOALS**

The goals of the secondary education program in biology at Converse are to:

1. provide a thorough course of study of human growth and development;
2. develop skills in appropriate pedagogy and classroom management; and
3. promote a broad knowledge of the history, theory, and professional practices that are related to secondary education.

Converse students who complete a secondary education program in biology will be able to:

1. demonstrate their knowledge of the content in this field;
2. plan, implement and assess instruction in simulated settings and in real classroom settings;
3. organize and manage effectively a 9-12 grade placement in the public schools; and
4. demonstrate computer proficiency in instructional technology including the knowledge of skills, strategies, software and hardware to be used in classroom management and computer-assisted instruction.

### **PROGRAM COURSEWORK**

See the Converse website ([www.converse.edu](http://www.converse.edu)) for the current course requirements for this degree.

## **CHEMISTRY**

(Leading to Certification in Chemistry)

#### **PROGRAM DESCRIPTION**

The prospective teacher of chemistry at the secondary level (grades 9-12) must complete a major in chemistry. In addition, prospective teachers in chemistry must complete hours in professional education and psychology.

The student takes the PRAXIS II examination before the completion of student teaching, which is arranged in area public schools.

In addition to the Teacher Education Program Goals and Objectives, the secondary education program in chemistry is designed to help the prospective teacher reach the following specific goals and objectives:

#### **PROGRAM GOALS**

The goals of the secondary education program in chemistry at Converse are to:

1. provide a thorough course of study of human growth and development;
2. develop skills in appropriate pedagogy and classroom management; and
3. promote a broad knowledge of the history, theory, and professional practices that are related to secondary education.

Converse students who complete a secondary education program in chemistry will be able to:

1. demonstrate their knowledge of the content in this field;
2. plan, implement and assess instruction in simulated settings and in real classroom settings;
3. organize and manage effectively a 9-12 grade placement in the public schools; and

4. demonstrate computer proficiency in instructional technology including the knowledge of skills, strategies, software and hardware to be used in classroom management and computer-assisted instruction.

## **PROGRAM COURSEWORK**

See the Converse website ([www.converse.edu](http://www.converse.edu)) for the current course requirements for this degree.

## **ENGLISH**

(Leading to Certification in English)

### **PROGRAM DESCRIPTION**

Prospective teachers of English at the secondary level (grades 9-12) must complete a major in English which includes a minimum of 33 semester hours of English above the 100 level. They must also complete certain courses within or in addition to the major. These courses ensure study of the language, composition, and literature for future English teachers. In addition, prospective teachers of English must complete hours in professional education and psychology.

The student takes the PRAXIS II examination before the completion of student teaching, which is arranged in area public schools.

In addition to the Teacher Education Program Goals and Objectives, the secondary education program in English is designed to help the prospective teacher reach the following specific goals and objectives:

### **PROGRAM GOALS**

The goals of the secondary education program in English at Converse are to:

1. provide a thorough course of study of human growth and development;
2. develop skills in appropriate pedagogy and classroom management; and
3. promote a broad knowledge of the history, theory, and professional practices that are related to secondary education.

Converse students who complete a secondary education program in English will be able to:

1. demonstrate their knowledge of the content in this field;
2. plan, implement and assess instruction in simulated settings and in real classroom settings;
3. organize and manage effectively a 9-12 grade placement in the public schools; and
4. demonstrate computer proficiency in instructional technology including the knowledge of skills, strategies, software and hardware to be used in

classroom management and computer-assisted instruction.

## **PROGRAM COURSEWORK**

See the Converse website ([www.converse.edu](http://www.converse.edu)) for the current course requirements for this degree.

## **MATHEMATICS**

(Leading to Certification in Mathematics)

### **PROGRAM DESCRIPTION**

The prospective teacher of mathematics at the secondary level (grades 9-12) must complete a major in mathematics. In addition, prospective teachers in mathematics must complete hours in professional education and psychology.

The student takes the PRAXIS II examination before the completion of student teaching, which is arranged in area public schools.

In addition to the Teacher Education Program Goals and Objectives, the secondary education program in mathematics is designed to help the prospective teacher reach the following specific goals and objectives:

### **PROGRAM GOALS**

The goals of the secondary education program in mathematics at Converse are to:

1. provide a thorough course of study of human growth and development;
2. develop skills in appropriate pedagogy and classroom management; and
3. promote a broad knowledge of the history, theory, and professional practices that are related to secondary education.

Converse students who complete a secondary education program in mathematics will be able to:

1. demonstrate their knowledge of the content in this field;
2. plan, implement and assess instruction in simulated settings and in real classroom settings;
3. organize and manage effectively a 9-12 grade placement in the public schools; and
4. demonstrate computer proficiency in instructional technology including the knowledge of skills, strategies, software and hardware to be used in classroom management and computer-assisted instruction.

## **PROGRAM COURSEWORK**

See the Converse website ([www.converse.edu](http://www.converse.edu)) for the current course requirements for this degree.

## **SOCIAL STUDIES**

(Leading to Certification in Social Studies)

### **PROGRAM DESCRIPTION**

The prospective teacher of social studies at the secondary level (grades 9-12) must complete a major in economics, history, politics, psychology or sociology. Each of these majors is described in detail in the *Catalog*. In addition, prospective teachers in social studies must complete courses in professional education.

The student takes the PRAXIS II examination before the completion of student teaching, which is arranged in area public schools.

In addition to the Teacher Education Program Goals and Objectives, the secondary education program in social studies is designed to help the prospective teacher reach the following specific goals and objectives:

### **PROGRAM GOALS**

The goals of the secondary education program in social studies at Converse are to:

1. provide a thorough course of study of human growth and development;
2. develop skills in appropriate pedagogy and classroom management; and
3. promote a broad knowledge of the history, theory, and professional practices that are related to secondary education.

Converse students who complete a secondary education program in social studies will be able to:

1. demonstrate their knowledge of the content in this field;
2. plan, implement and assess instruction in simulated settings and in real classroom settings;
3. organize and manage effectively a 9-12 grade placement in the public schools; and
4. demonstrate computer proficiency in instructional technology including the knowledge of skills, strategies, software and hardware to be used in classroom management and computer-assisted instruction.

### **PROGRAM COURSEWORK**

See the Converse website ([www.converse.edu](http://www.converse.edu)) for the current course requirements for this degree.

**MASTER OF EDUCATION**  
**FOR**  
**CERTIFIED TEACHERS**

**Art Education**

**Elementary Education**

**Gifted Education**

**Special Education**

**Secondary Education**

English  
Mathematics  
Natural Science  
Social Studies



# The Master of Education Program

The M.Ed. program is a 36-hour program of graduate study in appropriate professional and academic areas approved by advisers. Its purpose is to expand and refine the teaching competencies of the graduate student. The Southern Association of Colleges and Schools fully accredits the Converse Graduate Program. The College may accept up to nine semester hours of approved graduate study toward the degree if the course meets the following criteria:

1. credit is by a recognized college or university;
2. the work was completed within five years prior to program admission and prior to the last six hours of degree work at Converse;
3. the course grade was an A or B (Quality points for transfer credits do not count in cumulative grade point ratio.);
4. courses are applicable for the program of study in the M.Ed. program; and
5. credit did not apply toward degree requirements in another program.

Students must request colleges and universities send official transcripts of work to:

School of Graduate Studies,  
Converse College  
580 East Main Street  
Spartanburg, SC 29302-0006

Converse offers graduate credit for selected off-campus “professional development” courses sponsored by public school districts. A maximum of 6 semester hours of such graduate course work may be applied toward the M.Ed. degree if appropriate for the given program.

## PROGRAMS OF STUDY

The M.Ed. programs for teachers who are already certified are in five broad areas or tracks. There are advisers in each area, and within the secondary subject matter area a number of advisers, to help with the selection of courses. **It is the responsibility of the student, not the adviser, to see that requirements are met.**

## REQUIREMENTS FOR ADMISSION

For consideration of admission to the M.Ed. program, the applicant should have the following credentials:

1. graduation from a recognized college;

2. earned grades indicating a likelihood for success in graduate studies. For full, non-provisional admission, an overall cumulative 2.75 GPA on a 4.0 scale of college work;
3. a major undergraduate program appropriate for given teaching areas;
4. certification in some area of teaching (may be waived in certain cases);
5. Praxis II normally taken in the Specialty Area for certification in South Carolina;
6. a completed application form, \$40.00 non-refundable application fee, two letters of recommendation (with at least one from an academic source), official transcripts from all colleges attended; and
7. a personal statement. This statement should be a reflection on how your personal goals as an educator tie with the Converse concept of The “Ideal” Educator. This ideal is derived from the Converse College Founder’s Ideal in which Dexter Edgar Converse said his desire was that Converse students “may be enabled to see clearly, decide wisely, and to act justly.” How do you see your Converse graduate program helping you “to see clearly, decide wisely, and to act justly”? Your personal statement should be approximately one page (250 – 300 words). In keeping with the Honor Tradition at Converse, your essay must be entirely your own work. Organize your essay clearly, proofread, and spell-check your essay carefully. Be as specific as you can as you reflect on how Converse can help you become The “Ideal” Educator.

**All applications will come before the Graduate Admissions Committee. The Committee will accept applicants fully or provisionally, defer applicants, or reject applicants based on its determination of likelihood for success in graduate studies. Having the minimal credentials does not guarantee a student’s admission. The Graduate Admissions Committee meets every month except for July and December.**

**Prospective students may wish to schedule an appointment with the Dean of Graduate Studies or a person whom the Dean designates. The School of Graduate Studies is happy to schedule such appointments upon request.**

## REQUIREMENTS FOR DEGREE

To complete requirements for the M.Ed. degree, the graduate student must:

1. complete an approved 36-hour program in one of the designated areas of the program within a five-year period from the first Converse graduate course in the M.Ed. degree program;
2. maintain an overall **B** (3.0) average. **Secondary teachers must maintain a B average in both the academic and the professional areas.** Special Education, Elementary Education, Gited Education, and Art Education students must maintain an overall B (3.0) average. If after the first 12 hours a student's average is below 3.0, the Graduate Admissions Committee will assess his/her ability to complete the degree and render a decision about continuation in the program;
3. complete a Teacher Work Sample (TWS) midway through the program, typically by the time 18 hours have been completed;
4. complete culminating assessment. This is a portfolio based on the five core principals of the National Board for Professional Teaching Standards (NBPTS). The degree requires neither a thesis nor a foreign language; the M.Ed. student **must take** the Praxis II Examination Specialty Area in the appropriate degree track, if the student has not previously done so;
5. **request and complete** a degree application form. It is the student's responsibility to submit an "**Application for Degree Form**" to the Dean of Graduate Studies during the *academic semester in which the program is completed*. Program advisors, the Graduate Dean, the Graduate Council, and the Graduate Faculty check the application for program completion. If all is in order, the student's transcript bears the degree at the end of the following term. Regardless of the semester in which the student completes the graduate degree, the student will receive the degree at the graduation ceremony held at the end of Summer Session II. Students who complete the program during either summer term **must** submit a degree application form by mid May; and
6. complete a graduate questionnaire, which assesses academic courses, professional education, supervision, registration, advising, personal treatment by administrators and secretaries, prior to the Summer graduation.

## TRACK A— SECONDARY EDUCATION

Based on undergraduate course concentration, experienced, certified teachers may choose one of the following subject areas:

### I. ENGLISH MISSION STATEMENT

The mission of the M.Ed. in English is to broaden the student's knowledge base in order to become a more effective secondary teacher of English. Course work will enable the student to become a more critical consumer of English education research as well as to be able to conduct classroom research in order to improve classroom instruction and curriculum.

### OBJECTIVES

The students will be able to:

1. demonstrate an understanding of significant literary movements and authors of British and American literature;
2. demonstrate an awareness of chronological relationships of the literary movements and authors;
3. demonstrate an understanding of the history and significant issues in literary theory and criticism;
4. analyze a research project on English methodology; and
5. compile a bibliography of English methodology.

For certified teachers, the M.Ed. in English is a 36-hour program requiring eighteen to twenty-seven graduate hours in English. The hours in English must include a graduate course in:

- a. British Literature (Shakespeare, if not taken in undergraduate level.)
- b. American Literature
- c. Literary Criticism (if not taken in undergraduate level.)

Nine to eighteen graduate hours are required in professional education. Professional education courses must include the following *if not taken* at the undergraduate level:

- a. Introduction to Exceptional Learners
- b. Classroom Management
- c. Teaching Reading in the Content Area
- d. Secondary English/Language Arts Methods
- e. Educational Psychology
- f. M.Ed. Clinical: Teacher Work Sample, M . E . d . Clinical: National Board for Professional Teaching Standards Portfolio

Substitutions will be made if these courses were completed in undergraduate work after consultation with an adviser.

### ASSESSMENTS

1. Teacher Work Sample (midway through program, developed in a required course of the same name).
2. Portfolio based on the five core principals of the National Board for Professional Teaching Standards (as a culminating assessment).
3. Student must take the Praxis II in English if not previously taken.

### PROGRAM COURSEWORK

See the Converse website ([www.converse.edu](http://www.converse.edu)) for the current course requirements for this degree.

## II. MATHEMATICS

### MISSION STATEMENT

The mission of the M.Ed. in mathematics is to broaden the student's knowledge base in order to become a more effective secondary mathematics teacher. Course work also will enable the student to become a better consumer of research as well as to be able to conduct classroom research in order to improve classroom instruction and curriculum.

### OBJECTIVES

The student will be able to:

1. demonstrate competency in abstract algebra, geometry and analysis;
2. compile a bibliography of books/articles concerned with teaching secondary mathematics; and
3. critique a research article on teaching secondary mathematics.

*Prerequisites: The undergraduate calculus sequence and linear algebra or its equivalent.*

For certified teachers, the M.Ed. in mathematics is a 36-hour program requiring eighteen - twenty seven graduate hours in mathematics (may include one three-hour elective in computer science). The hours in mathematics must include:

- a. Abstract Algebra
- b. Geometry
- c. Analysis

Nine to eighteen graduate hours are required in professional education. Professional education courses must include:

- a. Introduction to Exceptional Learners
- b. Classroom Management
- c. Teaching Reading in the Content Area
- d. Secondary Mathematics Methods
- e. Educational Psychology
- f. M.Ed. Clinical: Teacher Work Sample
- g. M.Ed. Clinical: National Board for Professional Teaching Standards Portfolio

Substitutions will be made if these courses were completed in undergraduate work, after consultation with an adviser.

### ASSESSMENTS

1. Teacher Work Sample (midway through program, developed in a required course of the same name).
2. Portfolio based on the five core principals of the National Board for Professional Teaching Standards (as a culminating assessment).
3. Student must take the Praxis II in mathematics if not previously taken.

### PROGRAM COURSEWORK

See the Converse website ([www.converse.edu](http://www.converse.edu)) for the current course requirements for this degree.

## III. NATURAL SCIENCE

### MISSION STATEMENT

The mission of the M.Ed. in natural science is to broaden the student's knowledge base in order to become a more effective secondary science teacher. Course work will enable the student to become a more critical consumer of science research as well as to be able to conduct classroom research in order to improve classroom instruction and curriculum.

### OBJECTIVES

The student will be able to:

1. demonstrate knowledge in the field of natural science;
2. analyze a research project on science methodology; and
3. compile a bibliography of articles/books of science methodology.

For certified teachers, the M.Ed. in natural science is a 36-hour program requiring 18–27 hours in natural science (may include one three-hour elective in computer science). The hours in natural science must include:

- a. Biology for Teachers

- b. Environmental Chemistry or Physics for Teachers I or Physics for Teachers II or Biotechnology

Nine to eighteen graduate hours in professional education must include:

- a. Introduction to Exceptional Learners
- b. Classroom Management
- c. Teaching Reading in the Content Area
- d. Educational Psychology
- e. M.Ed. Clinical: Teacher Work Sample
- f. M.Ed. Clinical: National Board for Professional Teaching Standards Portfolio

Substitutions will be made after consultation with an adviser, if these courses were completed in undergraduate work.

### **ASSESSMENTS**

- 1. Teacher Work Sample (midway through program, developed in a required course of the same name).
- 2. Portfolio based on the five core principals of the National Board for Professional Teaching Standards (as a culminating assessment).
- 3. Student must take the appropriate Praxis II in science if not previously taken.

### **PROGRAM COURSEWORK**

See the Converse website ([www.converse.edu](http://www.converse.edu)) for the current course requirements for this degree.

## **IV. SOCIAL STUDIES**

### **MISSION STATEMENT**

The mission of the M.Ed. in social studies is to broaden the student's knowledge base and understanding of the social sciences in order to become a more effective secondary teacher. Course work will enable the student to become a more critical consumer of educational research as well as to be able to conduct classroom research in order to improve classroom instruction and curriculum.

### **OBJECTIVES**

The student will be able to:

- 1. demonstrate an understanding of conflicting interpretations of history;
- 2. demonstrate knowledge of key concepts of two social science disciplines other than history;
- 3. compile a bibliography of books and/or articles relating to social science instruction; and
- 5. critique a research project on social science instructional strategies.

The M.Ed. in social studies is a 36-hour program requiring 18–27 graduate hours in social sciences. The hours in social science must include:

- A. Social Studies
  - a. Six hours in history
  - b. Six hours in two other disciplines of social science
- B. Professional Education must include:
  - a. Introduction to Exceptional Learners
  - b. Classroom Management
  - c. Teaching Reading in the Content Area
  - d. Secondary Social Studies Methods
  - e. Educational Psychology
  - f. M.Ed. Clinical: Teacher Work Sample
  - g. M.Ed. Clinical: National Board for Professional Teaching Standards Portfolio

Substitutions will be made if these courses were completed in undergraduate work, after consultation with an adviser.

### **ASSESSMENTS**

- 1. Teacher Work Sample (midway through program, developed in a required course of the same name).
- 2. Portfolio based on the five core principals of the National Board for Professional Teaching Standards (as a culminating assessment).
- 3. Student must take the Praxis II in social studies if not previously taken.

### **PROGRAM COURSEWORK**

See the Converse website ([www.converse.edu](http://www.converse.edu)) for the current course requirements for this degree.

## **TRACK B— SPECIAL EDUCATION**

### **MISSION STATEMENT**

The mission of the M.Ed. in special education is to broaden the student's knowledge base in special education and psychology in order to more effectively meet the needs of special students.

### **OBJECTIVES**

The student will be able to:

1. describe the characteristics of exceptional students and the effects of these special needs on the teaching/learning process;
2. demonstrate skills necessary for planning and assessing instructional objectives for exceptional students; these will include assessment for the purpose of drafting IEP's, as well as the assessment of instructional objectives; and
3. describe various instructional procedures appropriate for the education of exceptional students.

The M.Ed in special education is a 36-hour program requiring:

- a. SED 500: Introduction to Exceptional Learners
- b. SED 576: Assessment of Exceptional Learners
- c. EDU 501: The Teaching of Reading
- d. PSY 580: Human Growth and Development
- e. PSY 511: Behavior Modification
- f. EDU 567: Educational Psychology *or* EDU 621: Educational Research and Evaluation

Substitutions will be made if these courses were completed in undergraduate work, after consultation with an adviser.

### **ASSESSMENTS**

1. Teacher Work Sample (midway through program, developed in a required course of the same name).
2. Portfolio based on the five core principals of the National Board for Professional Teaching Standards (as a culminating assessment).
3. Student must take the appropriate Praxis II if not previously taken.

### **PROGRAM COURSEWORK**

See the Converse website ([www.converse.edu](http://www.converse.edu)) for the current course requirements for this degree.

## **TRACK C— ELEMENTARY EDUCATION**

### **MISSION STATEMENT**

The M.Ed. in elementary education for certified teachers provides inservice teachers with the opportunity to acquire new knowledge and skills and to build upon their current teaching skills.

### **OBJECTIVES**

Converse students who complete the M.Ed. in elementary education (certified teachers) will be able to:

1. demonstrate some understanding of gifted education, special education, and/or child behavior;
2. demonstrate an understanding of research and the manner by which research is conducted; and
3. demonstrate an advanced understanding of the subject matter, bibliography, theory and methodology of the field of elementary education.

The M.Ed in elementary education is a 36-hour degree program designed for teachers already certified in early childhood, elementary, special education, secondary education, and/or certain other teaching areas. The program offers course selection across four categories of study (requiring a minimum of six hours in each area):

- I. Special Education/Child Behavior/Gifted
- II. Teaching Methodology
- III. Foundations of Education
- IV. Liberal Arts (Art, English, History/Politics, Mathematics, Sociology, Psychology)

Students should build upon their strengths, choose among add-on certification possibilities, and broaden their area of expertise.

### **ASSESSMENTS**

1. Teacher Work Sample (midway through program, developed in a required course of the same name).
2. Portfolio based on the five core principals of the National Board for Professional Teaching Standards (as a culminating assessment).
3. Student must take the Praxis II in Elementary if not previously taken.

A student who has never been certified in elementary education must take Teaching of Reading, Math for the Elementary Child, Children's Literature, and Human Growth and Development before registering for the Praxis II tests.

### **PROGRAM COURSEWORK**

See the Converse website ([www.converse.edu](http://www.converse.edu)) for the current course requirements for this degree.

## **TRACK D— GIFTED EDUCATION**

### **MISSION STATEMENT**

The M.Ed. in gifted education at Converse College prepares the graduate student/experienced teacher through rigorous courses dealing with all areas involved in teaching gifted students. There is emphasis on curriculum development and appropriate instructional design for gifted students, as well as identifying and appropriately serving gifted children including special populations (e.g., underachievers, minorities, handicapped). Understanding and conducting research completes the educational program for professionals in gifted education.

### **OBJECTIVES**

The student will be able to:

1. identify characteristics and needs of gifted students, including; special populations within gifted
2. demonstrate an understanding of one or more issues in gifted education;
3. develop curriculum appropriate for gifted children and use instructional strategies in delivering the curriculum that promotes student involvement and abstract thinking; and
4. comprehend and conduct research in gifted education.

The M.Ed. in gifted education is a program for experienced and certified teachers preparing to teach gifted children. The curriculum is a 36-hour program of graduate study in appropriate professional and academic areas approved by the adviser. Its purpose is to expand and refine the teaching competencies of the graduate student. With the proliferation of gifted programs and the increase in the number of children being served in these programs in our state and the nation, the quality and consistency of professional preparation must be a priority.

### **ASSESSMENTS**

1. Teacher Work Sample (midway through program, developed in a required course of the same name).
2. Portfolio based on the five core principals of the National Board for Professional Teaching Standards (as a culminating assessment).

### **PROGRAM COURSEWORK**

See the Converse website ([www.converse.edu](http://www.converse.edu)) for the current course requirements for this degree.

## **TRACK E— ART EDUCATION**

### **MISSION STATEMENT**

The M.Ed. in art education at Converse College prepares the graduate student/experienced teacher through courses pertaining to all areas included in teaching art students. The focus is on curriculum development and providing appropriate instructional methods for teaching art in grades Pre-K-12, as well as identifying and serving appropriately students in special populations (gifted, underachievers, minorities, handicapped). Adding to past studio art experiences, as well as the study of art history is a facet of the art education program. Comprehending and conducting research completes the educational program for professionals in art education.

### **OBJECTIVES**

The student will be able to:

1. identify needs and characteristics and needs of art students, including special populations;
2. demonstrate an understanding of one or more issues in art education;
3. develop curriculum appropriate for children in art (Pre-K-12);
4. use instructional strategies that emphasize creativity in the classroom; and
5. understand and use research to provide better art teaching.

### **ASSESSMENTS**

1. Teacher Work Sample (midway through program, developed in a required course of the same name).
2. Portfolio based on the five core principals of the National Board for Professional Teaching Standards (as a culminating assessment).

### **PROGRAM COURSEWORK**

See the Converse website ([www.converse.edu](http://www.converse.edu)) for the current course requirements for this degree.

**MASTER OF LIBERAL ARTS**  
with concentration in

**English**

**History**

**Political Science**



# MASTER OF LIBERAL ARTS DEGREE

## DESCRIPTION

The MLA is a 36-hour program which requires 18–27 hours in an area of concentration chosen from English, history, or political science. Students may choose 6–15 hours of electives from the areas of concentration not used as major concentration and /or art history, music history, psychology, sociology, economics, or religion. A three semester hour capstone project which links the concentration area to two other liberal arts is required unless an approved course is substituted.

The capstone writing project requires a thematic, integrated, conceptual paper across three disciplines. The student must choose a topic in his/her area of concentration and connect it to at least two other disciplines according to one of the following two formats:

1. A bibliographic essay of approximately 25-30 pages that evaluates how each reading, in their entirety, of 15-20 books contributes to the topic and questions. Five articles approximate one book.
2. An interdisciplinary research format paper of approximately 30-40 pages of a topic examined across a minimum of three disciplines. The student needs to report, interpret, and evaluate the information uncovered in the research. This format requires an extensive bibliography.

Detailed guidelines for the writing project may be obtained in the School of Graduate Studies.

The mission of the Master of Liberal Arts degree is to broaden the student's knowledge base in English, history, or political science and other liberal arts disciplines.

Upon completing the Master of Liberal Arts degree, the student will be able to:

1. demonstrate an understanding of the chosen area of concentration; and
2. describe the interrelatedness of elective liberal arts courses.

## REQUIREMENTS FOR ADMISSION

To be admitted to the MLA degree program, the applicant should have the following credentials:

1. Graduation from a recognized college;
2. Overall GPA of 3.0 on a 4.0 scale for full admission;
3. A completed application form, \$40.00 application fee, two letters of recommendation (with at least one from an academic source), official transcripts from all colleges attended; and

4. A personal statement of approximately one page (250-300 words). Describe either an experience that prompted you to seek entrance into the degree program to which you are applying OR your reasons for wanting to enter the degree program. In keeping with the Honor Tradition at Converse, your essay must be entirely your own work and must indicate by proper documentation any ideas or words that come from another source. Organize your essay clearly, proofread, and spell-check your essay carefully. Use specific details and avoid cliches. For example, instead of repeating, "I want to help people," describe a specific example of how you have already helped someone grow and describe how you will be able to help others grow after you have completed the degree you seek. Your essay should include your personal reflection on the value of a liberal education, and more specifically the M.L.A. program at Converse, since the M.L.A. is designed specifically to strengthen the liberal education of degree seekers.

All applications will come before the Graduate Admissions Committee. The Committee will accept applicants fully or provisionally, defer applicants, or reject applicants based on its determination of likelihood for success in graduate studies. Having the minimal credentials does not guarantee a student's admission. The Graduate Admissions Committee meets every month except for July and December.

**Prospective students may wish to schedule an appointment with the Dean of Graduate Studies or a person whom the Dean designates. The School of Graduate Studies is happy to schedule such appointments upon request.**

## REQUIREMENTS FOR DEGREE

To complete the requirements for the MLA degree, the graduate student must:

1. Complete an approved 36-hour program in one of the designated areas of the program within a five-year period from first Converse graduate course in MLA degree programs;
2. Maintain an overall B average in both the liberal arts concentration and the liberal arts electives;
3. Successfully complete a capstone MLA project;
4. **Request and complete** a degree application form. It is the student's responsibility to submit an "application for degree" form to the Dean of Graduate Studies and Special Programs during the academic semester in which the program is completed. The degree application must be checked for program completion, and the degree

must be approved by the Graduate Council and the Graduate Faculty. If all is in order, the degree will be placed on the student's transcript at the end of the following term. Regardless of the semester in which the graduate degree is completed, the student will receive the degree at the Summer graduation;

5. Prior to the Summer graduation, complete a graduate questionnaire, which assesses academic and professional courses,, supervision, registration, advising, personal treatment by administrators and secretaries.

## **MASTER OF LIBERAL ARTS**

**The MLA has a minimum of 36 graduate semester hours**

### **Concentration Area — 18-27 hours**

English  
History  
Political Science

**MLA 599 – Interdisciplinary Capstone Project 3 hours**

### **Electives — 6-15 hours**

Any of the other concentration areas  
Art History  
Economics  
Music History  
Psychology  
Sociology  
Religion

# **EDUCATIONAL SPECIALIST DEGREES**

## **Administration and Supervision**

Elementary Principal/Supervisor  
Secondary Principal/Supervisor

## **Curriculum and Instruction**

## **Marriage and Family Therapy**



# EDUCATIONAL SPECIALIST DEGREE

## ADMINISTRATION AND SUPERVISION

### DESCRIPTION

The Ed.S. degree in administration and supervision is a sixth-year program of thirty-six semester hours in education. The Ed.S. curriculum is designed to extend the instructional competence of the candidate into the leadership dimension of the schools. The special focus is on the preparation of administrative instructional leaders. Prospective administrators must make certain that they meet the requirements of admission and hold a valid South Carolina teacher's certificate. The elementary candidate must have had at least one year of the three years required teaching experience in grades 2-6. For secondary certification, candidate must have had at least one year of the three years required teaching experience in grades 9-12. Prior to completion of the program, the student must take the Praxis II in Administration and Supervision. This program is approved by the South Carolina Department of Education for those seeking certification as principals or supervisors.

### MISSION STATEMENT

The purpose of this advanced degree program is to provide an in-depth knowledge base in administration and supervision. It will allow classroom teachers to become certified as elementary or secondary principals/supervisors.

### REQUIREMENTS FOR ADMISSION

In establishing criteria for admission to the program, the College is guided by the conviction that positions of instructional leadership should be occupied by women and men of high academic achievement, demonstrated competence as teachers, and visible attributes of leadership. Applicants will therefore be evaluated by reference to the following standards:

1. *Academic Record.*

Applicants must have earned a master's degree from an accredited institution and normally have maintained at least a 3.0 average in that course of study. High Praxis II scores are also required to demonstrate academic ability.

2. *Teaching Ability.*

The record of the applicant must show at least three years of successful full-time teaching and high recommendations as an instructor.

3. *Personal Qualities.*

In evaluating the potential for leadership, the College will pay particular attention to the required letters of recommendation, seeking evidence of strength of character, skill in decision-making, and a talent for articulate speaking and writing.

### APPLICATION PROCEDURE

To be considered for admission to the Ed.S. program an applicant should submit the following credentials:

1. a completed application
2. \$40.00 application fee;
3. official undergraduate and graduate transcripts from all colleges attended;
4. NTE/Praxis II scores;
5. three letters of recommendation;
6. copy of teaching certificate; and
6. a personal statement. This statement should be a reflection on how your personal goals as an educator tie with the Converse concept of The "Ideal" Educator. This ideal is derived from the Converse College Founder's Ideal in which Dexter Edgar Converse said his desire was that Converse students "may be enabled to see clearly, decide wisely, and to act justly." How do you see your Converse graduate program helping you "to see clearly, decide wisely, and to act justly"? Your personal statement should be approximately one page (250 – 300 words). In keeping with the Honor Tradition at Converse, your essay must be entirely your own work. Organize your essay clearly, proofread, and spell-check your essay carefully. Be as specific as you can as you reflect on how Converse can help you become The "Ideal" Educator.

### REQUIREMENTS FOR DEGREE

In order to earn the Ed.S. degree the candidate must:

1. complete an approved 36-hour program as outlined within a five-year period from initial matriculation (up to nine hours of graduate transfer work may be accepted toward the degree, but all such work must be completed within five years of beginning the program. In no case can work completed as part of a master's degree be applied to the Ed.S.);
2. maintain an overall B (3.0) average;
3. submit score on Praxis II (Educational Administration and Supervision); maintain a portfolio of specified work;
4. **request and complete** a degree application form. It is the student's responsibility to submit an "application for degree" form to the Dean of Graduate Studies during the academic semester in which the program is completed. The degree application must be checked for program completion,

- and the degree must be approved by the Graduate Council and Graduate Faculty. If all is in order, the degree will be placed on the student's transcript at the end of the following term. Regardless of the semester in which the graduate degree is completed, the student will receive the degree at the end of Summer II. Students who complete the program during either summer term **must** submit a degree application form by mid May;
5. complete certification form in the Graduate Studies Office; and
  6. complete, prior to the Summer graduation, a graduate question-naire, which assesses academic courses, professional education, supervision, registration, advising, personal treatment by administrators and secretaries.

## OBJECTIVES

Prospective administrators are required to:

1. demonstrate a knowledge of learning theories and its application to the improvement of instruction;
2. develop administrative and supervising knowledge and skills necessary for effective selection and evaluation of school personnel;
3. understand the principles and practices of curriculum development and its implementations and improvement; and
4. acquire the theoretical understandings of the particular rights, responsibilities, and ethics inherent in professional administrative service;
5. demonstrate knowledge and skills related to school community relations;
6. demonstrate a knowledge of school law;
7. demonstrate competence in research used to its usage to improve school programs and administration;
8. develop human relations skills and insight necessary for effective selection and continuing development of personnel;
9. develop knowledge of school finance and its implication for fiscal responsibilities;
10. develop insight into school organization and demonstrate competence in promoting a healthy school climate;
11. demonstrate competence in understanding the role of the school in society, including emphasis on the need to re-focus the resources of the school and school system on recognized and emerging social concerns;
12. demonstrate competence in group dynamics and interpersonal relationship skills, conflict management, and change strategies;

13. demonstrate competence in developing programs for students with special needs;
14. demonstrate competence in the management and use of information systems;
15. demonstrate competence in supervision, classroom observation, evaluation, and conference skills; and
16. demonstrate competence in conceptualizing the interrelatedness of the various disciplines in order to make curricular improvements.

Clinical experiences for administrators are designed to help practicing and prospective educational administrators apply their knowledge of administration to the practical world of the public or private school. Typically, students will select, with assistance from the instructor, a major project or a series of smaller projects to develop, research, and complete. While library research may be called for, the emphasis is on solving actual administrative problems in the school or establishing procedures and programs related to leadership responsibilities of various administrators. Students receive guidance and assistance from school administrators as well as Converse instructors. Independent research and study are augmented by seminars.

The internship in administration attempts to articulate principles of educational leadership. Prerequisite graduate courses will provide the theoretical base for such aspects of administration as legal mandates and restraints, financial processes, curriculum development, personnel management, and supervision of instruction. The practicum begins with a quick review of principles of administration, moves to a consideration of problems administrators face (via case studies), and concludes with field-base experience and/or research in an appropriate educational setting and with supervision from both the school (via an assigned school-based mentor) and the College instructor during the academic year.

The practicum student who is **not** currently in an administrative position will design a contract to ensure a broad range of experiences in six categories of educational leadership positions. Practicing administrators will design special projects related to—but beyond—their normal administrative responsibilities.

The internship is also designed to provide a knowledge of available computer software and the skills necessary to use computer information systems in a public school setting.

Practicum interns will turn in their written work before the end of the semester in which the practicum is completed.

## ASSESSMENTS

1. Praxis II in Educational Leadership Administration/Supervision
2. Portfolio over two semesters of the Internship
3. Self Assessment and Professional Development Plan.

## PROGRAM COURSE-WORK

See the Converse website ([www.converse.edu](http://www.converse.edu)) for the current course requirements for this degree.

# CURRICULUM AND INSTRUCTION

## MISSION STATEMENT

The purpose of this 36-semester hour graduate degree is to provide an in-depth knowledge base in curriculum and instruction that will prepare students to be instructional leaders at the school and/or district level. The course offerings will acquaint students with the latest research in curriculum design, teaching strategies, and administrative leadership. Students also will take advanced courses in liberal arts in order to increase their content base.

## OBJECTIVES

Students will be able to:

1. design a research project and analyze its results;
2. design a comprehensive curriculum that reflects scope and sequence; and
3. describe several structural designs and evaluate each.

This Ed.S. curriculum is designed to extend the instructional competence of the candidate into the leadership dimension of the schools. Consequently, we plan to serve especially those who want to be—or are just beginning as—Department Heads, Principals or Vice-Principals, Subject Area Supervisors or Coordinators, or Directors of Instruction. This program is fully accredited by the Southern Association of Colleges and Schools. It does not lead to any specific certification in South Carolina.

## REQUIREMENTS FOR ADMISSION

In establishing criteria for admission to the program, the College is guided by the conviction that positions of instructional leadership should be occupied by women and men of high academic achievement, demonstrated competence as teachers, and visible attributes of leadership. Applicants will therefore be evaluated by reference to the following standards:

1. *Academic Record.*

Applicants must have earned a master's degree

from an accredited institution and normally have maintained at least a 3.0 average in that course of study. High Praxis II scores are also required to demonstrate academic ability.

2. *Teaching Ability.*

The record of the applicant must show at least three years of successful full-time teaching and high recommendations as an instructor.

3. *Personal Qualities.*

In evaluating the potential for leadership, the College will pay particular attention to the required letters of recommendation, seeking evidence of strength of character, skill in decision-making, and a talent for articulate speaking and writing.

## APPLICATION PROCEDURE

To be considered for admission to the Ed.S. program an applicant should submit the following credentials:

1. a completed application
2. \$40.00 application fee;
3. official undergraduate and graduate transcripts from all colleges attended;
4. NTE/Praxis II scores;
5. three letters of recommendation;
6. copy of teaching certificate; and
7. a personal statement. This statement should be a reflection on how your personal goals as an educator tie with the Converse concept of The "Ideal" Educator. This ideal is derived from the Converse College Founder's Ideal in which Dexter Edgar Converse said his desire was that Converse students "may be enabled to see clearly, decide wisely, and to act justly." How do you see your Converse graduate program helping you "to see clearly, decide wisely, and to act justly"? Your personal statement should be approximately one page (250 – 300 words). In keeping with the Honor Tradition at Converse, your essay must be entirely your own work. Organize your essay clearly, proofread, and spell-check your essay carefully. Be as specific as you can as you reflect on how Converse can help you become The "Ideal" Educator.

## ASSESSMENTS

1. Praxis II in Educational Leadership Administration/Supervision
2. Portfolio of materials from Internship over two semesters

## PROGRAM COURSE-WORK

See the Converse website ([www.converse.edu](http://www.converse.edu)) for the current course requirements for this degree.

# Minority Teacher Educator Visiting Instructor-in- Residence Program

## DESCRIPTION

This Visiting Instructor-in-Residence Program has been designed to bring experienced minority teachers to Converse for a one- or two-year residency. Those selected for this program will provide educational services to increase the knowledge of undergraduate and graduate students in teacher education in the areas of multi-culturalism, diversity, and ethnic differences. Activities may include classroom instruction, presentations in appropriate teacher education courses, advising, student teaching supervision, portfolio evaluation, and other services that will contribute to the teacher education Unit's diversity standard to develop *The Ideal Educator*, a graduate who demonstrates knowledge of

- a) culturally diverse students
- b) students with exceptionalities, and
- c) students with different learning styles

Successful candidates for this program must be able to contribute to this diversity standard for Converse teacher education programs.

## ELIGIBILITY

Candidates for this program must meet the following eligibility requirements:

1. Possess a master's degree
2. Be fully certified as a South Carolina public school teacher
3. Have a minimum of three year's teaching experience in a public school
4. Be admitted to the Converse Ed.S. degree program

## BENEFITS

The successful candidate will receive the following benefits:

1. Free tuition for up to six graduate courses (18 semester hours per calendar year).
2. A stipend of \$10,000 per calendar year
3. Status as an Visiting Instructor-in-Residence
4. Possible continued financial support for doctoral studies with potential faculty employment at Converse after the doctorate.

## APPLICATION PROCESS

After admission to the Ed.S. program, interested minority teachers should write a letter to the Dean of Graduate Studies at Converse College describing relevant background, motivation, and plans. This letter of application should detail the professional goals of the applicant and the potential contributions he or she could make to diversity goals of the teacher education unit at Converse College.

# MARRIAGE AND FAMILY THERAPY

## MISSION STATEMENT

The Ed.S. in MFT is designed to meet the academic and clinical practicum requirements of the American Association for Marriage and Family Therapy and for Licensed Marriage and Family Therapist in South Carolina. Marital and family therapy is a distinct mental health discipline designed to use family systems theories and intervention techniques. The program was granted candidacy status with the Commission on Accreditation for Marriage and Family Therapy (COAMFTE) in 2001.

## OBJECTIVES

Students will be able to :

1. address a wide array of relationship issues involved in living in a family;
2. assess and treat mental and emotional disorders, whether cognitive, affective, or behavioral, within the context of family systems and the therapist's competency level; and
3. apply psychotherapeutic and family systems theories and techniques in the delivery of services to individuals, couples and families for the purpose of treating diagnosed emotional, mental, addictive and behavioral disorders within the therapist's competency level.

## REQUIREMENTS FOR ADMISSION

Applicants will be required to submit a formal application and meet individually with an adviser. Those with a graduate degree in a marriage and family therapy (MFT) related field of study will receive priority. They may apply up to 18 semester hours credit for the Ed.S. degree from academic course work in their existing degree toward the elective portion of the Ed.S. degree in MFT. The program adviser will determine which academic course work

from the existing MFT-related graduate degree will be granted credit. For full admission the applicant must have a MFT-related graduate degree with a cumulative GPA of at least 3.0 on a 4.0 scale. Candidates with cumulative GPAs between 2.75 and 3.0 may be considered for provisional admission to the program.

Applicants with a bachelor's degree may also be accepted into the Ed.S. program. These students will be required to have 5 years of experience related to MFT either before or during their Ed.S. training. They must take an additional 12 semester hours of specific foundational academic course work in MFT and make at least a 3.0 grade point average before final acceptance into the Ed.S. degree program. This means that they will take 12 semester hours beyond the 66 required for the degree. These students cannot enter the clinical practicum portion of their training until they have completed the 39 hours of core academic course work and have been approved by the Clinical Readiness Committee. Students with existing clinical experience may be approved to begin their practicum earlier.

Admission materials must include:

1. a \$40.00 application fee;
2. completed application form;
3. official transcripts from all colleges attended;
4. catalogue descriptions of graduate course work for transfer credit;
5. three letters of recommendation; and
6. GRE or Millers Analogy scores (This requirement may be waived at the discretion of the MFT academic adviser.)

## **THE PROGRAM**

This is a 66 semester hour Ed.S. degree program in MFT for the mature student. A partnership between Converse College and WestGate Training and Consultation Network, Inc. provides a complementary interface between the academic and clinical components offered in this degree program. Converse College provides the academic portion and WestGate TCN provides the clinical practicum. This practicum has been designed to meet the standards of the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

At the outset of training, each new student will meet with a supervisor who will help the student plan a course of study and training for the duration of his/

her program. This plan will outline the credentials and professional career goals sought by the student and contain the academic course work and clinical practicum required to meet these goals. Up to 200 more hours of clinical supervision of 500 hours of client contact may be required beyond the Ed.S. degree work in MFT depending on the professional credentials the student is seeking and his/her prior training and experience.

Students will enter the 12 semester hour clinical practicum of the Ed.S. degree program with the approval of a Clinical Readiness Committee. This decision will be made based upon the student's readiness and the capacity of the WestGate TCN system to provide the training placement at that time. Passing an examination measuring the integration of the 39 semester hours of core curriculum of MFT theory will be one component of the criteria for determining a student's readiness to enter the practicum. Each practicum student will receive 100 hours of clinical supervision of 500 hours of client contact while working as a clinician in the WestGate TCN MFT Teaching Clinic. Supervision will be live, video-taped, audio-taped, and involve case report. All of the client contact will be systemically oriented. At least 250 hours of client contact must be relational, i.e. with couples or families. The integration of family therapy theory will be taught as a part of this clinical practicum.

Clinical experiences are coordinated by the WestGate Family Therapy Teaching Clinic, which is located at 167 Alabama Street in Spartanburg. The clinic is fully accredited by COAMFTE. There are also satellite facilities in several local agencies in Spartanburg which work with the WestGate Teaching Clinic to provide sites for training. In the practicum, students participate in at least 10 hours of client contact per week, individual and group clinical supervision, regular evaluations, academic course work, and attendance at administrative staff meetings. There will be a primary focus in the professional development of the self of the therapist. Normally, a student completes the practicum in 12 months, but if due to unforeseen circumstances a student is unable to do so, the MFT faculty will work with each student to complete the plan. If a student takes more than 15 months to complete the clinical practicum, an additional fee will be assessed for each semester beyond the 15 months time frame. Each student must complete the practicum in no more than 2 years. The entire Ed.S. program is to be completed within a 5 year time frame.

The Ed.S. in Marriage and Family has a minimum of 78 graduate semester hours for bachelor's degree level entry and a minimum of 66 graduate semester hours for graduate degree level entry

**AREA I: Theoretical Foundations of MFT – 9 sem. hrs. required**

EDU 634-Systems of Family Therapy I	3 hrs.
EDU 639-The Self of the Therapist- Selecting a Family Therapy Model	3 hrs.
EDU 680-Systems of Family Therapy II	3 hrs.

**AREA II: Clinical Practice of MFT – 18 sem hrs. of course work**

**REQUIRED COURSES**

EDU 635-Directive & Reflective: Brief & Extended Models of MFT	3 hrs.
EDU 642-DSMIV TR in Marriage and Family Therapy	3 hrs.
EDU 643-Cultural Competence and Family Therapy	3 hrs.
EDU 659-Psychopharmacology	3 hrs.
EDU 681-Individual Psychopathology in Marriage and Family Therapy	3 hrs.
EDU 683-Advanced Techniques in the Psychotherapy Interview	3 hrs.

**ELECTIVES**

EDU 633-Child Psychopathology	3 hrs.
EDU 637-Family Therapy with Families of Addictions	3 hrs.
EDU 638-Traumatic Stress and the Family	3 hrs.
EDU 646-Systemic Approaches to Couples Therapy	3 hrs.
EDU 649-A Systemic Understanding of Group Dynamics	3 hrs.
EDU 650-Marital and Family Therapy Supervision	3 hrs.
EDU 651-Theor. Cont. for Treat. of Adult Surv. Of Childhood Sexual Abuse	3 hrs.
EDU 655-Creative Approaches to Family Therapy	3 hrs.
EDU 656-Business Strategies for Health Practitioners	3 hrs.
EDU 657-Basic Pastoral Therapy	3 hrs.
EDU 658-Advanced Pastoral Therapy	3 hrs.
EDU 660-Gender in Family Therapy	3 hrs.
EDU 661-Basic Techniques in the Psychotherapy Interview	3 hrs.
EDU 682-Play Therapy	3 hrs.

**AREA III: Individual Development & Family Relations - 6 sem hrs. required**

**REQUIRED COURSES:**

EDU 636-Assess. & Treat. of Sex. Dysfunction-A Fam. Sys. Approach	3 hrs.
EDU 641-The Development Process of the Resilient Family	3 hrs.

**ELECTIVE COURSE:**

EDU 632-The Life Cycle and Concepts of Murray Bowen	3 hrs.
--	--------

**AREA IV: Professional Identity and Ethics – 3 sem. hrs. required**

**REQUIRED COURSE:**

EDU 645-Ethical, Legal and Professional Issues for the MFT	3 hrs.
---	--------

**AREA V: Research – 3 sem. hrs. required**

**REQUIRED COURSE:**

EDU 647-Research Literacy	3 hrs.
---------------------------	--------

**AREA VI: Supervised Clinical Practice –**

**12 sem. hrs., required over 12-month time frame**

EDU 648 (a), (b), (c), (d) – Supervised Clinical Practice	12 hrs.
--	---------

**AREA VII: Other Elective Courses**

ART 580-Survey of Clinical Art Therapy	3 hrs.
EDU 513-Attention Deficit Disorder	3 hrs.
EDU 523-Behavior of the Preschool Child	3 hrs.
EDU 550-School/Youth/Drugs	3 hrs.
EDU 591-Nature and Needs of the Gifted	3 hrs.
SED 500-Introduction to the Exceptional Child	3 hrs.
SED 510-Introduction to Cued Speech	3 hrs.
SED 550-Education and Psychology of the Hearing Impaired	3 hrs.
SED 553-Audiology and Speech Science	3 hrs.
SED 560-Augmentative Communication: Language Intervention Strategies	3 hrs.
SED 570-Special Attention Deficit Disorder	3 hrs.
SED 575-Manual Communication	3 hrs.
SED 576-Educational Diagnostics for Exceptional Children	3 hrs.
SED 580-Nature and Needs of the Mentally Retarded	3 hrs.
SED 585-Intermediate Manual Communications	3 hrs.
SED 595-Introduction to Learning Disabilities	3 hrs.
SED 597-Introduction to Emotionally Disabled	3 hrs.

# **COURSES OF INSTRUCTION AT THE GRADUATE LEVEL**

**for**

**Master of Arts in Teaching  
Master of Education  
Master of Liberal Arts  
Educational Specialist  
Degrees**

*All departments listed in this Graduate Catalog may offer three credit courses for a 590 DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS for graduate students. All such courses require approval of the instructor and the Dean of Graduate Studies, and they carry an extra tuition charge. Only two independent studies are allowed in a degree program.*

## ART

### ART 500. ART FOR THE ELEMENTARY SCHOOL/ THREE CREDITS

The purpose of this course is to examine the basic concepts and principles of art education for the elementary art teacher. Students will study the materials and methods for teaching art to children. Emphasis is given to the artistic development of all children in the elementary school and the S.C. Standards for art instruction. *Lab fee: \$25.00. Offered in fall term. Program requirement for art education majors.*

### ART 501. SCHOOL ART: CURRICULUM AND METHODS/THREE CREDITS

The purpose of this course is to examine the basic curriculum and methods for teaching art in the public schools. Emphasis is given to the planning of curriculum, methods, and materials for teaching art and the S.C. Standards for art instruction. *Lab fee: \$25.00. Offered in fall term. Program requirement for art education majors.*

### ART 505. NINETEENTH CENTURY ART/ THREE CREDITS

A study of the stylistic and theoretical developments of 19th century European painting and sculpture.

### ART 506. EARLY TWENTIETH CENTURY ART/ THREE CREDITS

This course will examine the major European artists and art movements during the first three decades of the twentieth century within the context of socio-political events.

### ART 510. THE CREATIVE PROCESS FOR EDUCATORS/ THREE CREDITS

An exploration of the creative process encompassing theory and application. A variety of art materials and techniques will be used. *Crosslisted with EDU 510. Lab fee: \$20.00.*

### ART 511. ART FOR THE CHILD/THREE CREDITS

This course is designed to acquaint the graduate student with the role that creative art experience plays in the child's development; to increase sensitivity to the aesthetic quality in a child's development and in his or her art work; to increase confidence in the child's ability to work creatively with a variety of materials that utilize art to teach academic, social and

cognitive skills; and to provide learning experiences. *Crosslisted with EDU 511 Lab fee: \$25.00.*

### ART 512. GRADUATE BOOK ARTS/ THREE CREDITS

This course is designed to introduce the educator to the book as an art form. A creative exploration of both handmade and artists' books through various uses of mediums, techniques, and bookbinding methods. Lab fee: \$20.00.

### ART 513. GRADUATE DRAWING/THREE CREDITS

An in-depth study of the basic drawing principles: shape, line, value, texture, and figure-ground relationships. Color theory will be explored in the second part of the term. Objectives involving visualization, composition, and analysis will be explored through specific formal problems. Figurative and non-figurative subject matter will be explored. Lab fee: \$20.00

### ART 514. WOMEN IN ART/THREE CREDITS

This course will selectively study the art and lives of women artists and also survey images of women. Theory concerning representations of women will also be discussed.

### ART 516. ART FOR THE SECONDARY SCHOOL/ THREE CREDITS

The purpose of this course is to examine the basic concepts and principles of art education for the secondary art teacher. Students will study the materials and methods for teaching art to students. Emphasis is given to the artistic development of all students in the secondary school and the S.C. Standards for art instruction. *Lab fee: \$25.00. Offered in spring term. Program requirement for M.Ed. students in Art.*

### ART 520. GRADUATE PRINTMAKING/ THREE CREDITS

A course exploring non-toxic printmaking processes for primary and secondary education art teachers. The techniques of relief printing (vegetable, wood, linoleum), collagraphy, water-based monotype, chine colle, non-photo sensitive water based silkscreen and some other, user friendly, techniques will be covered in the semester. Lab fee: \$30.00

### ART 530. GRADUATE CERAMICS/THREE CREDITS

This is an introductory course in ceramics. The study of clays, experience in forming, design,

surface treatment, glazing, and firing will be emphasized. Traditional, contemporary, functional, and nonfunctional concepts of ceramics will be explored. Lab fee: \$30.00

ART GRADUATE PHOTOGRAPHY/  
540. THREE CREDITS

A course designed to acquaint the student will all aspects of black and white photography. Technical information on taking photographs, developing film, printing images, and special techniques will be covered. Aesthetic concerns also will be addressed. Lab fee: \$30.00

ART SURVEY OF CLINICAL ART  
555. THERAPY/THREE CREDITS

**Prerequisites:** *Art III and II2 or by permission of the instructor.* A course designed to introduce students to the principles, philosophy and application of clinical art therapy. Selected topics include the history of art therapy, the role of art media in art therapy, and the utilization of the creative process in both diagnosis and treatment to promote and foster positive human growth and development. Lab fee.

ART ART THERAPY PERSPECTIVE:  
557. UNDERSTANDING CHILDREN'S ART/  
THREE CREDITS

**Prerequisites:** *Art 555 or permission of instructor.* A study of the child's artistic process as a vehicle of nonverbal creative expression. There will be an emphasis on the artistic stages/sequences of child development, and assessments relevant to each age level. This course will give students an expanded concept of the needs of children in diverse populations, and the approaches utilized by art therapists in the treatment of children. Lab fee.

ART GRADUATE PAINTING/  
571. THREE CREDITS

**Prerequisite:** *Undergraduate degree.* A course designed to allow the mature teacher to develop an understanding of the medium through evaluation, experimentation, and resolution of image-making using the painting process. Offered as a fall, spring, and summer concentration for area school teachers. Offered as a fall, spring, and summer concentration for area school teachers. Lab fee: \$30.00

ART GRADUATE SCULPTURE/  
572. THREE CREDITS

**Prerequisite:** *Undergraduate degree.* A course designed to allow the mature teacher to further his/her command of the medium through re-evaluation, experimentation, and resolution of image-making and using the stone carving/sculpture process to culminate art experiences into dimensional form through the traditional carving process of sculpture. Lab fee: \$30.00

ART ART THERAPY METHODS AND  
581. THEORIES/ THREE CREDITS

**Prerequisites:** *Art III, II2 and 555 or by permission of the instructor.*

Art 380 will build upon the principles, philosophy, and application of clinical art therapy presented in Art 555. Students will use art materials to explore specific theories and techniques grounded in art therapy paradigms and psychology paradigms. Clinical examples of art therapy in diverse populations will be presented by lecture, selected readings, handouts, and art-making exercises. This course is designed to prepare students for continued and intensive training in art therapy. Lab fee.

ART TRAVEL-STUDY PROGRAM/  
586. THREE CREDITS

A travel-study program for course credit wherein participants will spend seven to fourteen days in a selected city or cities for an intensive survey of the culture, art, architecture, and interiors of the city's visual design resource.

ART SPECIAL TOPICS IN ART/  
599. THREE CREDITS

Each offering covers a special topic in art. See course schedule for specific topics.

## ECONOMICS

ECN ECONOMICS FOR TEACHERS/  
500. THREE CREDITS

**Prerequisite:** *Graduate student status.* A survey of selected principles of macro- and microeconomics. This course is designed to acquaint non-majors with the tenets of economics as they apply to current events, and to define the role of economics in the social sciences.

ECN MICROECONOMIC THEORY/  
501. THREE CREDITS

**Prerequisite:** *ECN 201 and ECN 202.* Price Theory is the basis for economic decision-making by the individual and by the firm. The tools of this course are used to predict and explain the behavior of these two economic entities under various market conditions.

ECN MACROECONOMIC THEORY/  
502. THREE CREDITS

**Prerequisite:** *ECN 201 and ECN 202.* This course examines the determination of national income, employment, output, and price levels in the aggregate economy. The role played by fiscal and monetary policies is a critical component of the course.

ECN QUANTITATIVE METHODS/  
504. THREE CREDITS

**Prerequisites:** *ECN 201, ECN 202, and ECN 303.* As the title indicates, this course deals with mathematical solutions to various types of problems encountered in economics and business. Economic theory assumes that firms maximize profits and minimize costs, and that consumers maximize utility. Thus, optimization techniques will be the first topic we will examine. Since most decisions are made with imperfect knowledge, an understanding and appreciation of probability is necessary; this will be the second topic covered in the course. Forecasting and regression techniques are the third subject examined by this course, followed by linear programming, project scheduling, and inventory management.

ECN MONEY AND FINANCIAL  
521. INSTITUTIONS/ THREE CREDITS

**Prerequisite:** *ECN 202.* A study of the role of money and of monetary and financial institutions with an emphasis on the history, structure, and function of the banking system. Monetary theory and policy are examined in relation to their influence on the macroeconomy.

ECN INTERNATIONAL TRADE/THREE CREDITS  
522. **Prerequisites:** *ECN 201 and ECN 202.*

A survey of the importance of trade in the world economy, the mechanism of international payments, and the effect of current import-export practices and tariffs on the economy of the United States.

ECN ECONOMIC PROBLEMS OF DEVELOPING  
523. COUNTRIES/THREE CREDITS

**Prerequisites:** *ECN 201 and ECN 202.* **Offered in alternate years.** A study of the requirements for economic progress and development in the emerging nations of the world. This is an interdisciplinary approach to the economic, political, and sociological factors involved in developing the economies of low per capita income countries.

ECN PUBLIC FINANCE/THREE CREDITS

524. **Prerequisite:** *ECN 201 and ECN 202.* An examination of the role of government in the private economy. The course examines how government raises revenues, makes expenditures, and how government involvement affects resource allocation, prices, and quantities. Other topics may include public choice and specific programs of government, e.g., housing subsidies, welfare programs, military expenditures, etc.

ECN LABOR ECONOMICS/THREE CREDITS

526. **Prerequisites:** *ECN 201 and ECN 202.* This course examines such concepts as labor demand and labor supply, labor market structure and wage determination; with analysis supplemented by policy applications, union institutions, collective bargaining and the economic impact of unions will also be studied.

ECN AMERICAN ECONOMIC HISTORY/  
545. THREE CREDITS

**Prerequisites:** *ECN 201 and ECN 202 or consent of instructor.* A study of the economic development of the United States from the colonial period to the present. The interrelated changes in economic performance, technology, institutions, and governmental policy will be emphasized. Such topics as early development, transportation, population growth, technological change, financial development, and the role of government will be covered.

ECN GEOGRAPHY OF WORLD RESOURCES/  
561. THREE CREDITS

An examination of the physical and cultural features of earth, the production and distribution of food, energy, industrial raw materials, and finished goods, and the current competition for control of resources.

ECN SPECIAL TOPICS IN ECONOMICS/  
599. THREE CREDITS

Each offering covers a special topic in economics. See course schedule for specific topics.

## EDUCATION

EDU CLINICAL I: READING/NO CREDITS

500a. This supervised practicum graded on a pass/fail basis is the first of two sequential, incremental clinical experiences required of elementary/early childhood majors. Students work with an individual child, diagnose and prescribe, assist in building the child's self-esteem and confidence, and gain experience, practice, and training in the application of theory and skills when working with others. A pre- and post-test help to determine candidate impact on student learning. Grading is on a pass/fail basis. ***Sign-up deadlines are involved. Check with your adviser.***

EDU CLINICAL II: EARLY CHILDHOOD

500b. EDUCATION/NO CREDITS

***Prerequisite: EDU 500a.*** This supervised practicum graded on a pass/fail basis is the second of two sequential, incremental clinical experiences required of early childhood majors. Students work in a public school setting and observe, plan, and instruct young children. Knowledge of discipline and management and instructional theory acquired in core courses is applied in this early childhood placement. This practicum builds on the experiences obtained in Education 500a. Grading is on a pass/fail basis. ***Sign-up deadlines are involved. Check with your adviser.***

EDU CLINICAL II: ELEMENTARY

500c. EDUCATION/NO CREDITS

***Prerequisite: EDU 500a.*** This supervised practicum graded on a pass/fail basis is the second of two sequential, incremental clinical experiences required of elementary majors. Students work in a public school setting and observe, manage, plan for, and instruct a large group, as opposed to an individual child. The practicum gives students the experience, practice, and training in the application of theory and skills in the classroom acquired in core courses in elementary education. Grading is on a pass/fail basis. This practicum builds on the experiences in EDU 500a. ***Sign-up deadlines are involved. Check with your adviser.***

EDU CLINICAL I: SECONDARY/

500d. THREE CREDITS

***EDU 540 is a prerequisite or corequisite. Required of all prospective secondary teachers.*** A course designed for prospective secondary

school teachers in all academic areas. Students observe and participate in the instructional program of a secondary school under the supervision of a classroom teacher and a college supervisor. Seminars, assigned readings, and the preparation of a journal supplement the field experiences. Grading is on a pass/fail basis. **Fall term. Sign-up deadlines are involved. Check with your adviser.**

EDU 500e. CLINICAL II: CONTENT READING/  
NO CREDITS

**EDU 525 is a pre-requisite or co-requisite.** This supervised practicum is the second of two sequential, incremental clinical experiences required of secondary education majors. Classroom settings are appropriate to the student's major. Students enhance reading by focusing on such topics as self-esteem, thinking skills, and vocabulary development. Grading is on a pass/fail basis. **January term. Sign-up deadlines are involved. Check with your adviser.**

EDU 500F. M.ED. CLINICAL: TEACHER WORK  
SAMPLE/THREE CREDITS

This supervised practicum graded on a pass/fail basis is a clinical experience required of students working toward the M.Ed. in Elementary, Secondary, Special or Gifted Education. Students take this course, in which they create a teacher work sample, during the first 18 hours in the degree program. Teacher work samples (TWS) are exhibits of teaching performance that provide direct evidence of a candidate's ability to design and implement standards-based instruction, assess student learning and reflect on the teaching and learning process. Also teacher work samples are teaching exhibits that can provide credible evidence of a candidate's ability to facilitate learning of all students. Grading is on a pass/fail basis.

EDU 500g. M.ED. CLINICAL: NATIONAL BOARD  
FOR PROFESSIONAL TEACHING  
STANDARDS PORTFOLIO/0 CREDITS

**Prerequisite: EDU 500f-M.Ed. Clinical: Teacher Work Sample.** This capstone experience is a requirement for students working toward the M.Ed. in Elementary, Secondary, Special, Art or Gifted Education. Students take this course, in which they create a portfolio representing their abilities with the Five Core Propositions of the National Board

for Professional Teaching Standards. Grading is on a pass/fail basis.

EDU 501. THE TEACHING OF READING/  
THREE CREDITS

**This course is a prerequisite to EDU 512a, b, d, e, f, g and EDU 533. A student must take EDU 500a after or concurrently with this course.** After an overview of each language arts area, the students will study both the whole language (top-down) and the skills (bottom-up) approach to teaching reading. There will be an emphasis on literacy. The students will analyze and critique the methods of teaching reading, the basic approaches to teaching writing, and literal, interpretative, and critical-creative thinking/comprehension. The content includes diagnosing, assessing, testing, prescribing, reporting/communicating with parents, and aiding with school-to-work transition. Proficiency in handwriting is a requirement for the course. **Offered during fall and spring terms.**

EDU 502. CLASSROOM MANAGEMENT/  
THREE CREDITS

A course for teachers in the regular elementary, middle, or high school setting. Emphasis is on theories of school discipline and behavior management and the development of teacher strategies to implement best practices in classroom management.

EDU 503. MATHEMATICS FOR THE  
ELEMENTARY CHILD/ THREE CREDITS

**This course is a prerequisite to EDU 512.** Content includes systems of numeration and place value, fundamental operations of arithmetic, measurement, informal geometry, basic algebra, methods, and materials of elementary math. Students analyze *Tactics for Thinking*, curriculum frameworks, and school-to-work transition. **Offered during fall, January, and spring terms.**

EDU 504. COMPUTERS FOR TEACHERS/  
THREE CREDITS

This course assists teachers in restructuring curriculum through the use of technology and instruction.

EDU 505. FIRST-YEAR TEACHER/  
THREE CREDITS

This course will enable beginning teachers to form a network of district professionals who

can support and assist them in applying effective classroom practices in concert with district policies and procedures. Teachers will also be able to develop a commitment to continuous learning and professional growth.

EDU PORTFOLIO TEACHING AND  
506. LEARNING/THREE CREDITS

This course allows participants to examine the various purposes and types of portfolios. Participants will learn how to help their students collect, select, and reflect on items included in portfolios. They will also learn how to conduct meaningful conferences and how to assess individual pieces or the entire portfolio according to specific criteria.

EDU TEACHING YOUNG STUDENTS  
508. PRENATALLY EXPOSED TO DRUGS/  
ONE CREDIT

This course is designed to help teachers of young children prenatally exposed to drugs and alcohol understand the characteristics of these children and effective instructional strategies for them.

EDU ADEPT TECHNIQUES/THREE CREDITS  
509.

A graduate course for teachers who are in a position of leadership in their schools or districts. The course explores theories and principles of instructional supervision, staff development, in-service programs for teachers, problem-solving and communication techniques, and teacher-supervisor conferences as included in SC ADEPT training program.

EDU THE CREATIVE PROCESS FOR  
510. EDUCATORS/THREE CREDITS

An exploration of the creative process encompassing theory and application. The course uses a variety of art materials and techniques. *Crosslisted with ART 510.* Lab fee: \$20.00

EDU ART FOR THE CHILD/THREE CREDITS  
511.

This course is designed to acquaint the graduate student with the role that creative art experience plays in the child's development; to increase sensitivity to the aesthetic quality in a child's development and in his or her art work; to increase confidence in the child's ability to work creatively with a variety of materials that utilize art to teach academic, social and cognitive skills; and to provide learning experiences. *Crosslisted with ART 511* Lab fee: \$25

EDU DIRECTED STUDENT TEACHING:  
512a . ELEMENTARY/NINE CREDITS

Students normally take this course, which integrates theory and practice, during the senior year. The 60-day experience includes observation, participation, and directed teaching experience in a local—normally public—school. There are required conferences with the College supervisor and the cooperating teachers, demonstration of computer-assisted instruction, and attendance at such required seminars as training sessions, orientation sessions, and workshops. The College supervisor will visit the student teacher during the semester. Students must stay in touch with their advisers and check the Education Department website ([education.converse.edu](http://education.converse.edu)) for important deadlines. Grading is pass/fail. ***Offered during spring term and occasionally in fall term.*** *Special fee of \$25.*

EDU DIRECTED STUDENT TEACHING:  
512b. EARLY CHILDHOOD/NINE CREDITS

This course, which integrates theory and practice, is offered as a culminating experience of the initial certification program. The 60-day experience includes observation, participation, and directed teaching experience in a local - normally public - school. Conferences with the College supervisor and the cooperating teachers and attendance at such seminars as the ADEPT-training session are requirements. The supervisor evaluates the student teacher using the ADEPT. In addition, the student must demonstrate skill in computer-assisted instruction. Students must stay in touch with their advisers and check the Education Department website ([education.converse.edu](http://education.converse.edu)) for important deadlines. Grading is Pass/Fail. *Special fee of \$25.*

EDU TEACHING STUDENTS WITH  
513. ATTENTION DEFICIT DISORDER/  
THREE CREDITS

This course provides teachers with an understanding of attention deficit disorder and effective strategies they can use in the classroom with these students.

EDU CONTEMPORARY EDUCATIONAL  
514. ISSUES/THREE CREDITS

The course will focus on three central issues relevant today to educational theory and practice: constructivism, systems thinking, and results-driven education. Students will acquire an understanding of the theories and concepts involved and will consider the realities of those theories in educational practices. Current journal articles will be included to assure a current perspective in the course.

EDU CUNNINGHAM'S FOUR BLOCK METHOD  
515. /THREE CREDITS

This course acquaints teachers with a balanced instructional framework that incorporates the four methods of teaching reading. Methods, materials, and strategies for teaching and evaluating the language arts skills within the four blocks will be explored.

EDU METHODS OF TEACHING SOCIAL  
516. STUDIES/SCIENCE/MATHEMATICS/  
LANGUAGE ARTS/THREE CREDITS

Students will study elementary school objectives, content, *South Carolina Curriculum Frameworks*, materials, methods and evaluative techniques. Content includes valuing, teaching students of diverse backgrounds, observing and analyzing teaching/learning styles, and developing a positive self-concept. The development of a resource unit and the collection of science demonstrations and problem solving strategies are mandatory. Students study reading and skill development problems of elementary children in these areas of study. This course (required of elementary majors) is a prerequisite to EDU 512a. *Offered during January term.*

EDU METHODS OF TEACHING LANGUAGE  
517. ARTS/THREE CREDITS

This course introduces methods, materials and techniques for teaching and evaluating the broad range of skills which comprise the language arts. Areas of development include listening, speaking, vocabulary usage and development, spelling, manuscript and cursive handwriting, functional and creative writing and literature.

EDU TEACHING READING THROUGH  
518. LITERATURE/ THREE CREDITS

This course facilitates reading instruction in the elementary/secondary classroom from a literature base. It should help teachers develop methods and strategies for teaching reading

through the use of various pieces of literature, assist teachers in selecting appropriate pieces of literature for use at specific levels, and assist teachers in developing appropriate methods of evaluating the tasks accomplished by their students and the gains made by those students.

EDU ELEMENTARY SCHOOL  
519. CURRICULUM/THREE CREDITS

Special topics include microcomputer literacy/usage; classroom discipline and management; principles of tests and measurements; use of audio-visual equipment; multicultural education; affective education; self-esteem; thinking skills (e.g., problem-solving, critical thinking skills, etc.); parent involvement; awareness of differing economic, social, racial and religious groups; development and analysis of teacher-made tests; varying organizational sizes (individualized, small, and large); BSAP. *This course is a prerequisite to student teaching (early childhood, elementary, special education).*

EDU INSTITUTE IN CURRICULUM  
520. DEVELOPMENT/THREE CREDITS

521. These graduate level workshops focus on the preparation of curriculum materials and the development of appropriate teaching strategies. These courses are classified as Professional Development (PD) graduate offerings.

EDU METHODS OF TEACHING WRITING IN  
522. THE CONTENT AREAS/THREE  
CREDITS

This course facilitates writing instruction in the classroom by helping teachers develop methods and strategies for implementing and evaluating writing at their own particular levels or in their own specific content areas.

EDU BEHAVIOR AND DEVELOPMENT OF  
523. THE YOUNG CHILD/THREE CREDITS

This course combines elements of learning theory and child growth and development with actual observation of children. Special topics include self-esteem and confidence, multi-ethnic and pluralistic preschool settings, and principles of tests and measurements. The course covers the social, physical, emotional, and intellectual development of the child from birth to preadolescence and gives special emphasis to language acquisition and preoperational thought. *Fall term.*

EDU SCIENCE FOR THE ELEMENTARY

524. CHILD/THREE CREDITS

This course familiarizes graduate students with science content appropriate for the elementary child (grades 1-8), develops pedagogical skills in science, and builds positive attitudes toward science and science instruction.

EDU TEACHING OF READING: CONTENT

525a. AREAS/ SECONDARY/THREE CREDITS

This course assists teachers in the teaching of reading in a variety of content areas at the secondary level. Teachers will learn to administer formal reading tests, determine reading rates, develop comprehension questions and assess readability of text materials. ***For initial certification, a related practicum (EDU 500e) is required.***

EDU TEACHING OF READING: CONTENT

525b. AREAS/ELEMENTARY/THREE CREDITS

This course assists teachers in the teaching of reading in a variety of content areas at the elementary level. Teachers will develop study guides, utilize study plans, introduce content area texts, determine reading expectancy and levels, develop comprehension questions at various levels, use measurement and evaluation, and assess readability of text materials.

EDU IDENTIFICATION AND OTHER ISSUES

526. IN GIFTED EDUCATION/THREE CREDITS

***Prerequisite: EDU 591 and EDU 592.*** This course will examine the various statistical instruments, investigative procedures, and other strategies used to identify and evaluate gifted and talented students. Techniques for evaluating students, teachers, and programs will be studied. This should be one of your last courses.

EDU TEACHING THROUGH THE ARTS/

527. THREE CREDITS

Designed for those without previous art training, the course guides teachers in the exploration of the use of the visual arts, music, dance, drama, and literature to teach academic skills. Class members will examine the theory, philosophy, and research that support the integration of the arts into the basic curriculum for increased academic achievement. Study will include the effects on the affective, behavioral, cognitive, and social development of the learner. In addition to highlighting school and community resources, instruction

will enable students to create lessons for integrating the arts into any content area on any grade level. Arts specialists who work in the school system will be invited from each area.

EDU PROFICIENCY INSTRUCTION IN

529. FOREIGN LANGUAGE, METHODS AND CURRICULUM DESIGN/THREE CREDITS

A course to define problems in foreign language instruction and to develop strategies to overcome restraints.

EDU APPLIED RESEARCH IN GIFTED

530. EDUCATION/ THREE CREDITS

***Prerequisites: EDU 591 and EDU 592.*** The course introduces candidates for the masters in gifted to research techniques, emphasizing qualitative methods, which they can apply in their classroom to promote program and instructional improvement. Participants will complete one major applied research project in which they will select and implement appropriate techniques, interpret the results, and develop a conclusion and plan of action based upon the results. In addition, they will use their knowledge of research techniques to critique published research studies in gifted education.

EDU METHODS OF TEACHING SECONDARY

531. MATHEMATICS/THREE CREDITS

A study of the secondary school curriculum in mathematics and discussion of methods of teaching selected topics.

EDU DIRECTED STUDENT TEACHING:

532. SECONDARY/NINE CREDITS

***Required of all prospective secondary teachers.*** This course, which integrates theory and practice, is a culminating experience of the initial teacher certification program. The 60-day course includes observation, participation, and directed teaching experience in a local—normally public—school. The course requires conferences with the College supervisor and the cooperating teacher and such required seminars as the ADEPT-training session. The College supervisor will evaluate the student during the semester using ADEPT. Students must stay in touch with their advisers and check the Education Department website ([education.converse.edu](http://education.converse.edu)) for important deadlines. Grading is pass/fail. *Spring term. Special fee of \$25.*

EDU LITERATURE FOR THE CHILD/

533. THREE CREDITS

**Prerequisite:** *EDU 501 must precede this course or be taken concurrently with it.* This course acquaints the student with traditional and modern literature for children, interests of children of different age levels, criteria for evaluating children's books, and methods of correlating children's literature with the curriculum. ***This course is a prerequisite to EDU 512a and 512b. Offered during January and spring terms.***

EDU ENVIRONMENTAL EDUCATION/

534. THREE CREDITS

This course introduces education students to the teaching of environmental education in both the elementary and secondary classroom. The course will contain two primary components: (1) specific content information generated from the text in both in-class and in-field experiences and (2) practical application of acquired content knowledge through teaching an environmental efficacy.

EDU CURRICULUM FOR EARLY CHILD-  
535. HOOD EDUCATION/THREE CREDITS

**Prerequisite:** *EDU 537.* This course is a study of the curricular needs of preschool children, a review of preschool programs/settings, and an exploration of applying teaching/learning theory to the preschool setting. Special topics include working with parents, classroom management techniques/strategies, and curricula in math, language arts, science, social studies, art, physical education, and music. The course includes visits to a Montessori school, a private kindergarten, public-school kindergartens, a university laboratory preschool, a Title XX center, and a hospital-based child development center. ***Fall term.***

EDU METHODS AND MATERIALS FOR

537. EARLY CHILDHOOD/THREE CREDITS

This course is a hands-on activity-oriented course designed to guide students in the preparation of teacher-made instructional materials in each area of the preschool curriculum and the implementation of carefully prepared lessons for an actual preschool setting. Students plan appropriate lessons. There is emphasis on language development and listening, speaking, writing, and reading readiness experiences. The course explores a

variety of teaching techniques and organizational arrangements (emphasis upon individualized instruction). ***Spring term.***

EDU ALIGNING READING/LANGUAGE

538. ARTS CURRICULUM, INSTRUCTION,  
AND ASSESSMENT TO STATE  
STANDARDS AND THE PACT TEST/  
THREE CREDITS

The purpose of this course is to address this critical need by affording teachers the opportunity to develop and design balanced language arts learning modules correlated with the South Carolina Reading/Language Arts Curriculum Standards, the PACT test, and existing curriculum guides and language arts units. Because assessment and instruction must form a seamless web that promotes optimal student literacy learning, the focus of this course will be on formative and summative assessments as well as instructional strategies.

EDU ALIGNING MIDDLE SCHOOL

539. MATHEMATICS CURRICULUM,  
INSTRUCTION, AND ASSESSMENT TO  
STATE CURRICULUM STANDARDS  
AND THE PACT TEST (GRADES 5-8)/  
THREE CREDITS

The purpose of this course is to address this critical need by affording teachers the opportunity to become competent in the mathematical content of grades 4-8 and to develop and design balanced mathematics learning modules correlated with the South Carolina Mathematics Curriculum Standards, the PACT test, NCTM Curriculum and Evaluation Standards, existing curriculum guides and mathematics units. The focus of this course is on formative and summative assessments, acquisition of mathematical content knowledge, as well as instructional strategies because assessment and instruction must form a seamless web that promotes optimal student mathematics learning.

EDU CURRICULUM PRINCIPLES AND

540. METHODS OF SECONDARY  
EDUCATION/THREE CREDITS

***Required of all prospective secondary teachers. Limited to those students teaching the next spring or fall term.*** A course to prepare students desirous of becoming secondary school teachers, the course

components include the total teaching act are studied in relation to students and to secondary school curriculum, its courses, functions, organization, and current trends. Emphasis is on learning and modeling the theories of current effective teaching research at the secondary level.

EDU SOCIAL STUDIES FOR THE CHILD/  
541. THREE CREDITS

A course designed to teach future elementary teachers the theory and practice of social studies methodology for the contemporary public school. Emphasis is given to pedagogical strategies and lesson planning for the various social studies concepts and skills in the elementary curriculum.

EDU SOCIOLOGY OF EDUCATION/  
542. THREE CREDITS  
*See SOC 541.*

EDU GRAPHIC ORGANIZATION IN  
543. READING AND WRITING

This course introduces education students to the powerful tool of graphic organization as it relates to reading and writing instruction. The course will explore two components: 1. Theory – as it relates to current research. 2. Practice – as it relates to state curriculum standards.

EDU ADVANCED METHODS (SUCCESS) OF  
544. TEACHING READING/THREE CREDITS

***Prerequisite: EDU 501 or its equivalent.*** This course demonstrates the use of specific methods and strategies for providing instruction in teaching reading in the elementary school. It also provides instruction in how to evaluate specific materials for facilitating the teaching of reading in the elementary classroom. Finally, the course will assist teachers in developing appropriate methods of evaluating the tasks accomplished by their students and the gains made by these students.

EDU ARTS INTEGRATION/THREE CREDITS

545. Designed for those without previous art training, this course provides an opportunity for elementary education teachers to use the visual arts, music, dance, drama, and literature to teach academic skills to students attending the Converse All-Stars Camp. This summer session II course is taught concurrently with SED 582b: Clinical II: Practicum in Learning Disabilities.

EDU SECONDARY CURRICULUM AND  
546. METHODS FOR SOCIAL STUDIES/  
THREE CREDITS

The Social Studies Methods course is designed to take the place of the generic secondary methods course for aspiring social studies teachers. The course will include best practices in teaching social studies, strategies and methods that emphasize active student engagement, and development of units of study that are based on South Carolina Standards and integrate technology.

EDU SECONDARY ENGLISH/LANGUAGE  
547. ARTS METHODS/THREE CREDITS

The English/Language Arts Methods course is designed to take the place of the generic secondary methods course for aspiring English teachers. The course will include best practices in teaching English and language arts, strategies and methods that emphasize active student engagement, and development of units of study that are based on South Carolina Standards and integrate technology.

EDU COOPERATIVE LEARNING:  
548. CONTENT AND METHODOLOGY/  
THREE CREDITS

This class will explore in depth the construct of cooperative learning and help educators to maximize their effectiveness in the classroom by adding to their understanding and knowledge of how best to help their students work together in contributing groups.

EDU THE MIDDLE SCHOOL ORGANIZATION  
549. AND CURRICULUM/THREE CREDITS

A research-based course on the structure of effective middle schools and effective teaching strategies for middle adolescent students.

EDU IDENTIFYING AND ACCOMMODATING  
551. LEARNING STYLES IN THE  
CLASSROOM/THREE CREDITS

This course provides teachers with an awareness of current learning styles theory. Teachers will explore the work of various learning styles theorists.

EDU THE EDUCATOR AS WRITER/  
553. THREE CREDITS

The course prepares educators to be writers who submit works to a variety of publications. Teachers will learn to query and submit works

to publications through both traditional means and through the internet; teachers will polish their own writing skills in order to improve their writing and their teaching.

EDU ELECTRONIC PORTFOLIO/ ONE CREDIT

554. This course is a study of the construction of the electronic portfolio. The course introduces teacher candidates to a wide range of technologies including PowerPoint, scanning, digital photography, and creating CD's. The e-portfolio will reflect an accepted set of professional teaching standards.

EDU INTRODUCTION TO EDUCATION/

560. THREE CREDITS

***This course is the first course a student should take and is a prerequisite to student teaching.***

This course is an introductory study of the historical, philosophical, and sociological foundations of the American educational system. It concentrates on current issues, such as multicultural, handicapped, affective, cognitive, and vocational education programs. The study reviews current impacts on curriculum, students, and teachers and examines career opportunities in education. *Offered every term.*

EDU INFORMATION SUPER HIGHWAY/

563. THREE CREDITS

This course provides a hands-on approach to searching the Internet and other computerized databases. The course includes some basic theory—such as Boolean Logic, but the emphasis is on practical application. Appropriate for both media/AV specialists and teachers who want to develop end-user searching skills.

EDU BEST PRACTICES IN LITERACY

565. EDUCATION/THREE CREDITS

This course provides classroom teachers a solid foundation in current theory and best practices in literacy instruction. The acquired knowledge will help teachers become more reflective decision-makers. Participants will examine their literacy history, beliefs about teaching literacy and how those beliefs relate to current practice.

EDU TEACHER AS COUNSELOR/

566. THREE CREDITS

This course builds the educator's basic communication skills, promotes the integration of personal and professional

helping philosophies, explores the helper's values, and helps the educator learn the necessary skills in building an effective helping relationship. The course focuses on the acquisition of counseling skills that prove beneficial for teachers in a variety of educational settings.

EDU EDUCATIONAL PSYCHOLOGY/

567. THREE CREDITS

A study of the principles of psychology as applied to educational theory and practice. Particular emphasis is on the theories of learning and human behavior in an educational setting.

EDU CREATIVE DRAMATICS FOR THE

568. CLASSROOM TEACHER/THREE CREDITS

This course explores the concepts of creativity and the approaches that the classroom teacher can use in involving young people in the creative process through using the theatre game structure.

EDU WORKSHOP IN METHODS AND

570. MATERIALS/ THREE CREDITS

571. Workshops focus on methods and materials of instruction in various academic fields in the public school curriculum. Because selected topics may vary from year to year, a student may take this course once or twice, with permission of instructor and/or adviser. These courses are classified as Professional Development (PD) graduate offerings.

EDU THE SCHOOL AND THE FAMILY/

573. THREE CREDITS

*See SOC 573.*

EDU READING AND LEARNING

578. STRATEGIES/THREE CREDITS

***Prerequisite: Education 501.*** This course is primarily for students in special education. It treats particular methods and materials for dealing with a wide number of reading problems of exceptional children. Emphasis is on diagnosing reading difficulties and on techniques of remediation.

EDU PRACTICUM IN CURRICULUM DESIGN  
582f. FOR THE GIFTED/THREE CREDITS

***Prerequisites: EDU 591 and EDU 592.*** This course provides graduate students an opportunity to design curriculum, establish goals, plan activities, and devise evaluation criteria for gifted students of diverse ages and backgrounds. (Experienced teachers only.)

- EDU PRACTICUM IN EARLY CHILDHOOD  
582g. EDUCATION/THREE CREDITS  
This course provides students an opportunity to observe and work with preschool children. Emphasis is upon the preschool curriculum, the nature of the learner, and management of young children.
- EDU PRACTICUM IN INSTRUCTION FOR  
582h. THE GIFTED/THREE CREDITS  
**Prerequisite:** *EDU 582f*. In this course graduate students will work with gifted students, implementing a curriculum of their own design and appropriately adjusting both curriculum and teaching methods to the needs of the students.
- EDU NATURE AND NEEDS OF THE GIFTED/  
591. THREE CREDITS  
This is the basic survey course in the education of gifted and talented students. It provides the historical and philosophical background, as well as, rationales for gifted education. The course focuses on characteristics, needs problems, developmental patterns and accommodations for gifted and talented students including special groups within the population. This should be your first course in gifted education.
- EDU CURRICULUM AND INSTRUCTION  
592. FOR GIFTED AND TALENTED STUDENTS/ THREE CREDITS  
**Prerequisite:** *EDU 591 or permission of the instructor*. This course is designed to prepare the teacher to organize and deliver appropriate curriculum for gifted and talented students. Teachers will explore curriculum models, instructional strategies, and assessment to meet the needs and abilities of gifted and talented students. Current technology will be employed in researching, and writing units and lesson plans. *The South Carolina Best Practices Manual* will provide the foundation for this course.
- EDU ADVANCED CURRICULUM PRACTICES  
593. FOR GIFTED AND TALENTED STUDENTS/THREE CREDITS  
**Prerequisite:** *EDU 591 and EDU 592, or permission of the instructor*. This course is designed to provide a continuation of topics addressed and introduced in *Introduction to Curriculum and Instruction for the Gifted and Talented Students* and will include the development of teacher competencies in creating challenging curriculum, planning independent study, creating appropriate learning environments, assessing student performance, and employing research-based instructional strategies.
- EDU SPECIAL TOPICS IN EDUCATION/  
599. THREE CREDITS  
A graduate level course in specific areas of education (early childhood, elementary, gifted, or secondary). *May be taken more than once.*
- EDU GENERAL SCHOOL ADMINISTRATION/  
600. THREE CREDITS  
This course is designed to provide school administrators with an overview of principles of educational administration. Attention is given to the roles of the principal, supervisor, superintendent, and other educational leaders in public school systems. Such topics as problem solving, decision-making, school-community relations, plant management, staff evaluation, student services, and instructional leadership will be examined.
- EDU PRINCIPLES AND PRACTICES OF  
602. SCHOOL SUPERVISION/THREE CREDITS  
This course is designed for graduate students to provide the opportunity to develop both a knowledge of the concepts of supervision and the skill to apply this knowledge in the school setting. Attention is given to the nature and scope of instructional supervision, supervisory roles and behaviors, improvement of instruction, curriculum change, and teaching methods. Emphasis is given to the skills of clinical supervision.
- EDU INTERNSHIP IN ELEMENTARY SCHOOL  
603. ADMINISTRATION/SIX CREDITS  
A&B **Prerequisites:** *EDU 600, 602, 610, 611, 625; permission of instructor*. This course is designed to help practicing and prospective educational administrators apply their knowledge of administration to the practical world of the public or private elementary school. Typically, students will select, with assistance from and approval of the instructor, a major project or a series of smaller projects to develop, research and complete. Students receive guidance and assistance from school administrators as well as the instructor. Independent research and study are augmented

by seminars. Students will be required to demonstrate competency in the management, use of information systems, and communication for the secondary schools.

EDU SCHOOL-COMMUNITY RELATIONS/  
604. THREE CREDITS

The purpose of this course is to enhance competencies in communication between the schools and the public which they serve. The objective of this enhanced communication is to increase involvement and support for the affairs of the schools. Emphasis of the course will be an understanding of the basic principles of communication and limited skill development in writing press releases, public service announcements, and other promotional materials.

EDU SCHOOL PERSONNEL  
605. ADMINISTRATION: EVALUATION/  
THREE CREDITS

A course designed to help prospective administrators and supervisors evaluate personnel in the school system. Attention is given to a variety of instruments, processes, and policies that come to bear on the assessment responsibilities of school managers.

EDU SEMINAR IN INSTRUCTIONAL  
606. LEADERSHIP/THREE CREDITS

**Prerequisites:** EDU 600, 601 or 605, 602, 610, 611, 621. This course is an advanced seminar for graduate students in educational administration and supervision. Designed primarily for students nearing the completion of the Ed.S. program and/or for practicing school administrators, the seminar will focus on selected topics of current interest to school leaders. Emphasis will be on contemporary theory, research, and practice. Topics will include school/teacher effectiveness, the "excellence movement," changes in school law, emerging theories of supervision, implications of instructional research for administration and supervision, teacher evaluation, and issues in curriculum. *Enrollment limited to 12.*

EDU INTERNSHIP IN SECONDARY SCHOOL  
607. ADMINISTRATION/ SIX CREDITS

**A&B Prerequisites:** EDU 600, 602 610, 611, 625; **permission of instructor.** This course is designed to help practicing and prospective educational administrators apply their knowledge of administration to the practical

world of the public or private secondary school. Typically, students will select, with assistance from and approval of the instructor, a major project or a series of small projects to develop, research and complete. Students receive guidance and assistance from school administrators as well as the instructor. Independent research and study are augmented by seminars. Students will be required to demonstrate competency in the management, use of information systems, and communication for the secondary schools.

EDU SCHOOL FACILITIES/THREE CREDITS  
608.

This course is designed to provide an understanding of the school facilities process. The study of school facilities will be done from a philosophical, historical, practical and sequencing of the construction process. The course will emphasize the role and responsibilities of the school principal, district office and board of education in the planning, construction and management of school facilities.

EDU SEMINAR IN SCHOOL LAW/  
610. THREE CREDITS

A study of the legal aspects of education with an emphasis on the Federal and State constitutional provisions regulating education, case law, and the legal and ethical rights and responsibilities of teachers and students. Attention will be given to current developments to include such topics as disabilities, religion in the schools, academic freedom, corporal punishment, negligence (and other torts), and dress codes. Students will make seminar presentation.

EDU SCHOOL FINANCE/THREE CREDITS

611. This course is designed to develop an understanding and a working knowledge of theories and practices of school finance. Emphasis is given to the practical aspects of budgeting and of laws and policies that govern how schools are financed.

EDU CURRICULUM DEVELOPMENT/  
620. THREE CREDITS

A course that examines the underlying principles of curriculum building as they contribute to the process of making complete and appropriate curriculum design. An historical perspective, evaluation strategies, and management and implementation of curriculum will be included.

EDU EDUCATIONAL RESEARCH AND  
621. EVALUATION OF INSTRUCTION/  
THREE CREDITS

This course is designed to help teachers and administrators understand research design and evaluation procedures in education. Attention is given to theory building, the research process and types of research, tests and test scores, measurement and evaluation of teaching effectiveness, and contemporary issues in research and evaluation.

EDU CURRICULUM AND INSTRUCTION:  
622. TRENDS AND ISSUES/THREE CREDITS

**Prerequisite EDU 620.** This course is designed to acquaint students with the relevant trends and issues in curriculum and instruction. Attention will be given to educational theory as it relates to trends and issues. The emphasis will be on examination of specific educational theory and its application in the public school setting. Students will also explore the change process in detail as it applies to curriculum work. The overall goal of this course is to equip individuals with the knowledge that will help them make intelligent curriculum/instructional decisions and to lead educators in effective change efforts.

EDU INSTRUCTIONAL DESIGN/  
623. THREE CREDITS

This course will examine the research on effective instruction. It will explore various models of instruction. The goal is to give future instructional leaders a knowledge base of instructional models in order to design and implement district staff development and also to work with teachers individually. Students must have had at least one introductory course in elementary or secondary curriculum in either their undergraduate or master's program.

EDU ADVANCED INSTRUCTION/  
624. THREE CREDITS

**Prerequisite: EDU 623.** This course will explore principles of learning and their implication for instructional design. Graduate students will explore strategies for differentiating instruction by changing content/materials, process, and projects/tests. Assessment techniques will be emphasized.

EDU CURRICULUM LEADERSHIP/  
625. THREE CREDITS

**Prerequisite: EDU 620.** The graduate students will explore leadership as it applies to curriculum work. The overall goal is to equip individuals with the necessary leadership skills to successfully initiate and lead curriculum change efforts in the public school setting.

EDU TRENDS AND ISSUES IN EDUCATION:  
630. DEAF AND HARD OF HEARING/  
THREE CREDITS

This course is designed primarily for teachers of the deaf and hard of hearing; however, teachers in other areas of special education could benefit from the course. Presentation and discussion center on current topics, trends, and issues influencing the total curriculum for teachers of students who are deaf and hard of hearing. The course updates professionals in the field on current information and resources on selected topics relevant to education of students who are deaf and hard of hearing.

EDU THE FAMILY LIFE CYCLE AND THE  
632. CONCEPTS OF MURRAY BOWEN/  
THREE CREDITS

This course examines functional and dysfunctional families from a systematic and developmental perspective. The family life cycle is studied within sociological and family interactional contexts. The implications of this information for therapeutic assessment and intervention are emphasized.

EDU SYSTEMIC ASSESSMENT AND  
633. TREATMENT OF CHILD  
PSYCHOPATHOLOGY/THREE CREDITS

This course draws a distinction between aspects of normal child development and factors related to more enduring types of childhood problems, and is designed to meet the emergent needs for MFTs to be trained in the area of child and adolescent psychopathology. The essential assessment and treatment issues of the major diagnoses found in childhood will be identified, such as Attention Deficit Hyperactivity Disorder, Oppositional Defiant and Conduct disorders, Depression, Anxiety, and results from pathogenic care of children. The necessity of family therapy approaches to the treatment of these disorders will be a primary focus. Special emphasis will be placed on the

importance of understanding and working within a biopsychosocial framework as an effective means of weaving systems thinking into the fabric of the traditional, individually-oriented mental illness assessment and treatment perspective.

EDU SYSTEMS OF FAMILY THERAPY I/  
634. THREE CREDITS

*Required course.* This course and EDU 680 are designed to provide complementary comprehensive surveys of the major models of marriage, couple and family therapy. The combination of these two required courses will address the historical development, theoretical and empirical foundations, and contemporary conceptual directions of the field of marriage and family therapy. The content will enable students to conceptualize epistemological issues in the profession of marriage and family therapy. These two courses are designed so that a student may take either of them first.

EDU DIRECTIVE AND REFLECTIVE: BRIEF  
635. AND EXTENDED MODELS OF FAMILY THERAPY/THREE CREDITS

*Required course.* This course examines and contrasts in detail two major models of family therapy, First, the more process oriented approach, such as the historically based Bowenian model, will be explored. Second, short-term, action-oriented, problem-solving and solution-focused approaches will be examined, emphasizing the work of Haley, Deshazer, and others. An emphasis will be placed on the clinical application of these approaches utilizing either role-play or actual live cases depending upon student accessibility to live casework.

EDU ASSESSMENT AND TREATMENT OF  
636. SEXUAL DYSFUNCTION USING A FAMILY SYSTEMS APPROACH/  
THREE CREDITS

*Prerequisite: EDU 634 or EDU 635 or EDU 639 or an equivalent introductory course to family systems concepts and vocabulary.*  
*Required course.* This course provides an overview of the biological and psychosocial theory of human sexual development. This includes the theoretical perspective of sexuality as well as the sexual anatomy and physiology.

EDU FAMILY THERAPY WITH FAMILIES OF  
637. ADDICTION/THREE CREDITS

This course is designed to provide family therapists with knowledge of addiction, co-dependency, and the role of family therapy in the assessment and treatment of these problems from a systematic perspective.

EDU TRAUMATIC STRESS AND THE FAMILY/  
638. THREE CREDITS

This course is designed to provide family therapists with knowledge of post-traumatic stress reaction, post-traumatic stress disorder, and the role of systemic family therapy in the assessment and treatment of these problems.

EDU SELECTING A FAMILY THERAPY MODEL:  
639. INTEGRATING THE SELF OF THE THERAPIST WITH THE PRACTICE OF MARRIAGE AND FAMILY THERAPY/  
THREE CREDITS

*Prerequisite: A basic graduate level course in family systems theory.* *Required course.* This course will provide an overview of the major systemic models including but not limited to structural/strategic, communication, transgenerational, experiential and brief marital and family modes of therapy.

EDU THE DEVELOPMENTAL PROCESS OF  
641. THE RESILIENT FAMILY/THREE CREDITS

*Required course.* Most families pursuing therapy and the therapists who see them are more in tune with the damage model of pathology and dysfunction than with the health and functionality of the resilient family. This course focuses on a more positive resiliency model.

EDU DSM-IV AND MARITAL AND FAMILY  
642. THERAPY/THREE CREDITS

*Required course.* This course examines DSM-IV as the major system for classifying mental disorders, and the reciprocal relationships among these disorders and individual psychosocial and marital and family systems functioning.

EDU CULTURAL COMPETENCE AND FAMILY  
643. THERAPY/THREE CREDITS

*Required course.* This course is designed to increase the cultural competence of marriage and family therapists.

- EDU 645. ETHICAL, LEGAL AND PROFESSIONAL ISSUES FOR THE MARITAL AND FAMILY THERAPIST/THREE CREDITS  
*Required course.* This course provides a meta-analysis of a variety of issues associated with the delivery of marital and family therapy services, with special emphasis being placed upon the ethical concerns and legal mandates and constraints related to practice.
- EDU 646. A SYSTEMIC APPROACH TO COUPLES THERAPY/THREE CREDITS  
*Prerequisite: EDU 634 or EDU 635 or EDU 639 or an equivalent introductory course to family systems concepts and vocabulary.* This course will provide a systemic approach to couples therapy. The focus will be on integrating skills, techniques, concepts, and selected areas of expertise with the emotionally focused approach to couples therapy.
- EDU 647. RESEARCH LITERACY IN FAMILY THERAPY/THREE CREDITS  
*Required course.* This course is designed to provide family therapists with knowledge of research methodologies and techniques used in the scientific approach to problem-solving in systemic family therapy.
- EDU 648. SUPERVISED CLINICAL PRACTICE/TWELVE CREDITS  
*Prerequisite: The 39 hours of core MFT academic curriculum, acceptance by the Clinical Readiness Committee, and passing a Theoretical Integration Examination.* *Required courses.* Consists of four consecutive semesters over a 12 month time frame. It is designed to integrate theory into clinical practice within the context of an accredited family therapy teaching clinic.
- EDU 649. A SYSTEMIC UNDERSTANDING OF GROUP DYNAMICS/THREE CREDITS  
*Prerequisite: EDU 634 or EDU 635 or EDU 639 or an equivalent introductory course to family systems concepts and vocabulary.* This course is designed to acquaint the student with group dynamics from an affective learning experience. It will be systemically approached and will address individual, couple and multi-family groups.
- EDU 650. MARITAL AND FAMILY THERAPY SUPERVISION/THREE CREDITS  
 This course is designed for students who meet the requirements to enter preparation for the LMFT Supervisor License in South Carolina and Approved Supervisor with the American Association for Marriage and Family Therapy. It is designed to provide theory and philosophy of clinical MFT supervision as the student prepares to enter the supervision-of-supervision portion of clinical MFT supervision.
- EDU 651. THEORETICAL CONTRIBUTIONS FOR TREATMENT OF ADULT SURVIVORS OF CHILD SEXUAL ABUSE: A SYSTEMIC PERSPECTIVE/THREE CREDITS  
 The focus of this course will be on the clinical application of systemic theory, related trauma and sexual abuse research in the clinical treatment of adult victims of childhood sexual abuse.
- EDU 655. CREATIVE APPROACHES TO FAMILY THERAPY/THREE CREDITS  
 This course provides an introduction to the utilization of creative techniques in psychotherapy using: sandplay theory, genograms, art, journals, toys, and working with dreams.
- EDU 656. BUSINESS STRATEGIES FOR HEALTH PRACTITIONERS/THREE CREDITS  
 The average marriage and family therapist as well as other health practitioners usually receive excellent clinical education, but no formal education about designing and implementing the business portion of their practices. This can contribute to expensive mistakes and possible liability. This course is designed to introduce the marriage and family therapist/health practitioner to sound business strategies upon which to build a practice.
- EDU 657. BASIC PASTORAL THERAPY/THREE CREDITS  
 Persons pursuing therapy often seek the services of pastoral therapists. Whether ordained or not these therapists should possess clinical competency in pastoral therapy, an advanced level of development of pastoral identity as integrated in the pastoral therapy process, an integration of the Body of Knowledge for pastoral therapy, and both leadership and interpretive skills regarding the following: (1) the theological/spiritual

dimensions of human wholeness, (2) the utilization of the mental health resources of the congregation and community, and (3) the place of pastoral therapy with other therapeutic disciplines. This course provides the foundation for these criteria.

EDU 658. ADVANCED PASTORAL THERAPY/  
THREE CREDITS

**Prerequisite:** EDU 657 or equivalent.  
Continuation of subjects listed for EDU 657 to a more advanced level.

EDU 659. PSYCHOPHARMACOLOGY/  
THREE CREDITS

**Required course.** Psychiatric illnesses as well as their treatments may have a negative effect on family dynamics. Many psychiatric illnesses have unpredictable courses with complicating comorbidities. Symptoms of psychiatric diseases may interfere with the patient's ability to participate in and adhere to adjuvant family therapy treatments. Family therapists require a working knowledge of psychiatric drug treatments so they can better separate adverse effects of drugs from worsening illness, as well as assist in the evaluation of therapeutic effects. Therapists can then incorporate anticipated outcomes of drug therapy into their plan of family therapy.

EDU 660. GENDER AND FAMILY THERAPY/  
THREE CREDITS

This course is designed to familiarize students with relevant gender issues in the field of family therapy. It will challenge students and therapists to question their own understanding of gender and to address the complex ways in which gender and power are played out in marital and family relationships and in therapy. Feminist analysis and systemic thinking will serve as complementary theoretical frameworks to explore the issues of gender and power in families.

EDU 661. BASIC TECHNIQUES IN THE  
PSYCHOTHERAPY INTERVIEW/  
THREE CREDITS

This course is designed to introduce students to theory and application of the therapeutic alliance as a foundation to therapy practices and to enable the student to gain practical experience in techniques for developing

the therapeutic alliance through participation in simulated therapy situations. The course will focus on the study of theory, process, and techniques involved in establishing and maintaining the therapeutic alliance with individuals and members of family systems. The course will include laboratory demonstrations and practice to develop skills in maintaining the therapeutic alliance.

EDU 680. SYSTEMS OF FAMILY THERAPY II/  
THREE CREDITS

**Required course.** This course and EDU 634 are designed to provide complementary comprehensive surveys of the major models of marriage, couple and family therapy. The combination of these two required courses will address the historical development, theoretical and empirical foundations, and contemporary conceptual directions of the field of marriage and family therapy. The content will enable students to conceptualize epistemological issues in the profession of marriage and family therapy. These two courses are designed so that a student may take either of them first.

EDU 681. INDIVIDUAL PSYCHOPATHOLOGY IN  
FAMILY SYSTEMS/THREE CREDITS

**Required course.** The primary purpose of this course is to provide MFT students with knowledge of abnormal human behavior in individuals and how this behavior impacts on couple and family relationships. Indicators and implications for couples and family treatment related to this process are also a primary focus of the course. Couple and family therapists and other non-medical professionals are often the primary care givers for impaired/mentally ill individuals or are called upon to deal with marital and family issues generated in part by the individuals problematic behavior. Couple and family therapists need an understanding of individual psychopathology and how this may sometimes be treated in a couple and family context.

EDU 682. PLAY THERAPY/THREE CREDITS

This graduate course is designed to cover the basics of play therapy for advanced graduate students or for licensed practitioners in the mental health field. Students need to have therapeutic experience with individuals, families and children in their clinical settings. Although introductory play therapy ideas are being taught,

students will be expected to have access to clients who can benefit from this experience. Each student is expected to write up a case study utilizing these techniques. Each student is expected to do extensive reading and to present a project on related play therapy ideas.

EDU 683. ADVANCED TECHNIQUES OF THE PSYCHOTHERAPY INTERVIEW/ THREE CREDITS

*Required course.* This course presents an integrative approach to the theory and application of techniques of the psychotherapy interview within the context of systems-oriented therapy with individuals, couples, and families. In preparation for the clinical practicum, students will develop their interviewing skills using their chosen model of marital and family therapy. They also will learn clinical record-keeping skills such as writing an assessment and treatment plan, keeping progress notes, professional consultation, and practicing in accordance with professional and state codes of ethics and regulations. Instructions will include videos, role playing, and enactments.

EDU 690. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/THREE CREDITS

A special topics independent study course for advanced graduate students in such areas as school administration and supervision.

EDU 699. INTERNSHIP IN CURRICULUM AND INSTRUCTION ADMINISTRATION/ THREE CREDITS

This internship is designed to help practicing and prospective curriculum/instruction coordinators apply their knowledge of administrating curriculum changes and staff development at the district office or school level. The intern works under the tutelage of a building or district administrator and the instructor on assigned projects in each of six areas dealing with curriculum and instruction. Interns will spend 60 hours in a public school setting working on various aspects of curriculum and instruction. Interns will attend five seminars to discuss their work with the instructor.

## Special Education

SED 500. INTRODUCTION TO EXCEPTIONAL LEARNERS /THREE CREDITS

This course is designed to familiarize the student with the wide range of mental, emotional, physical, and psychological problems characterizing exceptional children and youth. Some attention is given to the nature and scope of special education programs and services, community resources, and rehabilitation. A practicum is required.

SED 502. INTRODUCTION TO EARLY CHILDHOOD SPECIAL EDUCATION/THREE CREDITS

Teachers of preschool children with special needs require specialized preparation in order to effectively provide quality services within this unique classroom setting. This course will provide students with practical application skills for classroom teaching as well as address current issues that are common to an early childhood special needs classroom.

SED 503. IDENTIFICATION AND ASSESSMENT OF PRESCHOOL SPECIAL NEEDS CHILDREN/THREE CREDITS

A course dealing with the needs of developmentally delayed young children. Students will familiarize themselves with disorders and established risks commonly found in these children.

SED 504. PRESCHOOL SPECIAL NEEDS CURRICULUM AND CLASSROOM MANAGEMENT/THREE CREDITS

An examination of the adaptive needs of special preschool children concerning the full domains of curriculum and developmentally appropriate rules for preschool classes.

SED 505. BEHAVIOR AND CLASSROOM MANAGEMENT/THREE CREDITS

This course provides graduate students with the opportunity to design positive classroom management alternatives. It is a prerequisite for the student teaching experience. Students will acquire skills in a variety of areas which include: 1) Assertive Discipline, 2) Questioning and Communication Skills, 3) Motivation Strategies, 4) Cooperative Learning. A practicum is required.

SED INTRODUCTION TO CUED SPEECH/

510. THREE CREDITS

The course is designed to prepare participants to be able to apply Cued Speech theory and demonstrate cueing and cued reading skill. This course has application for special education teachers, speech and language pathologists, audiologists, and kindergarten and first/second grade teachers using a phonics approach to teaching reading.

SED DIRECTED STUDENT TEACHING:

512f. LEARNING DISABILITIES/NINE CREDITS

This course, which integrates theory and practice, is offered as a culminating experience of the initial certification program. The 60-day course includes observation, participation and directed teaching experience in a local—normally public—school. Conferences with the College supervisor and the cooperating teachers and attendance at such seminars as the ADEPT/Student Teaching Orientation are required. The student teacher will be evaluated using the state-adopted ADEPT evaluation. In addition, the student must prepare a comprehensive paper relating the role of instructional theory to the student teaching experience. Students must stay in touch with their advisers and check the Education Department website ([education.converse.edu](http://education.converse.edu)) for important deadlines. Grading is on a pass/fail basis. *Special fee of \$30.*

SED DIRECTED STUDENT TEACHING:

512g. MENTAL DISABILITIES/NINE CREDITS

This course, which integrates theory and practice, is offered as a culminating experience of the initial certification program. The 60-day course includes observation, participation and directed teaching experience in a local—normally public—school. Conferences with the College supervisor and the cooperating teachers and attendance at such seminars as the ADEPT/Student Teaching Orientation. The student teacher will be evaluated using the state-adopted ADEPT evaluation. In addition, the student must prepare a comprehensive paper relating the role of instructional theory to the student teaching experience. Students must stay in touch with their advisers and check the Education Department website ([education.converse.edu](http://education.converse.edu)) for important deadlines. Grading is on a pass/fail basis. *Special fee of \$30.*

SED THE SOCIAL CONSTRUCTION OF  
520. DISABILITY/ THREE CREDITS

This course will explore the social construction of disability from a variety of perspectives. The awareness of disabilities as a social construction has grown considerably in the Special Education literature and this course is designed to prepare future teachers and leaders in education to interact with others regarding this concept with an informed mind.

SED CONSULTATIVE COLLABORATION  
530. SKILLS SPECIAL EDUCATION  
TEACHERS/THREE CREDITS

As the field of special education changes to incorporate the concepts of mainstreaming, inclusion, and less reliance on pull-out programs, the role of the special education teacher is being redefined. This course is designed to explore consultative collaboration, various models for its implementation, needed communication skills, effective instructional practices, and modification of instruction/materials/evaluation methods to meet the needs of students through collaborative models.

SED TRENDS AND ISSUES IN SPECIAL  
534. EDUCATION/THREE CREDITS

This course is designed for professionals involved in the education of exceptional children and for other professionals interested in this field. The course will include presentations and discussions of some of the most current topics in special education today, the more salient issues related to the topics, and developing trends and issues.

SED VOCATIONAL EDUCATION FOR  
540. STUDENTS WITH DISABILITIES/  
THREE CREDITS

Teachers will design curriculum, instruction and evaluation methods for students with disabilities in vocation classes.

SED EDUCATIONAL PERSPECTIVES:  
550. DEAF AND HARD OF HEARING/  
THREE CREDITS

An introductory course on the history, philosophies, and current trends and issues, and models of education for students who are deaf and hard of hearing. The course focuses on the impact of deafness on the psychological, sociological and vocational

- development of individuals with hearing losses. It includes methods of guidance, support, and referral for parents. ***A practicum is included. Sign-up deadlines are involved. Check with your adviser.***
- SED 553. AUDIOLOGY AND SPEECH SCIENCE/  
THREE CREDITS  
An introduction to the fundamentals of hearing, hearing disorders, and the administration and interpretation of tests for auditory acuity. Emphasis is focused on the physics of sound, physical characteristics of the speech and hearing mechanisms, and the pathology, etiology, and treatment of hearing loss. This includes practical preparation in the use and care of hearing aids and amplification systems. ***A practicum is included. Sign-up deadlines are involved. Check with your adviser.***
- SED 555. TEACHING OF LANGUAGE: DEAF AND  
HARD OF HEARING/THREE CREDITS  
***Prerequisite: SED 550.*** A course designed to acquaint the student with the nature and problems of language acquisition in persons who are deaf and hard of hearing. Various theories, methods, and materials for the teaching of language are covered. ***A practicum is included. Sign-up deadlines are involved. Check with your adviser.***
- SED 556. SPEECHREADING AND AUDITION/  
THREE CREDITS  
***Prerequisite: SED 550.*** A course designed to familiarize the student with the techniques for teaching persons who are deaf and hard of hearing how to speechread and make maximum use of their residual hearing. ***A practicum is included. Sign-up deadlines are involved. Check with your adviser.***
- SED 560. AUGMENTATIVE COMMUNICATION:  
LANGUAGE INTERVENTION  
STRATEGIES FOR THE MENTALLY  
AND PHYSICALLY DISABLED/  
THREE CREDITS  
This course is designed to acquaint the student with methods and materials to enhance and elicit interactive communication with handicapped students. This course introduces methods, materials, and techniques for engineering an interactive symbolic communication classroom. The student will learn about current trends, technology, and software.
- SED 570. SPECIAL TOPICS IN SPECIAL  
EDUCATION/THREE CREDITS  
A graduate level course in specific areas of special education. ***May be taken more than once.***
- SED 576. ASSESSMENT OF EXCEPTIONAL  
LEARNERS/THREE CREDITS  
This course is required for all students majoring in special education and deals with the wide variety of individual and group tests designed to assess children with mental, learning, emotional, and hearing disabilities.
- SED 580. INTRODUCTION TO MENTAL  
DISABILITIES/THREE CREDITS  
***Prerequisite: SED 500.*** This course is designed to acquaint the prospective teacher with the psychological development and issues associated with mental retardation. Attention is given to recent developments and research in this area. A practicum is required.
- SED 581. CHARACTERISTICS OF ORTHOPEDIC  
DISABILITIES AND HEALTH-IMPAIRED  
CHILDREN/ THREE CREDITS  
An introduction to children with health and orthopedic disabilities and the causes and characteristics of disabilities.
- SED 582a. CLINICAL II: PRACTICUM IN MENTAL  
DISABILITIES/THREE CREDITS  
***Prerequisite: SED 500, SED 580, and SED 586.*** This course is designed to acquaint students with the characteristics, behavior, and learning styles of mental disabilities in a self-contained classroom. Observation and participation at The Charles Lea Center and/or public schools are required. A practicum is required. ***Sign-up deadlines are involved. Check with your adviser.***
- SED 582b. CLINICAL II: PRACTICUM IN LEARNING  
DISABILITIES/THREE CREDITS  
***Prerequisites: SED 500, SED 595, SED 596.*** This course provides students an opportunity to observe and work with children with learning disabilities in a self-contained classroom. ***Sign-up deadlines are involved. Check with your adviser.***
- SED 582c. CLINICAL II: PRACTICUM IN EMOTIONAL  
DISABILITIES/THREE CREDITS  
***Prerequisites: SED 500, SED 597, SED 598.*** This course provides students an opportunity to observe and work with children, with emotional disabilities in a self-contained

classroom. On-campus seminars are included. **Sign-up deadlines are involved. Check with your adviser.**

SED PRACTICUM IN INSTRUCTION OF  
582d. EXCEPTIONAL CHILDREN;  
ORTHOPEDIC DISABILITIES/  
THREE CREDITS

**Prerequisites: SED 500, SED 581, SED 584.** This course is offered in conjunction with the Charles Lea Center and provides students an opportunity to observe and work with children with orthopedic disabilities. Field trips to area institutions and on-campus seminars are included. Grading is on a pass/fail basis. **Sign-up deadlines are involved. Check with your adviser.**

SED EDUCATIONAL PROCEDURES FOR  
584. THE ORTHOPEDIC AND HEALTH  
DISABILITIES/THREE CREDITS

An introduction to management techniques and educational methods and materials used with children with the orthopedic disabilities.

SED EDUCATIONAL PROCEDURES FOR  
586. MENTAL DISABILITIES/THREE CREDITS

**Prerequisites: SED 500 and SED 580.** The curriculum and techniques of teaching are studied in relation to teaching students with mental disabilities. A practicum is required.

SED METHODS OF TEACHING THE  
588. TRAINABLE MENTAL DISABILITIES/  
THREE CREDITS

**Prerequisites: SED 500 and SED 580.** The curriculum, materials, and techniques of teaching are studied in relation to the trainable mentally retarded child. A practicum is required.

SED INTRODUCTION TO LEARNING  
595. DISABILITIES/ THREE CREDITS

This course is a study of learning disabilities affecting the educational development of the exceptional child. Emphasis is placed on the definition of, identification and classification of, theories of, and educational approaches to specific learning disabilities.

SED EDUCATIONAL PROCEDURES FOR  
596. LEARNING DISABILITIES/  
THREE CREDITS

**Prerequisites: SED 500 and SED 595.** This course deals with materials and methods for teaching children who have particular learning disabilities. Normally, students will have completed EDU 595 before enrolling in this course. A practicum is required.

SED INTRODUCTION TO EMOTIONAL  
597. DISABILITIES/THREE CREDITS

An introduction to children with emotional disabilities; causes and characteristics of neuroses and psychoses; and related learning problems, retardation, and cultural disadvantage. A practicum is required.

SED EDUCATIONAL PROCEDURES FOR  
598. EMOTIONAL DISABILITIES/  
THREE CREDITS

**Prerequisites: SED 500 and SED 597**

An introduction to methods of therapy, management techniques, and educational materials used with children with emotional disabilities. A practicum is required.

SED ADVANCED CONCEPTS OF  
631. DISABILITIES/THREE CREDITS

**Prerequisites: SED 595 and SED 596 or equivalents.** This course is for special educators who have had the basic courses in learning disabilities. It will go beyond those courses in presenting current research relating to children and adults with atypical learning styles. There will be an emphasis on the physiological basis of learning and its educational implications.

## ENGLISH

### ENG TOPICS IN MEDIEVAL LITERATURE/

#### 500. THREE CREDITS

A study of selected topics in the literature of the middle ages, with concentration on British literature. Topics may include individuals authors, genres or periods. Typical offerings would include Chaucer, Arthurian Literature, the History of Romance and Old English Poetry.

### ENG WORLD LITERATURE/THREE CREDITS

505. A study of literature from around the world. Course of study may look at specific geographical areas, for example Africa, or may more typically combine literatures from a variety of cultures.

### ENG TOPICS IN RENAISSANCE STUDIES/

#### 510. THREE CREDITS

A study of selected texts and themes that reflect and illuminate the English Renaissance. These may include the *Utopia*, the *Faerie Queen*, *Paradise Lost*, the drama of Marlowe and Ben Jonson, and the poetry of John Donne.

### ENG ADOLESCENT LITERATURE/

#### 515. THREE CREDITS

Designed especially for students preparing to teach at the secondary school level. A combination method and subject matter course planned to evaluate and read the literary works which best relate to the high school student's experience and training.

### ENG SHAKESPEARE/THREE CREDITS

520. A study of Shakespeare's major plays.

### ENG EIGHTEENTH CENTURY STUDIES/

#### 530. THREE CREDITS

A study of eighteenth-century culture through literature. This look at the Enlightenment may include both English and American pieces as well as selected European works.

### ENG NINETEENTH-CENTURY BRITISH

#### 540. LITERATURE/THREE CREDITS

A study of nineteenth-century literature. Topics may include Romanticism, Victorian literature and genre studies such as the novel.

### ENG NINETEENTH-CENTURY AMERICAN

#### 550. LITERATURE/THREE CREDITS

A study of major movements in American literature from 1800–1900 (Romanticism,

Transcendentalism, Realism and Naturalism). Authors studied may include Emerson, Fuller, Thoreau, Douglass, Hawthorne, Melville, Whitman, Twain, James, Chopin, Wharton and Dubois.

### ENG TWENTIETH-CENTURY FICTION/

#### 560. THREE CREDITS

Study of major movements in fiction since the end of the 19th century. Writers may include Joyce, Hemingway, Cather, Wright, Morrison and Woolf.

### ENG TWENTIETH-CENTURY POETRY/

#### 565. THREE CREDITS

Development of poetry since 1900, including such figures as Yeats, Eliot, Moore and Brooks.

### ENG WOMEN WRITERS/THREE CREDITS

570. Topics in creative writing by women. Topics may include American Feminist Literature; Reading and Writing Women, women writers within certain periods and cultural contexts; and specific themes such as women and art.

### ENG SPECIAL TOPICS IN LITERATURE/

#### 580. THREE CREDITS

A study of particular time periods, geographical areas, cultural milieus, writers or themes. Examples of topics are Southern Literature, Gendered Frontiers and Americans in Paris.

### ENG GENRE STUDIES/THREE CREDITS

590. A concentrated study of a chosen literary genre. Sample topics include tragedy, the novella and modern drama.

### ENG ADVANCED COMPOSITION/

#### 591. THREE CREDITS

A study of the principles of rhetoric, syntax, and modern usage. Emphasis in writing assignments will be on expository forms. Assigned readings from the classical and modern rhetoricians.

### ENG CREATIVE WRITING: POETRY/

#### 592. THREE CREDITS

***Prerequisite: Introduction to Creative Writing or permission of instructor.***

Instruction in the writing of poetry. Student poetry will be discussed in a workshop situation.

ENG CREATIVE WRITING: FICTION/  
593. THREE CREDITS

**Prerequisite:** *Introduction to Creative Writing or permission of instructor.* Instruction in the writing of fiction. Fiction will be discussed in a workshop situation.

ENG LITERARY CRITICISM/THREE CREDITS

594. A study of the important texts of literary criticism, as well as the practice of evaluation and literary analysis. Attention will also be given to the study of research methods. **Required of all candidates for the M.Ed in English. Offered in alternate years.**

ENG HISTORY OF THE LANGUAGE/

595. THREE CREDITS  
A study of the development and principles of the English language. **Offered in alternate years.**

ENG MODERN ENGLISH GRAMMAR/

596. THREE CREDITS  
A linguistic approach to the study of English grammar with concentration on traditional, structural, and transformational grammars. **Offered in alternate years.**

ENG SPECIAL TOPICS IN WRITING/

597. THREE CREDITS  
An upper-level course for students who wish to focus on one aspect of writing. Topics may include The Teaching of Writing, Peer Consulting in Writing (for Writing Center staff), Creative Non-Fiction, and the teaching of creative writing.

ENG FEATURE WRITING/THREE CREDITS

599. **Prerequisite:** *ENG 294 or permission from the instructor.* Study in advanced feature writing techniques (human interest story, personality profile, travel story and special event story). Lecture/workshop format.

## FOREIGN LANGUAGE

FRE/ FOREIGN LANGUAGE STUDY

SPN SEMINAR ABROAD/THREE CREDITS

565. For 565 level credit to be granted, students must have previously completed FRE/SPN 202 or its equivalent in the language studied. Students will live in the country of the target language, studying the language and discussing important topics on culture and contemporary life. Grades in the course will be determined by the native language teacher in cooperation with the Converse professor, based on class participation, tests, and graded assignments.

# HISTORY

## I. AMERICAN HISTORY

- HIS AFRICAN-AMERICAN HISTORY/  
506. THREE CREDITS  
A survey of African-American history from colonial times to the present.
- HIS THE COLONIAL AND REVOLUTIONARY  
508. ERA 1607–1783/THREE CREDITS  
A study of the founding and development of America.
- HIS THE NEW NATION, 1783-1840/  
512. THREE CREDITS  
A study of the social, economic, and political developments in United States history from the end of the Revolution through the Jacksonian Era.
- HIS THE ERA OF THE CIVIL WAR, 1840-  
521. 1876/THREE CREDITS  
Westward expansion, the Old South, the abolitionist crusade, the Civil War and Reconstruction.
- HIS THE EMERGENCE OF MODERN  
522. AMERICA, 1876-1920/THREE CREDITS  
A study of the United States from 1876 to 1920. Topics covered include the growth of big business, the Populist Movement, Imperialism, Progressivism, and World War I.
- HIS AMERICA BETWEEN THE WARS, 1919-  
540. 1945/THREE CREDITS  
A study of the United States from the end of World War I through the end of World War II.
- HIS CONTEMPORARY AMERICA, 1945 TO  
541. THE PRESENT/THREE CREDITS  
A study of the United States from the end of World War II to the present. *Crosslisted with POL 541.*
- HIS THE CIVIL RIGHTS ERA/THREE CREDITS  
542. A study of the black civil rights movement from the early 1950's through the 1970's and beyond. *Crosslisted with POL 542.*
- HIS WOMEN IN AMERICAN HISTORY/  
545. THREE CREDITS  
A study of major themes in the lives of women through the span of American history,
- HIS AMERICAN FOREIGN POLICY/  
555. THREE CREDITS  
A study of the institutions and functioning of American foreign policy/national security decision making as well as of selected topics

of Cold War diplomacy and contemporary events. *Crosslisted with POL 555.*

- HIS THE VIETNAM EXPERIENCE/  
575. THREE CREDITS  
A study of the historical background of the Vietnam War with assessment of the American experience in Vietnam. Emphasis is on Vietnam as a case study in the American foreign policy/national security process. Attention is given to the “lessons of Vietnam” and to continuing contemporary events in Southeast Asia. *Crosslisted with POL 575.*

## II. EUROPEAN HISTORY

- HIS TSARIST RUSSIA/THREE CREDITS  
510. A study of the beginnings of Russian history and of the Tzarist period to 1894.
- HIS THE RUSSIAN REVOLUTION AND THE  
511. SOVIET UNION/THREE CREDITS  
A study of the background and progress of the 1917 revolutions and the origins and history of the Soviet Union.
- HIS ENGLISH HISTORY TO 1714/  
518. THREE CREDITS  
A survey of the history of England from the beginning through the end of the Stuart Dynasty.
- HIS ENGLISH HISTORY, 1714 TO THE  
519. PRESENT/ THREE CREDITS  
A survey of the history of England from the beginning of the Hanoverian Dynasty to the present.
- HIS RENAISSANCE AND REFORMATION/  
551. THREE CREDITS  
A survey of European history from 1350 to 1648.
- HIS THE AGE OF THE ENLIGHTENMENT/  
552. THREE CREDITS  
A survey of European history from 1648 to 1789.
- HIS THE MIDDLE AGES/THREE CREDITS  
561. This course is a survey of the developments that shaped European history during the Middle Ages, primarily from 1000 onward. The major emphasis of the course will be on the belief system of medieval people, although attention will be paid to the development of feudal monarchies, intellectual activities, and personal life.

HIS EUROPE; 1870–1918/THREE CREDITS  
562. A study of the major countries and trends in Europe in the late nineteenth and early twentieth centuries. Coverage ends with the background and significance of World War I.

HIS TWENTIETH CENTURY EUROPE/  
563. THREE CREDITS  
Lectures, readings, and discussion of the political, diplomatic, social and intellectual history of Europe in the twentieth century. The first part covers the period from the Paris Peace Conference (1919) to 1939; the second part covers the period from 1939 to the present.

HIS PROBLEMS IN BRITISH HISTORY/  
565. THREE CREDITS  
Several topics will be selected for study in depth. Among these will be the historical evolution of the British parliamentary system, the Irish question in British history, and an investigation of the current political and economic situation. The selection of topics will vary during successive offerings.

HIS IRISH HISTORY AND LITERATURE/  
585. THREE CREDITS  
A survey of Irish history and literature with concentration on the modern period.

### III. NON-WESTERN HISTORY

HIS WOMEN'S LIVES IN ASIAN AND  
502. AFRICAN CULTURES / THREE CREDITS  
A readings course on women's lives in various non-Western traditional cultures. *Cross-listed with POL 502.*

HIS MODERN CHINA /THREE CREDITS  
515. A survey of Chinese and Japanese history with emphasis upon the nineteenth and twentieth centuries.

HIS ISLAMIC AND MIDDLE EAST  
570. POLITICS/THREE CREDITS  
An introduction to Islamic politics and to the comparative and development issues of the Arab world and the larger Middle East. *Cross-listed with POL 570.*

HIS THE VIETNAM EXPERIENCE/  
575. THREE CREDITS  
A study of the historical background of the Vietnam War with assessment of the American experience in Vietnam. Emphasis is on Vietnam

as a case study in the American foreign policy/national security process. Attention is given to the "lessons of Vietnam" and to continuing contemporary events in Southeast Asia. *Crosslisted with POL 575.*

### IV. ADVANCED STUDY

HIS SPECIAL TOPICS/THREE CREDITS  
599. Each offering covers a special topic in history. See course schedule for specific topics.

## MATHEMATICS/ COMPUTER SCIENCE

### MATHEMATICS

#### MTH FUNDAMENTAL CONCEPTS I/

##### 501. THREE CREDITS

A study of algebra, geometry, and analysis, designed to give M.Ed. candidates the proper background for taking additional courses in the fields.

#### MTH FUNDAMENTAL CONCEPTS II/

##### 502. THREE CREDITS

A continuation of MTH 501.

#### MTH DISCRETE MATHEMATICS/

##### 508. THREE CREDITS

A study of topics in discrete mathematics. These topics will include, but are not limited to, graph theory and combinatorics.

#### MTH INTRODUCTION TO LINEAR

##### 510. ALGEBRA/ THREE CREDITS

A study of linear equations, vector spaces, linear transformations, determinants, eigenvalues and eigenvectors.

#### MTH ABSTRACT ALGEBRA/THREE CREDITS

##### 511. A study of abstract algebraic structures.

#### MTH FOUNDATIONS OF GEOMETRY/

##### 521. THREE CREDITS

A study of the postulational basis of Euclidean and non-Euclidean geometry.

#### MTH INTRODUCTION TO ANALYSIS/

##### 522. THREE CREDITS

A study of the real numbers and their properties, limits, sequences, series, continuity, differentiability, and integrability.

#### MTH PROBABILITY AND STATISTICS/

##### 523. THREE CREDITS

A study of probability, distributions, sampling distribution theory, estimation and tests of statistical hypothesis.

#### MTH SPECIAL TOPICS IN MATHEMATICS

##### 599. Each offering covers a special topic in mathematics. See semester schedule for specific topics.

#### MATH REFRESHER COURSES\*\*

**OFFERED EXCLUSIVELY ONLINE BY  
SOUTH CAROLINA ETV – TO REGISTER GO  
TO: <http://blackboard.sctev.org/online/courses/>**

**\*\*Note: These courses may not be counted towards  
any graduate degree at Converse.**

#### MTE MIDDLE MATHEMATICS CONTENT

##### 500. REFRESHER FOR TEACHERS/ THREE CREDITS

Designed for mathematics teachers, this course is a presentation of the mathematics contents presented at the middle school level. It will enhance the teacher's knowledge of the concepts of middle school mathematics and demonstrate the use of appropriate technologies.

#### MTE CALCULUS I CONTENT REFRESHER

##### 501. FOR TEACHERS/THREE CREDITS

Designed for mathematics teachers, this course is a presentation of the Calculus I content presented at the secondary school level. It will enhance the teacher's knowledge of Calculus I and demonstrate the use of appropriate technologies. A background in Pre-calculus is recommended.

#### MTE PRE-CALCULUS I CONTENT REFRESHER

##### 502. FOR TEACHERS/THREE CREDITS

Designed for mathematics teachers, this course is a presentation of the Pre-Calculus content presented at the secondary school level. It will enhance the teacher's knowledge of Pre-Calculus and demonstrate the use of appropriate technologies. A background in Algebra is recommended.

#### MTE CALCULUS II CONTENT REFRESHER

##### 503. FOR TEACHERS/THREE CREDITS

Designed for mathematics teachers, this course is a presentation of the Calculus II content presented at the secondary school level. It will refresh the teacher's knowledge of Calculus II and demonstrate the use of appropriate technologies. A background in Calculus I is recommended.

#### MTE PROBABILITY AND STATISTICS

##### 504. CONTENT REFRESHER FOR TEACHERS/ THREE CREDITS

Designed for mathematics teachers, this course is a presentation of the Probability and Statistics content presented at the secondary school level. It will enhance the teacher's knowledge of Probability and Statistics and demonstrate the use of appropriate technologies. A background in Algebra is recommended.

#### MTE GEOMETRY CONTENT REFRESHER

##### 505. FOR TEACHERS/THREE CREDITS

Designed for mathematics teachers, this course is a presentation of the Geometry

content typically covered at the secondary school level. It will enhance the teacher's knowledge of Geometry and demonstrate the use of appropriate technologies. A background in Algebra is recommended.

MTE ALGEBRA I CONTENT REFRESHER

506. FOR TEACHERS/THREE CREDITS  
Designed for mathematics teachers, this course is a presentation of the Algebra I content presented at the secondary school level. It will enhance the teacher's knowledge of Algebra I and demonstrate the use of appropriate technologies. A background in Pre-Algebra is recommended.

MTE ALGEBRA II CONTENT REFRESHER

507. FOR TEACHERS/THREE CREDITS  
Designed for mathematics teachers, this course is a presentation of the Algebra II content presented at the secondary school level. It will refresh the teacher's knowledge of Algebra II and demonstrate the use of appropriate technologies. A background in Algebra I is recommended.

COMPUTER SCIENCE

CSC COMPUTER APPLICATIONS FOR

503. TEACHERS/THREE CREDITS  
**Prerequisite: None.** An introduction to the use of the computers in the secondary and middle school classroom environment. Topics covered will include learning to use various software applications packages, web page development and introduction to the internet computer science with particular attention to the needs of secondary school teachers. *Lectures and laboratory.*

CSC COMPUTER APPLICATIONS FOR

504. MATHEMATICS TEACHERS/  
THREE CREDITS  
**Prerequisite: None** An introduction to the various mathematical software packages used in mathematics. *Lectures and laboratory.*

CSC SPECIAL TOPICS IN COMPUTER SCIENCE

599. Each offering covers a special topic in computer science. See semester schedule for specific topics.

NATURAL SCIENCE

NSC BIOLOGY FOR TEACHERS/

511. THREE CREDITS  
This course allows students to experience an updated review of major biological concepts while practicing design and management of secondary level teaching plans for biology topics and lab activities. The course will examine the history, philosophy, and interrelationships among the sciences. **Lecture, laboratory, and field trips - fee is required**

NSC ENVIRONMENTAL BIOLOGY/

512. THREE CREDITS  
An examination of major environmental concepts. Students will investigate the ethical, human, and environmental implications of ecological practices. **Lecture.**

NSC FIELD BOTANY/THREE CREDITS

- 513 Historical background, concepts, and classification systems of vascular plants. Selected groups of the local summer flora will be included. Students will build their own herbarium collections by identifying and properly curating specimens that they collect. **Lecture, laboratory, and field trips - fee is required**

NSC EVOLUTIONARY BIOLOGY/

516. THREE CREDITS  
**Prerequisite: Genetics or permission of the instructor.** A survey of the theory, history, and principals of evolutionary biology. Both macroevolutionary and microevolutionary topics are covered, as well as the importance of the principals of evolution in biology curricula. Readings will be taken from a wide variety of texts, including primary literature.

NSC MODERN CHEMISTRY/THREE CREDITS

521. The structure and reaction of atoms and molecules. This course is designed to emphasize concepts in chemistry for secondary science teachers. **Offered in alternate years.**

NSC CONSUMER CHEMISTRY/THREE CREDITS

522. A course that seeks to help students understand some of the chemistry that affects them individually and as members of society. **No laboratory. Offered in alternate years, summer session only.**

NSC ENVIRONMENTAL CHEMISTRY/

523. THREE CREDITS

A study of some of the chemical principles important to geology, ecology, and biochemistry. The major emphasis will be the chemical aspects of earth science.

NSC BIOCHEMISTRY/THREE CREDITS

524. This course includes basic principles of mechanisms and structure which are directly related to the processes and molecular structure in living organisms.

NSC CHEMICAL INSTRUMENTATION FOR

525. TEACHERS/THREE CREDITS

**Prerequisite:** NSC 521 or permission of instructor. A survey of some of the electronic instruments used in chemical analysis. Topics will include but not be restricted to pH and other ion-selective electrodes, visible and ultraviolet gas chromatography spectrophotometers, and electrochemical apparatus. **Lecture and laboratory - fee is required.**

NSC PHYSICS FOR TEACHERS I/

531. THREE CREDITS

A study of motion and energy for both particles and waves emphasizing those concepts which are most applicable to secondary school science.

NSC PHYSICS FOR TEACHERS II/

532. THREE CREDITS

A study of electricity, magnetism, and modern physics emphasizing those concepts which are most applicable to secondary school science.

NSC ASTRONOMY/THREE CREDITS

541. A study of descriptive astronomy emphasizing the main concepts involved.

NSC GEOLOGY/THREE CREDITS

542. A course in descriptive mineralogy and geology. The identification of some common minerals and rocks will be stressed. Geological processes and formations will be studied as time permits. **Lecture and laboratory - fee is required**

NSC METEOROLOGY/THREE CREDITS

543. A study of the physical state and processes of the earth's atmosphere and oceans, including their relationships with weather and climate.

NSC SPECIAL TOPICS/THREE CREDITS

599. Each offering covers a special topic in science. See semester schedule for specific topics.

## POLITICS

### I. National Affairs

POL SPECIAL STUDIES IN THE POLITICAL

508. PROCESS/THREE CREDITS

Selected topics in the American political process with particular attention to political participation and public policy. Since the content will vary, it may be taken more than once for credit.

POL. THE PRESIDENCY AND CONGRESS/

511. THREE CREDITS

A study of the executive and legislative process.

POL CONSTITUTIONAL LAW/

535. THREE CREDITS

A review of bench mark cases of the Supreme Court in the areas of the development of judicial review, federalism, the separation of powers, and the relationship between the government and the economy.

POL CONTEMPORARY AMERICA, 1945 TO

541. THE PRESENT/THREE CREDITS

A study of the United States from the end of World War II to the present. *Crosslisted with HIS 541.*

POL THE CIVIL RIGHTS ERA/THREE CREDITS

542. A study of the black civil rights movement from the early 1950's through the 1970's and beyond. *Cross-listed with HIS 542.*

POL ELECTIONS AND POLITICAL PARTIES/

550. THREE CREDITS

A study of the electoral process in the United States. Emphasis will be placed on political parties, voting decisions, and political campaigns.

### II. Political Theory

POL ANCIENT, MEDIEVAL, AND

510. RENAISSANCE POLITICAL THEORY/ THREE CREDITS

A survey of the major works in the Western tradition of political thought from Plato to Machiavelli.

POL EARLY MODERN AND MODERN

512. POLITICAL THEORY/THREE CREDITS

A survey of the major works in the Western tradition of political thought from Hobbes to Marx.

POL 515. SELECTED TOPICS IN POLITICAL THOUGHT/THREE CREDITS  
A study of selected texts, concepts, doctrines, or ideologies. Since the content will vary, this course may be taken more than once for credit.

POL 516. AMERICAN POLITICAL THOUGHT/THREE CREDITS  
A survey of the ideas and movements shaping the American political tradition.

POL 517. GENDER AND POLITICS/THREE CREDITS  
An examination of the issue of differences and similarities between the sexes as it bears upon the question of the political identity and role of women (and men) in political and social life from the Greek thinkers to the Bible to modern feminist movements and their critics.

### III. Foreign Policy and International Relations

POL 503. STUDIES IN WORLD AFFAIRS/THREE CREDITS  
A study of selected topics in foreign affairs and current events. Since the content will vary, this course may be taken more than once for credit.

POL 555. AMERICAN FOREIGN POLICY/THREE CREDITS  
A study of the institutions and functioning of the American foreign policy/national security process and a survey of post World War II American foreign relations. *Crosslisted with HIS 555.*

POL 575. THE VIETNAM EXPERIENCE/THREE CREDITS  
A study of the historical background of the Vietnam War with assessment of the American experience in Vietnam. Emphasis is on Vietnam as a case study in the American foreign policy/national security process. Attention is given to the “lessons of Vietnam” and to continuing contemporary events in Southeast Asia. *Crosslisted with History 575.*

### IV. Comparative Government and Politics

POL 502. WOMEN’S LIVES IN ASIAN AND AFRICAN CULTURES /THREE CREDITS  
A readings course on women’s lives in various non-Western traditional cultures. *Cross-listed with HIS 502.*

POL 521. THE POLITICS OF RUSSIA AND THE FORMER SOVIET UNION/THREE CREDITS  
A study of the ideology, government, politics, and foreign policy of the Soviet Union. Some attention is given to other Communist states for comparative purposes.

POL 565. COMPARATIVE GOVERNMENT AND POLITICS/THREE CREDITS  
A comparative political analysis of ideologies, systems, institutions, politics, and current affairs of selected Western and non-Western nations.

POL 570. ISLAMIC AND MIDDLE EAST POLITICS/THREE CREDITS  
An introduction to the comparative and developmental politics of the Middle East and the larger Islamic community. Emphasis will be on sensitivity to and appreciation and analysis of non-Western culture and political systems.

### V. Advanced Study

POL 600. SPECIAL TOPICS/THREE CREDITS  
Each offering covers a special topic in politics. See semester schedule for specific topics.

## PSYCHOLOGY

PSY PSYCHOLOGY OF WOMEN/

502. THREE CREDITS

**Prerequisite:** *PSY 100*. A study of gender comparisons in behavior. Selected topics include theories of female development; femininity, masculinity, and androgyny; gender comparisons in personality, adjustment, abilities, achievement, motivation, language, biological influences, sexuality; violence against women; and cross-cultural perspectives.

PSY SOCIAL SCIENCE STATISTICS/

503. THREE CREDITS

**Prerequisite:** *PSY 100*. A study of the statistical techniques commonly used in the analysis of data in economics, politics, psychology, and sociology. Students will become familiar with the use of computers in data analysis. *Same as SOC 503*.

PSY ABNORMAL PSYCHOLOGY/

504. THREE CREDITS

**Prerequisite:** *PSY 100*. A study of the changing meanings of the concept of abnormal behavior and the accompanying changes in methods of treatment.

PSY COUNSELING AND PSYCHOTHERAPY/

510. THREE CREDITS

**Prerequisite:** *PSY 100*. This course reviews the major modern theoretical approaches to counseling and psychotherapy. Students select some number of these approaches to explore. This is a lecture and seminar course examining the phenomenon of child abuse and neglect. Included in this course will be an overview of attitudes toward and legal definitions of child maltreatment. In addition, legal issues, parental factors, contextual influences and the developmental consequences of maltreatment will be explored. This course relies heavily on current research and issues in child abuse and neglect. Policy implications will also be emphasized.

PSY BEHAVIOR MODIFICATION/

511. THREE CREDITS

**Prerequisite:** *PSY 100*. This course will provide an examination of the influence on human behavior of such operant phenomena as positive reinforcement, extinction, aversive conditioning, and cognitive control. Text materials will place some emphasis on application through token economics in

educational and other institutional settings. Lecture materials will stress clinical procedures such as desensitization, assertive training, modelling, and self control. Students will plan a behavior modification program to modify some aspect of their own behavior.

PSY PSYCHOLOGICAL TESTS/

532. THREE CREDITS

**Prerequisite:** *PSY 100*. This course will examine how a psychological test is designed and evaluated and will explore the personality inventories including the MMPI, the Myers-Briggs, and the California Personality Inventory. Vocational aptitude tests will be covered. The class will design a personality inventory as a project. Students will take a number of tests and will write a personality evaluation on themselves and on one other student.

PSY THEORIES OF PERSONALITY AND

536. EMOTIONAL DISTURBANCES/  
THREE CREDITS

**Prerequisite:** *PSY 100*. In this course the basic theoretical approaches to the study of personality will be presented in the lecture. Lecture materials also will include the basic disturbances of personality such as dependency and passive-aggressiveness. The text will focus on areas of personality research such as interpersonal attraction, anxiety, authoritarianism, etc.

PSY CHILD ABUSE AND NEGLECT/

570. THREE CREDITS

This is a lecture and seminar course examining the phenomenon of child abuse and neglect. Included in this course will be an overview of attitudes toward and legal definitions of child maltreatment. In addition, legal issues, parental factors, contextual influences and the developmental consequences of maltreatment will be explored. This course relies heavily on current research and issues in child abuse and neglect. Policy implications will also be emphasized.

PSY HUMAN GROWTH AND DEVELOPMENT

580. EMOTIONAL DISTURBANCES/  
THREE CREDITS

**Prerequisite:** *PSY 100*. The study of development and behavior through the life span. *Offered fall and spring terms*.

PSY SPECIAL TOPICS/THREE CREDITS

599. Each offering covers a special topic in psychology. See semester schedule for specific topics.

## **SOCIOLOGY**

- SOC SOCIAL SCIENCE STATISTICS/  
503. THREE CREDITS  
*Same as PSY 503.*
- SOC SOCIAL PROBLEMS AND  
510. DISORGANIZATION/THREE CREDITS  
A study of selected contemporary social problems and issues through a number of theoretical perspectives. Emphasis will be placed on the analysis of these issues, the human value systems applicable, and understanding these issues in their larger social context.
- SOC SOCIAL PSYCHOLOGY/  
THREE CREDITS  
A study of the interaction between the individual and the group, and the influence of each on the other, with particular attention given to attitudes, attitude change, perception, communication, personality and cross-cultural influences on personality.
- SOC SOCIOLOGY OF EDUCATION/  
541. THREE CREDITS  
An examination of the structures and processes of socialization and social control in the pluralistic society and its educational institutions. Emphasis is placed upon the use of sociological concepts and models in understanding our educational system.  
*Crosslisted with EDU 542.*
- SOC THE SCHOOL AND THE FAMILY/  
573. THREE CREDITS  
A critical study of the problems of interpersonal relationships between the school and the family and how they relate to the school setting. *Crosslisted with EDU 573.*
- SOC SPECIAL TOPICS/THREE CREDITS  
599. Each offering covers a special topic in sociology. See semester schedule for specific topics.

## **THEATRE**

- THR SPECIAL TOPICS IN DRAMATIC  
505. LITERATURE/THREE CREDITS  
A study/workshop course that will focus on one particular aspect of the theatre production process. Possible topics for study may be—but not limited to—one of the following: dramatic literature, youth theatre, design, technical production, acting, directing, and management. Because course content will vary with each offering, it may be taken more than once for credit.
- THR AN INSTITUTE IN CREATIVE DRAMA  
560. FOR THE CLASSROOM TEACHER/  
THREE CREDITS  
This course is an intensive workshop designed to give the student an understanding of the many facets of drama as they apply to the production of Theatre.
- THR CREATIVE DRAMATICS FOR THE  
568. CLASSROOM TEACHER/  
THREE CREDITS  
*Crosslisted with EDU 568. See Elementary Section for course description.*

# THE CARROLL McDANIEL PETRIE SCHOOL OF MUSIC GRADUATE PROGRAM

Converse College was founded in 1889 as a liberal arts institution for women with a strong program in music. The graduate music program was founded in 1944. Today, enrollment in all graduate programs at Converse College is coeducational. Throughout its history, the Petrie School of Music has had a prominent role on campus, in the region, and in the country. From the early part of this century, Twichell Auditorium has hosted internationally recognized musicians and musical organizations and festivals.

## ACCREDITATION

The Petrie School of Music is a charter member of the National Association of Schools of Music (NASM) and has been continuously granted accreditation. All degree programs are approved by NASM. Undergraduate music education degree programs are approved by the South Carolina Department of Education.

## MISSION

The mission of the Petrie School of Music Graduate Program is to provide post-baccalaureate study leading to the Master of Music Degree in the areas of Performance, Music Education, and Piano Pedagogy.

## ADMISSION PROCEDURES

Enrollment in all graduate programs at Converse College is coeducational.

The Application for Admission may be obtained from the Office of Music Admissions, Petrie School of Music, Converse College, 580 E. Main Street, Spartanburg, SC 29302, (864) 596-9166.

The following application materials should be sent directly to the Office of Music Admissions.

1. The completed application form and application fee of \$35.
2. An official transcript from each college or university attended.
3. Three letters of recommendation from teachers who can assess the student's competence to undertake graduate study.

4. Scores on the General section of the Graduate Record Examination, or on the Praxis II Examination for Music Education majors. Applicants are expected to achieve a total minimum GRE score of 800, combining the Verbal score with either the Quantitative or the Analytical score. Applicants for the Masters degree in Music Education are expected to submit minimum scores of 151 on the Music: Content Knowledge Exam, 145 on the Music: Concepts and Processes exam, or 165 on the Principles of Learning and Teaching (PLT) exam.

Non-resident aliens for whom English is a second language must submit scores on the Test of English as a Foreign Language (TOEFL) Examination. A score of 550 or better is expected.

## AUDITION/INTERVIEW

In addition to the application materials, each student must be auditioned and/or interviewed by the appropriate music faculty before he/she will be admitted to graduate study in the Petrie School of Music. The faculty is usually able to schedule auditions and interviews at times that are convenient for the applicant. It is the responsibility of the applicant to arrange for the audition/interview. Applicants should contact the Office of Music Admissions to make these arrangements.

## AREA ADMISSIONS REQUIREMENTS

**Music Education:** An audition in the area of performance (ten minutes minimum).

**Performance:** An audition (twenty minutes minimum).

**Piano Pedagogy:** An audition (twenty minutes minimum).

While live auditions are preferred, a tape or video recording of a recent performance may be substituted for an on-campus audition. In such cases, the Performance Study level will be determined by an audition during registration for the student's first term at Converse College.

## ENTRANCE EXAMINATIONS

Entering Regular Graduate Students will be examined in music theory and music history. These examinations will determine what courses may be taken at the graduate level and which prerequisite courses should be taken to remedy deficiencies.

**All entering graduate Vocal Performance majors must pass an examination in Italian, French, German, and English lyric diction. If they do not pass, they must enroll for diction or audit the portion of diction courses in which they are deficient and receive a passing grade in those areas.**

Non-keyboard majors who have not satisfied a keyboard requirement equivalent to that for a Converse Bachelor of Music degree in their undergraduate program will be required to fulfill the undergraduate piano requirement at Converse.

## PROBATION IN PERFORMANCE

If, in the opinion of a majority of the Graduate Committee, the tapes, audition, or recommendations cast reasonable doubt on an applicant's probable success in meeting the standards of the performance major at the graduate level, additional special requirements may be made. These requirements are described in detail in the *Petrie School of Music Student Handbook*.

## LANGUAGE REQUIREMENTS

Remedial work in foreign languages may be if student undergraduate transcripts show a deficiency.

Requirements:

**Vocal Performance:** One year each of French, German, and Italian at the college level or the equivalent.

**Instrumental Performance:** One year minimum at the college level of a language other than English, or the equivalent.

## SPECIAL GRADUATE STATUS

**Students wishing to enroll for graduate credit but not seeking degree candidacy may file an application for Special Graduate Student status by submitting college transcripts and the appropriate application. Applicants accepted to this status may register for graduate credit in any course offered by the Petrie School of Music, subject to the following conditions:**

1. Permission of the area faculty is required. This may take the form of a transcript examination or the administration of the placement tests normally given entering regular graduate students.
2. Special graduate students may not register for those offerings leading directly to terminal projects in graduate degrees, such as Thesis or Graduate Recitals.

There is no limit on the number of hours of graduate credit which may be accumulated by a Special Graduate Student; however, no more than fifteen hours of graduate credit earned while in this status may be applied toward a Master of Music degree.

## TRANSFER CREDIT

If approved by the Music Curriculum Committee, as many as six of the total hours required for a Master's degree may be transferred from other institutions. Transferred courses must have been completed within the six-year period prior to receipt of the degree. They will be placed on the student's Converse transcript only after admission to Regular Graduate status.

## ASSISTANTSHIPS

The Petrie School of Music offers a number of graduate assistantships each year on the basis of school needs. Assistantships carry a waiver of College tuition and may also carry a stipend. Each assistantship carries specific duties and responsibilities.

Application for the following fall term will be reviewed beginning January 15. The awarding process will continue until all assistantships have been awarded. Application materials and auditions must be and completed to qualify for consideration. Contact the Office of the Dean for additional information.

The Office of Financial Assistance is available to assist students with loans and questions regarding funding of their education.

## FACULTY ADVISER

Upon enrolling at Converse College, each degree-seeking graduate student in the Petrie School of Music is assigned an adviser, normally in the major area. The role of the adviser is to facilitate the student's completion of an academic program. Although every effort will be made to provide assistance, it is the ultimate responsibility of the student to satisfy all degree requirements. Each graduate student is appointed a

Master's Committee, which oversees the thesis, recital, and comprehensive examination process.

The student and the faculty adviser together submit a list of requested faculty for the student's Master's Committee to the Dean of the Petrie School of Music.

## **COURSE LOAD**

**The normal full load for a graduate student is 7 hours during the fall or spring term (2 during the winter term). The maximum load is 9 hours during the fall or spring term (5 during the winter term). Permission of the Dean is required to take an overload.**

## **ENSEMBLE PARTICIPATION**

The National Association of Schools of Music (NASM) recommends that candidates for Master's degrees be required to participate in conducted or coached ensembles. All Converse College graduate full-time music students are encouraged to participate in such ensembles. Many degree programs require ensemble participation.

## **DIRECTED INDEPENDENT STUDIES IN MUSIC**

The purpose of a Directed Independent Study is to allow concentration on a particular topic in music. Topics that significantly overlap courses offered by the School or that seem to be an effort to circumvent curricular requirements will not be approved. A document which presents the results of the study will be required. A copy of this document must be placed in the student's permanent file.

A Proposal for Directed Independent Study form (available from the Music Office) must be completed by the student and submitted to the major professor and the Master's Committee for approval prior to the end of the semester preceding the one in which independent study is to be undertaken.

## **APPLICATION FOR GRADUATION**

Application for Graduation for the Master's degree is made only after the student has completed all required prerequisite courses and approximately one semester of graduate course work with an overall average of "B" in all courses taken for graduate credit. It must be submitted at least one semester before taking comprehensive examinations. Application for Graduation forms may be obtained from the Music Office.

After the student has filled out one of the forms, but before securing signatures of his/her Master's Committee, he/she must submit the completed copy to the Office of the Dean, which will check to determine that all degree requirements are met. Having secured approval, the student completes a copy as amended, secures the signatures of his/her Master's Committee and obtains final approval from the Dean of the Petrie School of Music. The original and two copies of the Application for Graduation form must be submitted to the Office of the Dean.

Graduate diplomas are awarded at the May and August Graduation Exercises only. Students who complete their programs during the regular academic year will receive certification of completion to accompany their transcripts pending the actual awarding of the diploma.

## **GRADUATION REQUIREMENTS**

Master's degree candidates in music must complete all courses, including deficiencies, specified in their course of study as required by the Petrie School of Music.

1. A grade lower than B- will not count for graduate program credit in any course within the Major Area.
2. A grade lower than C- will not count for graduate program credit in courses outside the major area.
3. A total cumulative average of 3.0 must be achieved in all courses attempted at the graduate level. Prerequisites taken to erase undergraduate deficiencies are not averaged into this total.
4. Except for Ensembles and Performance Studies, a graduate level course whose content duplicates that of an undergraduate course present on the candidate's transcript will not count toward graduation except by specific permission of the Music Curriculum Committee.
5. At least half of all credits must be at the 600 level.

## **COMPREHENSIVE EXAMINATIONS**

The Graduate Program requires all candidates to pass a final comprehensive examination. The examination is not merely a test over course work, but a demonstration of the candidate's ability to integrate materials in the major and related fields. The purpose of the comprehensive exam is for a student to demonstrate his or her ability to talk intelligently about his or her concentration in music and its relation to the overall field of music.

The Comprehensive Examination consists of two parts:

1. Written: Music History and Music Theory segments, each 90 minutes in length.
2. Oral: an examination of the major area, one hour in length, to be given after the written examinations have been evaluated.

The examination includes questions which relate the student's major area to music history and theory. In addition, it includes questions which require the student to demonstrate a comprehensive knowledge of the major area. The examination is graded on a pass/fail basis.

Comprehensive examinations are given near the end of each **long** term. Should a student not pass on the first attempt, he or she must wait until the next term for a second examination. The examination may not be repeated more than once.

## **TIME LIMIT**

Candidates have six calendar years from the time of enrollment in the Graduate Program to complete the degree. Students who change degree programs during this six-year period may be granted an extension after review and approval by the Music Curriculum Committee.

## **FACILITIES**

The Petrie School of Music is housed in the Blackman Music Hall, one of the finest music facilities in the region. Blackman Hall includes Daniel Recital Hall, a solo and chamber music venue seating 340. Larger scale performances are presented in Twichell Auditorium, an excellent 1500 seat concert hall which serves not only the School and the College but also the upstate region. Adjacent to Twichell is the Alia Lawson Pre-College building which includes a 125 seat recital hall and studies for our community music and dance program.

The collection of music books and recordings is housed on the first floor of the Gwathmey Wing, within Mickel Library. This 50,000 volume resource is supervised by professional library staff.

## **COURSE OFFERINGS**

At the first meeting of a class, students will receive a syllabus from the instructor which details the expectations for the course.

The School reserves the right not to offer courses for which the enrollment is less than five. If a course is canceled, an effort will be made to accommodate the student.

Courses are offered in a sequence; some courses are offered every term, others once a year, others once every two years. In collaboration with advisers, students must carefully select courses when offered. Courses will normally be offered only when scheduled.

Prerequisites must be satisfied before taking a course. Courses numbered 600-699 are open only to graduate students.

Fees for courses are not refundable after the College drop-add period.

# DEPARTMENT OF PERFORMANCE (MPS)

## MASTER OF MUSIC DEGREE IN PERFORMANCE

This degree is designed for accomplished performers who intend to pursue careers as performers or teachers. Graduates of this program are qualified to pursue doctoral work in performance.

Prior to graduation, each Performance major must have had appropriate literature courses in the major area. For pianists, this means *Piano Literature*. For organists, this means *Organ Literature*. For singers, this means both *Song Literature* and *Opera Literature*. *Singers must also have had vocal pedagogy*. For Orchestral instrumentalists, this means *Orchestral Literature* and *Chamber Literature*. Curricular deficiencies in these areas may be removed with either undergraduate or graduate credit.

### Required courses in Music:

MPS 600: Performance Studies ..... 10 hours  
MUA 680: Graduate Chamber Recital ..... 1 hour  
MUA 690: Graduate Recital ..... 1 hour  
**Total hours in Major area ..... 12 hours**

MUH 501: Music Bibliography ..... 3 hours  
MUH 531, 533, 541, 543 or 575 Music History elective ..... 3 hours  
MUT 553: Advanced Analysis ..... 3 hours  
MUT Theory 533, 541, 543, 575 ..... 3 hours  
MEN Ensembles ..... 2 hours  
Total hours in Supportive area ..... 14 hours

Music Electives (must include 3 credits at the 600 level) ..... 6 hours  
*To include no additional Performance study. Ensemble participation is recommended but will not count toward electives.*

**Total Credits for degree ..... 32 hours**

### Final Requirements

1. Graduate Recital
2. Comprehensive examination

## COURSES OF INSTRUCTION

Enrollment in graduate music courses is open only to music students with Regular Graduate or Special Graduate status. Courses numbered 600 and above are open only to graduate students.

## PERFORMANCE STUDIES (MUA)

501. OPERA WORKSHOP I / ONE CREDIT  
*Prerequisite: Graduate status, permission of the instructor.* An introduction to opera performance. The student will study topics such as movement, beginning acting technique for the opera stage, and careers in opera, and will also learn the basic elements of opera musical preparation through score study and coaching.
502. OPERA WORKSHOP II/ONE CREDIT  
*Prerequisite: MUA 501 or permission of instructor. A continuation of MUA 501. A more advanced level of opera workshop, with the same methods and goals as Opera Workshop I. Students of sufficient ability and advancement will work on small ensemble scenes and arias.*
503. OPERA WORKSHOP III /ONE CREDIT  
*Prerequisite: MUA 501 or permission of instructor.* A continuation of MUA 501. A more advanced level of opera workshop, with the same methods and goals as Opera Workshop I. Students of sufficient ability and advancement will work on small ensemble scenes and arias.
504. OPERAWORKSHOP IV/ONE CREDIT  
*Prerequisite: MUA 501 or permission of instructor.* A continuation of MUA 501, this course provides advanced work on character building and techniques that show the student how to be more engaged and committed to the music and the plot. Students will learn how to make a resume, professional standards that are expected in the profession, auditioning and the expectations of employers when hired. Successful completion of the course results in a mock professional audition.
680. GRADUATE ENSEMBLE / ONE CREDIT  
*Prerequisite: Graduate status; approval of the Graduate Music Program Committee.* Preparation and performance of a major chamber work, song cycle, or opera scene.
690. GRADUATE RECITAL/ONE CREDIT
691. *Prerequisite: Graduate status, approval of the student's Master's Committee and the Graduate Music Program Committee.*

## **PERFORMANCE STUDIES (Private Lessons) (MPS)**

Private Lessons are offered in the following: Piano, Harpsichord, Organ, Voice, Violin, Viola, Cello, Bass, Flute, Oboe, Clarinet, Bassoon, Saxophone, French Horn, Trumpet, Trombone, Euphonium, Tuba, Percussion, Harp, and Guitar.

### **ONE CREDIT**

Two categories of private instruction are available:

1. Performance Studies (to satisfy degree requirements for music majors)
2. Elective Performance Studies (Requires approval of the appropriate performance area faculty). Enrollments are limited by available resources. Open to all Converse students.)

Consult the appropriate section of the Catalog for lesson fees.

## **ENSEMBLES AND CHAMBER MUSIC (MEN)**

*(These Ensembles receive one-half credit during the Winter Term)*

### **530. CONVERSE SINFONIETTA / ONE CREDIT**

*Prerequisite: Permission of the director.* Participation in rehearsals and performances of the Converse Sinfonietta as scheduled. Open to all Converse students by audition. May be repeated for credit.

### **540. CHAMBER SINGERS/ONE CREDIT**

*Prerequisite: Audition.* Participation in rehearsals and performances of the Converse Chamber Singers as scheduled. May be repeated for credit.

### **550. CONVERSE CHORALE /ONE CREDIT**

*Prerequisite: Permission of the director.* Participation in rehearsals and performances of the Converse Chorale as scheduled. Open to all Converse students by audition. May be repeated for credit.

### **560. SPARTANBURG FESTIVAL CHORUS / ONE CREDIT**

*Prerequisite: Permission of the director.* Participation in rehearsals and performances of the Spartanburg Festival Chorus as scheduled. Open to all Converse students by audition. May be repeated for credit.

### **570. ACCOMPANYING / ONE CREDIT**

*Prerequisite: Permission of the director.* Techniques of accompanying singers and instrumentalists. Includes practical application with student soloists.

### **580. EARLY MUSIC ENSEMBLE / ONE CREDIT**

*Prerequisite: Permission of the director.* Participation in instrumental and/or vocal ensembles whose purpose is the presentation of repertoire written prior to 1750. Open to all Converse students by audition. May be repeated for credit.

### **590. OPERA PERFORMANCE /ONE CREDIT**

*Prerequisite: Graduate status, permission of the instructor.* An opera performance course designed for the graduate student. This course is required of all vocal majors who have auditioned and obtained a role in the Opera, Opera Scenes, or any other auditioned performance. May be repeated for credit.

# DEPARTMENT OF MUSIC EDUCATION AND PEDAGOGY (MEP)

Dr. Patricia Foy, *Chair*

## MASTER OF MUSIC DEGREE IN MUSIC EDUCATION

This degree is designed for persons who hold a Bachelor's degree in Music or Music Education *and* certification to teach music in the public schools. Graduates of this program are qualified to pursue doctoral work in music education.

### Required courses in Music:

MUE 611: Foundations of Music Education .....	3 hours
MUE 621: Research in Music Education .....	3 hours
MUE 623: Methods and Materials Seminar in Music Education .....	3 hours
MUE 695: Graduate Thesis .....	3 hours
Total hours in Major area .....	12 hours
MPS 600: Performance Studies .....	3 hours
MEN: Ensemble .....	2 hours
MUH: Graduate elective in Music History .....	3 hours
MUT: Graduate elective in Music Theory* .....	3 hours
Total hours in Supportive area .....	11 hours
Music Electives .....	7 hours
May include 3 credits outside of music.	

*Ensemble participation is recommended but will not count toward electives.*

\*If the student's undergraduate curriculum did not include a course in instrumental arranging or orchestration, this course must be MUT 541: Orchestration.

**Total Credits for degree** ..... 30 hours

### Final Requirements

1. Comprehensive examination
2. Thesis

## MASTER OF MUSIC DEGREE IN MUSIC EDUCATION WITH INITIAL CERTIFICATION VOCAL/CHORAL EMPHASIS

This degree is designed for persons who hold a Bachelor's degree in Music which does not qualify them for certification and who wish to earn both a Master of Music in Music Education *and* certification to teach music in the public schools. Graduates of this program are qualified to pursue doctoral work in music education.

### Entrance Requirements

- Undergraduate Music Degree
- Pass an entering audition to verify performance competency
- Show evidence of competency in keyboard skills
- Pass placement tests in music history and theory
- Successful completion of the Praxis I examination

### Prerequisite Courses:

The following courses must be completed at the undergraduate level if not present on the student's undergraduate transcript:

MUE 351 Fundamentals of Conducting .....	2 hours
MUE 353 Intermediate Conducting / Choral Topics .....	2 hours
MUE 321-352: Instrumental "tech" courses .....	3 hours
MUA 111-113, 211-213: Voice Class (for keyboard majors) .....	4 hours
MUA 221, 223: Diction .....	2 hours
MUE 311: General Music K-12 .....	3 hours
MUE 411: Choral Methods .....	3 hours
MUE 422: Music Practicum .....	3 hours
<b>Total hours</b> .....	<b>22 hours</b>

### Graduate Course Requirements:\*

#### Required Courses in Music:

MUE 611: Foundations of Music Education .....	3 hours
MUE 621: Research in Music Education .....	3 hours

MUE 623: Methods and Materials  
 Seminar in Music Education ..... 3 hours  
 MUE 695: Graduate Thesis ..... 3 hours  
 MUE 660: Directed Student  
 Teaching: Music Education ..... 12 hours  
**Total hours in Major area ..... 24 hours**

MPS 600: Performance Studies ..... 2 hours  
 MEN: Ensemble ..... 2 hours  
 MUH: Graduate elective in  
 Music History ..... 3 hours  
 MUT: Graduate Music Theory ..... 3 hours  
 EDU 560: Introductions to ..... 3 hours  
 Education  
 PSY 580: Human Growth  
 and Development ..... 3 hours

**Total hours in supportive area ..... 16 hours**

Music Electives ..... 3 hours  
*Ensemble participation is recommended but will  
 not count toward electives.*  
 Total Graduate Credits for  
 degree ..... 37 hours

\* A minimum of 20 hours must be taken at the 600 level.

\*\* ... If the student's undergraduate curriculum did not include a course in orchestration, this course must be MUT 541: Orchestration.

**Grand Total Hours for Program ..... 62 hours**

Final Requirements:

1. Comprehensive examination
2. Master's Thesis
3. PRAXIS II Examinations  
 Music: Content Knowledge  
 Music: Concepts and Processes  
 Principles of Teaching and Learning (PLT)

## **MASTER OF MUSIC DEGREE IN MUSIC EDUCATION WITH INITIAL CERTIFICATION INSTRUMENTAL EMPHASIS**

This degree is designed for persons who hold a Bachelor's degree in Music which does not qualify them for certification and who wish to earn both a Master of Music in Music Education *and* certification to teach music in the public schools. Graduates of this program are qualified to pursue doctoral work in music education.

### **Entrance Requirements**

- Undergraduate Music Degree
- Pass an entering audition to verify performance competency
- Show evidence of competency in keyboard skills
- Pass placement tests in music history and theory
- Successful completion of the Praxis I examination

### **Prerequisite Courses:**

The following courses must be completed at the undergraduate level if not present on the student's undergraduate transcript:

PSY 100: General ..... 3 hours  
 MUE 351: Fundamentals of Conducting ..... 2 hours  
 MUE 363 Intermediate Conducting / Instrumental  
 Topics ..... 2 hours  
 MUE 321-352: Instrumental "tech"  
 courses ..... 4 hours  
 MUA 111: Voice Class ..... 1 hour  
 MUE 311: General Music K-12 ..... 3 hours  
 MUE 412: Instrumental Methods ..... 3 hours  
 MUE 422: Music Practicum ..... 3 hours  
**Total hours ..... 18 hours**

### **Graduate Course Requirements:\***

#### **Required Courses in Music:**

MUE 611: Foundations of Music  
 Education ..... 3 hours  
 MUE 621: Research in Music  
 Education ..... 3 hours  
 MUE 623: Methods and Materials  
 Seminar in Music Education ..... 3 hours  
 MUE 695: Graduate Thesis ..... 3 hours  
 MUE 660: Directed Student  
 Teaching: Music Education ..... 12 hours  
**Total hours in Major area ..... 24 hours**

MPS 600: Performance Studies ..... 2 hours  
 MEN: Ensemble ..... 2 hours  
 MUH: Graduate elective in  
 Music History ..... 3 hours  
 MUT: Graduate elective in  
 Music Theory\*\* ..... 3 hours  
 EDU 560 Introduction to Education  
 3 hours  
 PSY 580: Human Growth and  
 Development ..... 3 hours  
**Total hours in supportive area ..... 16 hours**

Music Electives ..... 3 hours  
*Ensemble participation is recommended but will not count toward electives.*

Total Graduate Credits for degree ..... 40 hours

\* A minimum of 20 hours must be taken at the 600 level.

\*\* If the student's undergraduate curriculum did not include a course in orchestration, this course must be MUT 541: Orchestration.

**Grand Total Hours for Program ..... 61 hours**

Final Requirements:

1. Comprehensive examination
2. Master's Thesis
3. PRAXIS II Examination  
Music: Content Knowledge  
Music: Concepts and Processes  
Principles of Teaching and Learning (PLT)

## MASTER OF MUSIC DEGREE IN PIANO PEDAGOGY

This degree is designed for accomplished pianists who intend to pursue careers as teachers of piano. Graduates of this program are qualified to pursue doctoral work in piano pedagogy.

### Required Courses in Music:

MUE 671: Performance Practices & Practicum in Piano Pedagogy I ..... 2 hours  
MUE 672: Performance Practices & Practicum in Piano Pedagogy II ..... 1 hour  
MUE 673: Performance Practices & Practicum in Piano Pedagogy III ..... 2 hours  
MUE 674: Piano Pedagogy Journal Club ..... 2 hours  
MUH 553: Piano Literature ..... 3 hours

**Total hours in Major area ..... 10 hours**

MPS 601: Performance Studies Piano ..... 3 hours  
MPS 602: Performance Studies Piano ..... 1 hour  
MPS 603: Performance Studies Piano ..... 3 hours  
MPS/MEN: Choose one ..... 4 hours

- MUA 690: Graduate Recital (1)
- MEN 500: Ensembles (3)
- MUE 695: Graduate Thesis (3)
- MEN 500: Ensembles (1)
- MUE 696: Graduate Lecture/Recital (3)
- MUE 500: Ensembles (1)

MUH 501: Bibliography ..... 3 hours

MUH: Music History "Period"

Courses (choose one) ..... 3 hours  
MUH 531, 533, 541, 543 or 575:

Music History Elective ..... 3 hours

MUT Theory Elective ..... 3 hours  
(choose one)

- MUT 531: Counterpoint
- MUT 541: Advanced Analysis
- MUT 542: Orchestration
- MUT 543: Adv. Harmony & 20th Century .....  
Idioms

**Total hours in Supportive area ..... 20 hours**

**Total Credits for degree ..... 30 hours**

### Final Requirements

1. Comprehensive examination
2. Graduate Thesis, Recital or  
Lecture/Recital

## MUSIC EDUCATION (MUE)

570. MUSIC EDUCATION FOR THE ELEMENTARY CHILD/THREE CREDITS  
Objectives, methods, and materials for teaching music in the elementary school. Designed for the general classroom teacher.

611. FOUNDATIONS OF MUSIC EDUCATION / THREE CREDITS  
An overview of the philosophical, historical, psychological, sociological, and pedagogical foundations of music education in the United States.

621. RESEARCH IN MUSIC EDUCATION / THREE CREDITS  
Quantitative and qualitative research procedures.

623. METHODS AND MATERIALS SEMINAR IN MUSIC EDUCATION / THREE CREDITS  
A survey of methods and materials, current advanced trends and techniques.

660. DIRECTED STUDENT TEACHING: MUSIC EDUCATION/TWELVE CREDITS  
*Prerequisites: Admission to the Teacher Education Program in Music Education; completion of all music education courses required for the degree, MUA 203 or MUA 213, minimum undergraduate GPA of 2.5 and permission of the department.* The student teaching of music in the public schools under the supervision of a music faculty member. This course includes a weekly seminar and

- conferences with the director of music teacher education and the cooperating teacher. Discussions and criticisms accompany the elementary and/or secondary school observation and teaching. A minimum of 12 weeks of directed teaching is required for certification.
661. ADVANCED CHORAL CONDUCTING / THREE CREDITS  
*Prerequisite: MUE 363.* Concentration on score reading and conducting of vocal works.
663. ADVANCED INSTRUMENTAL CONDUCTING / THREE CREDITS  
*Prerequisite: MUE 363.* Includes score reading and conducting of instrumental ensembles.
671. PERFORMANCE PRACTICES AND PRACTICUM IN PIANO PEDAGOGY/ TWO CREDITS  
Intensive Study of the intermediate/early advanced literature and performance practices in the works of J.S. Bach, D. Scarlatti, Mozart, Haydn, and Beethoven. Also includes observation of experienced teachers, and the teaching of intermediate level students.
672. PERFORMANCE PRACTICES AND PRACTICUM IN PIANO PEDAGOGY II / ONE CREDIT  
Intensive Study of the intermediate/early advanced literature and performance practices in the works of Schubert, Schumann, and Brahms. Also includes observation of experienced teachers, and the teaching of intermediate level students.
673. PERFORMANCE PRACTICES AND PRACTICUM IN PIANO PEDAGOGY III / TWO CREDITS  
Intensive Study of the intermediate/early advanced literature and performance practices in the works of Chopin, Liszt, Debussy, Ravel and other 20th century composers. Also includes observation of experienced teachers, and the teaching of intermediate level students.
674. PIANO PEDAGOGY JOURNAL CLUB/ TWO CREDITS  
Students will assess and discuss recent important journal articles related to the field of piano pedagogy. Students will develop a workshop presentation based on a current topic.
680. DIRECTED INDEPENDENT STUDY/ ONE TO THREE CREDITS  
Projects of independent study in music approved by the faculty adviser and the Music Curriculum Committee.
695. GRADUATE THESIS /THREE CREDITS  
A scholarly research paper in an area of the student's competence. The thesis topic must be approved by the Music Curriculum Committee.
696. GRADUATE LECTURE/RECITAL / THREE CREDITS  
*Prerequisites: Regular Graduate status, approval of the student's Master's Committee and the Music Curriculum Committee.* Preparation and presentation of a public lecture/recital and supporting thesis based on in-depth independent research of an approved topic.

# DEPARTMENT OF MUSICOLOGY AND COMPOSITION (MHT)

## COURSES OF INSTRUCTION

Enrollment in graduate music courses is open only to music students with Regular Graduate or Special Graduate status. Courses numbered 600 and above are open only to graduate students.

### MUSIC HISTORY (MUH)

#### 411. GRADUATE MUSIC HISTORY REVIEW / ONE CREDIT

A review of undergraduate music history for entering graduate students. Required of graduate students who receive a grade lower than "C-" on the Music History Placement Exam. This course must be passed (with a minimum grade of "C-") before the student can enroll in graduate-level music history courses.

#### 501. BIBLIOGRAPHY / THREE CREDITS

*Prerequisite: Graduate or Honors Program status.* A survey of basic reference materials in the field of music, with an introduction to the techniques of research.

#### 531. MUSIC OF THE ROMANTIC ERA / THREE CREDITS

*Prerequisites: Passing the music history placement test or successfully completing MUH 411 (History Review)* An examination of Western music in the 19th Century.

#### 533. MUSIC OF THE TWENTIETH CENTURY / THREE CREDITS

*Prerequisites: Passing the music history placement test or successfully completing MUH 411 (History Review)* An examination of Western music in the 20th Century.

#### 541. MUSIC OF THE MIDDLE AGES & RENAISSANCE/ THREE CREDITS

*Prerequisites: Passing the music history placement test or successfully completing MUH 411 (History Review).* A topics seminar in Western music to 1600.

#### 543. MUSIC OF THE BAROQUE & CLASSIC ERAS / THREE CREDITS

*Prerequisites: Passing the music history placement test or successfully completing MUH 411 (History Review).* A topics seminar focusing on Western music from 1600 to 1800.

#### 551. SONG LITERATURE /THREE CREDITS

*Prerequisites: Passing the music history placement test or successfully completing MUH 411 (History Review).* A survey of standard art song literature from the Sixteenth Century to the present, with emphasis on both music and poetry.

#### 553. PIANO LITERATURE/THREE CREDITS

*Prerequisites: Passing the music history placement test or successfully completing MUH 411 (History Review).* A survey of the literature for the contemporary pianist.

#### 563. ORCHESTRAL LITERATURE/ THREE CREDITS

*Prerequisites: MUH 211 and MUH 213.* A survey of the literature for large and small orchestras from the Baroque to the present.

#### 571. ORGAN LITERATURE/THREE CREDITS

*Prerequisites: MUH 211 and MUH 212.* A survey of the literature for the instrument.

#### 575. SEMINAR IN MUSICOLOGY/ THREE CREDITS

*Prerequisites: MUH 203 and MUT 203 or permission of the department.* Intensive Seminar experience in special topics.

#### 602. PEDAGOGY OF MUSIC HISTORY/ THREE CREDITS

*Prerequisites: Passing the music history placement test or successfully completing MUH 411 (History Review)*

This course will examine issues and ideas involved with the teaching of music history and music appreciation at the college level.

#### 660. OPERA LITERATURE/THREE CREDITS

*Prerequisites: MUH 211 and MUH 213.* A survey of opera from the Baroque to the present.

661. CHAMBER MUSIC LITERATURE /  
THREE CREDITS

*Prerequisites:* MUH 211 and MUH 213. A survey of the literature for small instrumental ensembles from the Baroque to the present.

675. Seminar in Musicology.

*Prerequisites:* *Passing the music history placement test or successfully completing MUH 411 (History Review).* An interactive seminar experience in a special topic.

680. DIRECTED INDEPENDENT STUDY/  
ONE TO THREE CREDITS

*Prerequisite:* *Approval of the Music Curriculum Committee.* Projects of independent study approved by the **area faculty** and the Music Curriculum Committee.

## MUSIC MEDIA (MMD)

501. ELECTRONIC MUSIC LABORATORY I /  
THREE CREDITS

*Prerequisites:* MUH 213 or the equivalent and the permission of the instructor. Introduction to the electronic music studio with a focus on using it as a composition, improvisation, and arranging tool. Seven hour minimum weekly commitment, involving two classes and use of the laboratory.

502. ELECTRONIC MUSIC PUBLISHING /  
THREE CREDITS

*Prerequisite:* MUH 213 or the equivalent. An in-depth study and application of technical and artistic techniques used for electronic music publishing.

503. ELECTRONIC MUSIC LABORATORY II /  
THREE CREDITS

*Prerequisite:* MMD 501. A continuation of MMD 501.

511. SOUND RECORDING/THREE CREDITS

An introduction to specific technical and artistic elements of current multitrack sound recording equipment and techniques.

532. TECHNOLOGY FOR THE PRIVATE  
STUDIO /ONE CREDIT

*Prerequisite:* MUE 303 for Piano Pedagogy majors. An examination of the ways that current hardware and software can aid and expand the services of the private teaching studio. Topics include computers, related education and business

software, electronic musical instruments, sound systems, physical setup and wiring, electrical considerations, and purchasing strategies.

605. MUSIC SOFTWARE FOR TEACHERS/  
THREE CREDITS

*Prerequisite:* None. An introduction to current software that can be used by public school teachers. Through demonstrations, coaching, consultations, and homework assignments, the student will experience hands-on use of a word processor for professional writing, a spreadsheet for grading and financial records, a database for cataloguing, communications for Internet and World Wide Web use, a combined music notation/sequencing program for composing, arranging, and accompanying, a multimedia program for educational presentations; and marching band charting software. Enrollment will be limited by the available number of workstations.

680. DIRECTED INDEPENDENT STUDY /  
ONE TO THREE CREDITS

*Prerequisite:* *Approval of the Music Curriculum Committee.* Projects of independent study (including additional major composition study) approved by the faculty and the Music Curriculum Committee.

## MUSIC THEORY AND COMPOSITION (MUT)

472. GRADUATE MUSIC THEORY REVIEW/  
ONE CREDIT

*Prerequisites:* *Graduate Music Theory Placement Exam.* A review of undergraduate music theory for entering graduate students.

533. COUNTERPOINT / THREE CREDITS

*Prerequisites:* *Passing the music theory placement test or successfully completing MUH 472.* Analysis, listening, and writing short exercises. Includes musical styles from 1450 to the present.

542. ORCHESTRATION / THREE CREDITS

*Prerequisites:* MUT 203 and MUH 213. Scoring for instrumental ensembles and full orchestra; score analysis.

543. ADVANCED HARMONY & TWENTIETH-  
CENTURY IDIOMS / THREE CREDITS

*Prerequisites:* MUT 203 and MUH 213. A study of compositional techniques in Western concert

and popular music from the late Nineteenth Century to the present. Analysis supported by listening, theory, and small compositions.

553. ADVANCED ANALYSIS /  
THREE CREDITS

*Prerequisites: Passing the music theory placement test or successfully completing MUH 472.* Analysis of musical forms, harmonic procedures, and tonal organization from 1300 to the present

680. DIRECTED INDEPENDENT STUDY /  
ONE TO THREE CREDITS

*Prerequisite: Approval of the Music Curriculum Committee.* Projects of independent study approved by the faculty and the Music Curriculum Committee.

681. GRADUATE COMPOSITION/  
ONE TO THREE CREDITS

*Prerequisites: Passing the graduate music theory placement exam or permission of the instructor.* This course provides creative work for the student who is not majoring in composition on a level that is suitable for graduate credit.

# THE BOARD OF TRUSTEES

Susan “Susu” Phifer Johnson (2002), *Chairman*  
Spartanburg, South Carolina

William M. Webster IV (1998), *Vice Chairman*  
Spartanburg, South Carolina

John Barber (2003), *Treasurer*  
Spartanburg, South Carolina

Marsha Gibbs (1999), *Secretary*  
Spartanburg, South Carolina

William Barnet III (1988)  
Spartanburg, South Carolina

Mary Rainey Belser ’69 (1995)  
Columbia, South Carolina

Elizabeth White Calvert ’84 (2004)  
Atlanta, Georgia

William Campbell III (2004)  
Washington, D. C.

Robert H. Chapman III (2002)  
Spartanburg, South Carolina

Dexter Cleveland (2005)  
Spartanburg, South Carolina

Gay Simmons Colyer ’73 (2000)  
Atlanta, Georgia

Mary Helen Garrison Dalton ’46 (1977)  
Atlanta, Georgia

Jack S. Folline (2001)  
Columbia, South Carolina

Caleb Fort (2005)  
Spartanburg, South Carolina

Gillian White Goodrich ’68 (2000)  
Birmingham, Alabama

Thomas E. Hannah (1994)  
Spartanburg, South Carolina

Phyllis Perrin Harris ’82 (2002)  
Vienna, Virginia

Kenneth B. Howard (2001)  
Cary, North Carolina

The Honorable Deadra L. Jefferson ’85 (2002)  
Charleston, South Carolina

Rose Montgomery Johnston (2004)  
Memphis, Tennessee

Kristin Nielsen Koepfgen ’77 (2004)  
Winnetka, Illinois

William Lowndes III (2001)  
Spartanburg, South Carolina

Margaret Campbell MacDonald ’59 (1997)  
Charleston, South Carolina

Beatrice Smith Maybank ’66 (2004)  
Rocky Face, Georgia

Jane Spratt McColl ’60 (2000)  
Charlotte, North Carolina

Betty James Montgomery ’72 (1997)  
Campobello, South Carolina

Marian McGowan Nisbet ’62 (1996)  
Charlotte, North Carolina

Patricia O’Herron Norman ’69 (1994)  
Charlotte, North Carolina

Barbara B. Orr (2003)  
Spartanburg, South Carolina

Charlotte Smith Purrington ’69 (2004)  
Raleigh, North Carolina

Virginia Preston Self ’68 (1994)  
Greenwood, South Carolina

Jane Boatwright Schwab ’77 (2001)  
Charlotte, North Carolina

Agnes Binder Weisiger ’63 (1996)  
Charlotte, North Carolina

K. E. Woodward (1997)  
Spartanburg, South Carolina

(year elected to Board)

### **EX-OFFICIO TRUSTEES**

Betsy A. Fleming, *President, Converse College*  
Spartanburg, South Carolina

Sandra Sherard Bethea '67 (2004), *President,*  
*Alumnae Association*  
Columbia, South Carolina

Carroll Sibley Clancy '71 (2004), *Past President,*  
*Converse College Alumnae Association*  
Raleigh, North Carolina

Jim and Lisa Mayes (2004), *Co-Chairs, Parents*  
*Advisory Council*  
Mayesville, South Carolina

Madelyn Young (2004), *Faculty Senate President*  
Moore, South Carolina

Molly Stoehr '06 (2005), *SGA President*  
Moore, South Carolina

### **LIFE TRUSTEES**

W. D. Bain, Jr. (1969, 1993)  
Spartanburg, South Carolina

Julia Jones Daniels '53 (1994, 2002)  
Raleigh, North Carolina

Lucy Simpson Kuhne '66 (1979, 2000)  
Greenville, South Carolina

Broadus R. Littlejohn, Jr. (1965, 1993)  
Spartanburg, South Carolina

Carlos D. Moseley (1981, 1998)  
Spartanburg, South Carolina

Kurt Zimmerli (1983, 2004)  
Spartanburg, South Carolina

(year elected to Board/year elected Life Trustee)

### **COMMITTEES OF THE TRUSTEES**

Executive Committee  
Academic Affairs Committee  
Audit Committee  
Business and Finance Committee  
Committee on Trustees  
Development Committee  
Enrollment Committee  
Student Affairs Committee

### **THE PRESIDENTS OF CONVERSE COLLEGE**

\*Benjamin F. Wilson  
(1890–1902)  
\*Robert Paine Pell  
(1902–1932)  
\*Edward Moseley Gwathmey  
(1933–1955)  
\*Oliver Cromwell Carmichael, Jr.  
(1956–1960)  
Robert T. Coleman, Jr.  
(1961–1989)  
Ellen Wood Hall  
(1989–1993)  
Sandra C. Thomas  
(1994–1998)  
Nancy Oliver Gray  
(1999–2004)  
Betsy A. Fleming  
(2005- )

\*Deceased

# THE COLLEGE OF ARTS AND SCIENCES GRADUATE FACULTY

Members of the faculty are listed alphabetically within present rank with the date in parentheses indicating time of original appointment. A second date indicates time of promotion to present rank.

## **Betsy A. Fleming**

*president*

A.B., Harvard University;  
M.A., Royal College of Arts;  
M.A., M.Phil., Yale University. (2005)

## **Thomas R. McDaniel**

*senior vice president and acting dean of graduate studies*

B.A., Hampden-Sydney College;  
M.A.T., M.L.A., Ph.D., The Johns Hopkins University.  
(1971, 1980)

## **Thomas M. Faulkenberry**

*associate dean of graduate studies*

B.S., Erskine College;  
M.Ed., Francis Marion University;  
Ed.S., Winthrop College;  
Ph.D., University of South Carolina. (2005)

# THE COLLEGE OF ARTS AND SCIENCES

## **EMERITI**

### **Robert T. Coleman, Jr.**

*president emeritus*

B.B.A., University of Texas;  
M.B.A., Harvard University;  
C.P.A., L.L.D., Clemson University. (1959, 1989)

### **Charles D. Ashmore**

*dean emeritus and professor emeritus of English*

A.B., Harvard University;  
M.A., George Washington University;  
Ph.D., Emory University. (1958, 1982)

### **John A. Byars**

*Charles A. Dana professor emeritus of English*

A.B., Furman University;  
M.A., Ph.D., University of North Carolina at  
Chapel Hill. (1965, 1994)

### **Anita P. Davis**

*Charles A. Dana professor emerita of education*

B.S., M.A., Appalachian State University;  
Ed.D. Duke University. (1969, 1983)

### **Phillip E. Highsmith**

*Charles A. Dana professor emeritus of physics*

B.S., East Tennessee State University;  
M.Ed., University of Virginia;  
Ph.D., Ohio State University. (1966, 1991)

### **William J. Kimball**

*professor emeritus of English*

B.S., Rutgers University;  
M.S., Middlebury College;  
Ph.D., Pennsylvania State University. (1965, 1987)

### **Melba L. Long**

*professor emerita of art*

A.B., Meredith College;  
M.R.E., Southwestern Theological Seminary;  
M.F.A., University of Pennsylvania and the  
Pennsylvania Academy of Fine Arts. (1960, 1989)

### **Martha T. Lovett**

*dean emerita of graduate studies and special programs  
and associate professor emerita of education*

B.A., James Madison University;  
M.A., Cleveland State University;  
Ph.D., Bowling Green State University. (1986, 2002)

### **Nathaniel F. Magruder**

*associate professor emeritus of history*

A.B., M.A., Ph.D., University of North Carolina at  
Chapel Hill. (1962, 1994)

### **John P. Martin, Jr.**

*associate professor emeritus of special education*

A.B., M.A., Ed.D., University of Alabama.  
(1972, 1978)

### **Spencer R. Mathews, Jr.**

*associate professor emeritus of psychology*

B.A., M.A., Ph.D., University of Virginia.  
(1967, 1973)

### **Robert E. Muzzy**

*professor emeritus of sociology*

B.A., University of Washington;  
M.A., Ph.D., Stanford University. (1971, 2003)

**Robert W. Powell, Jr.**

*professor emeritus of biology*  
B.S., Memphis State University;  
M.S., University of Houston;  
Ph.D., Duke University. (1963, 1974)

**Alfred O. Schmitz**

*professor emeritus of philosophy*  
B.A., Rutgers University;  
Ph.D., University of North Carolina at Chapel Hill.  
(1961, 1989)

**Rosa Shand**

*Larrabee professor emerita of English*  
B.A., Randolph-Macon Woman's College;  
M.A., Ph.D., University of Texas. (1985, 1990)

**John W. Stevenson**

*Charles A. Dana professor emeritus of English*  
A.B., Wofford College; M.A.,  
Ph.D., Vanderbilt University. (1962, 1983)

**Malinda Maxfield Tulloh**

*Leland L. and Nell B. Larrabee professor emerita  
of English*  
B.A., Ph.D., Vanderbilt University. (1976, 1983)

**Jeffrey Willis**

*Andrew Helmus distinguished professor emeritus  
of history*  
B.A., Furman University;  
M.A., Ph.D., University of Virginia. (1967, 1980)

## PROFESSORS

**Mayo Mac Boggs**

*professor of art*  
B.A., University of Kentucky;  
M.F.A., University of North Carolina at Chapel Hill.  
(1970, 1994)

**Karen Carmean**

*Charles A. Dana professor of English*  
B.A., M.A., North Texas State University;  
Ph.D., Auburn University. (1983, 1997)

**Joe P. Dunn**

*Charles A. Dana professor of history & politics*  
B.S., Southeast Missouri State University;  
M.A., Ph.D., University of Missouri—Columbia.  
(1976, 1988)

**Jerry J. Howe**

*Charles A. Dana professor of chemistry*  
B.S., Ohio University;  
Ph.D., Michigan State University. (1972, 1986)

**Thomas R. McDaniel**

*professor of education*  
B.A., Hampden-Sydney College;  
M.A.T., M.L.A., Ph.D., The Johns Hopkins  
University. (1971, 1980)

**John M. Theilmann**

*professor of history and politics*  
B.A., University of Missouri, Rolla;  
M.P.A., Ph.D., University of Georgia. (1985, 2001)

## ASSOCIATE PROFESSORS

**William M. Baker**

*associate professor of psychology*  
B.A., Oberlin College;  
Ph.D., Duke University. (1967, 1978)

**Ansley H. Boggs**

*associate professor of special education and  
director of special education*  
B.A., Converse College;  
M.Ed., University of North Carolina at Chapel Hill;  
Ed.D., University of South Carolina. (1980, 1993)

**Nancy S. Breard**

*associate professor of education and director of  
gifted education*  
B.A., Newcomb College;  
M.Ed., Northeast Louisiana University;  
Ed.D., University of Georgia. (1989, 2004)

**Laura Feitzinger Brown**

*associate professor of English*  
B.A., Williams College;  
M.A., University of Virginia;  
Ph.D., University of North Carolina-Chapel Hill.  
(1997, 2003)

**David W. Cheser**

*associate professor of education*  
B.S., Campbellsville College;  
M.A., Georgetown College;  
Ed.S., Eastern Kentucky University;  
Ph.D., George Peabody College. (1979, 1985)

**Woodrow W. Hughes, Jr.**

*associate professor of economics*  
B.A., Furman University;  
M.A., Clemson University;  
Ph.D., University of South Carolina. (1986, 1995)

**James A. Hymas**

*associate professor of mathematics*  
B.S., M.S., D.A., Idaho State University. (1978, 1984)

**Sharon E. Lambert**

*associate professor of chemistry*  
A.B., Randolph-Macon Woman's College;  
Ph.D., University of Massachusetts—Mount Holyoke  
College. (1973, 1980)

**Janet R. LeFrancois**

*associate professor of psychology*  
B.A., Converse College;  
M.A., Ph.D., West Virginia University (1985, 1991)

**Monica McCoy**

*associate professor of psychology*  
B.A., Grove City College;  
M.S., Villanova University;  
Ph.D., University of Wyoming. (1997, 2003)

**Grace Elena Méndez**

*associate professor of physics*  
B.S., State University of New York;  
M.A., Ph.D., Duke University. (1991, 1997)

**Charles H. Morgan**

*associate professor of English*  
A.B., Princeton University;  
M.A., Tulane University. (1967, 1978)

**Richard D. Mulkey**

*associate professor of English*  
B.A., Bluefield College;  
M.S., Radford University;  
M.S.A., Wichita State University (1995, 2000)

**Joseph I. Pitts**

*associate professor of education*  
A.B., Piedmont College;  
M.Ed., Clemson University;  
Ph.D., University of South Carolina. (2005)

**Jeffrey J. Poelvoorde**

*associate professor of politics*  
B.A., M.A., Northern Illinois University;  
Ph.D., University of Virginia. (1986, 1992)

**Teresa Prater**

*associate professor of art*  
B.F.A., University of Tennessee;  
M.A., M.F.A., University of New Mexico. (1990, 2005)

**Anthony S. Scavillo**

*associate professor of modern languages*  
B.A., LaSalle College;  
M.A., Catholic University of America;  
Doctorat de Troisième Cycle, Université de Strasbourg  
France. (1979, 1986)

**Katharine Stephens Slemenda**

*associate professor of deaf education*  
B.S., Auburn University;  
M.S., University of North Carolina at Greensboro.  
(1967, 1980)

**Melissa Walker**

*associate professor of history*  
B.A., Maryville College,  
M.A., Providence College;  
Ph.D., Clark University. (1996, 2002)

**Madelyn V. Young**

*associate professor of economics*  
A.B., Indiana University;  
M.A., University of Notre Dame;  
Ph.D., Georgia State University. (1991, 1996)

**David C. Zacharias**

*associate professor of art*  
B.F.A., M.F.A., University of South Carolina.  
(1990, 2001)

**ASSISTANT PROFESSORS**

**Thomas M. Faulkenberry**

*assistant professor of education*  
B.S., Erskine College;  
M.Ed., Francis Marion University  
Ed.S., Winthrop College  
Ph.D., University of South Carolina (2005)

**Douglas P. Jensen**

*assistant professor of biology*  
B.S., University of Michigan  
Ph.D., University of North Carolina at Chapel Hill  
(1999)

**Kelly Harrison Maquire**

*assistant professor of education*  
B.A., M.Ed., Converse College;  
Ph.D., Clemson University. (2000, 2003)

**Anita R. Rose**

*assistant professor of English*  
B.A., Concord College;  
M.Ed., North Carolina State University;  
M.A., Western Carolina University;  
Ph.D., University of North Carolina-Greensboro (2001)

**Susan Tekulve**

*assistant professor of English*  
B.A., Miami University;  
M.F.A., Wichita State University. (1999)

**INSTRUCTORS**

**Ed E. Gosnell**

*instructor in education and director of clinical experiences*  
B.A., M.A., East Tennessee State University. (1991)

**Terrell Seawell Tracy**

*instructor in education (part-time) and director of secondary education*  
B.A., University of North Carolina;  
M.A., Boston University. (2005)

**GRADUATE STUDIES STAFF**

**Thomas R. McDaniel**, B.A., M.A.T., M.L.A., Ph.D.  
*Senior Vice President and Acting Dean of Graduate Studies*

**Thomas Faulkenberry**

*Associate Dean of Graduate Studies*

**Nancy Breard**, B.A., M.Ed., Ed.D.

*Director of Gifted Education*

**Pamela G. Clark**, B.A., Ed.S., Ph.D.

*Director, Marriage and Family Therapy Program*

**Martha T. Lovett**, B.A., M.A., Ph.D.

*Associate Professor of Education Emerita*

**James R. Rentz**, B.A., M.Div., Th.M., D. Min.

*Director, Clinical Marriage and Family Therapy Education*

**Juanita Pesaro**

*Administrative Assistant, Graduate Studies*

**Jill Feist**

*Secretary, Graduate Studies*

**Carlyne Puckett**

*Data Entry and Clerical Assistant (part-time), Graduate Studies*

# THE PETRIE SCHOOL OF MUSIC GRADUATE FACULTY

## EMERITI FACULTY

**Lera Borden Stalnaker**, *associate professor emerita of piano*

A.A., Lamar Tech.;  
B.M., M.M., Converse College;  
Additional studies, Agnes Scott College, North Texas State University, Winthrop College. (1967, 1997)

**Perry C. Daniels**, *professor emeritus of voice*

B.S., Davidson College;  
M.M., D.M.A. The University of Michigan. (1965, 1994)

**Virginia McCall Gore**, *associate professor emerita of piano and music education*

B.M., M.M., Converse College;  
Ed.D. University of Georgia. (1955, 1992)

**Irene Rosenberg Grau**, *professor emerita of piano pedagogy*

Undergraduate studies at The Juilliard School and Mannes School;  
M.A., University of Chicago;  
Ph.D., Michigan State University. (1983, 1993)

**Donald G. Henderson**, *Mary Reynolds Babcock professor emeritus of musicology and woodwinds*

B.M.E., Indiana University;  
M.A., Western State College of Colorado, Gunnison; Ph.D., The University of Michigan; Fullbright Fellowship, State Academy of Music and Dramatic Art and the University of Vienna. (1962, 1994)  
(only one l in Fulbright)

**Henry Janiec**, *dean emeritus; Daniel professor of conducting; director, Brevard Music Center*

B.M.E, M.M.E., Oberlin College; L.H.D., Wofford College. (1952, 1995)

**Alia Ross Lawson**, *Mary Reynolds Babcock professor emerita of music education*

B.M., Greensboro College;  
M.A., Columbia University; Columbia University Music Education Seminar abroad;  
L.H.D., Greensboro College, Honorary Doctorate from Converse. (1943, 1977)

**John T. MacLean**, *Daniel professor emeritus of music theory, composition, and strings*

B.A., Drew University; M.A., M.M., Florida State University; D.M., Indiana University; additional studies at Columbia University, California Institute of the Arts. (1975, 1991)

**Ross A. Magoulas**, *associate professor emeritus of voice and opera*

B.M., Converse College;  
M.M., Florida State University. (1982, 1992)

**Roger A. McDuffie, Jr.**, *professor emeritus of brass instruments, music theory, and composition*

B.A., M.M., University of North Carolina;  
D.M., Florida State University. (1961, 1993)

**Jane Frazier Rolandi**, *Mary Reynolds Babcock professor emerita of voice*

B.M., Salem College;  
Studies in voice with Bair, Vera; repertoire with Cimara, Terni, Bambosheck; lessons in scena with Yanapolous, Baccaloni, Defrere. (1964, 1989)

**Eleanor Stanley White**, *associate professor emerita of piano*

B.M., Furman University;  
Pedagogy, University of North Carolina, Diller-Quale School, Columbia University, The Juilliard School. Studies in piano with Keeney, McClanahan, Kerr. (1946, 1995)

## PROFESSORS

**Beverly Reed Hay**, *Daniel professor of voice*

B.A., M.M., University of South Carolina; D.M., Indiana University. (1997)

**Douglas Alan Weeks**, *Mary Reynolds Babcock professor of piano*

B.M., Illinois State University;  
M.M., Indiana University; License de Concert, Ecole Normale de Musique, Paris;  
D.M., Florida State University. (1982, 1996)

## ASSOCIATE PROFESSORS

**S. David Berry**, *associate professor of music theory and music history*

B.M., University of Maryland;  
M.M., Converse College;  
DMA University of South Carolina. (1986, 1999, 2002)

**Ronald Paul Boudreaux**, *associate professor of voice and director of opera*

B.A., Indiana University; M.A., University of Southern California, Santa Barbara; D.M.A., University of Southern California. (2000)

**Patricia Solesbee Foy**, *associate professor of music education*

B.M., Converse College;  
M.M.E., Ph.D., University of South Carolina. (1990, 1995)

**Keith W. Jones**, *assistant professor of voice*

B.M., Furman University,  
M.C.M., Southern Baptist Theological Seminary;  
D.M., Indiana University. (1999)

**Susan Lynn Lyle**, *associate professor of voice/ director of choral activities*

B.A., Kalamazoo College;  
M.M., Peabody Conservatory of Music;  
D.M.A., University of Oregon. (1997)

Dr. Siegwart Reichwald, *Associate Professor of Music History*

BM University of South Carolina,  
MM, PhD Florida State University

**Malcolm Scott Robbins**, *associate professor of music theory and composition*

B.M., Wake Forest University;  
M.A., Duke University;  
D.M., Florida State University. (1998)

**Melanie Foster Taylor**, *associate professor of piano pedagogy*

B.M., Oberlin Conservatory of Music;  
M.A., Marshall University;  
D.M., Indiana University. (1997)

**John Ryan Turnbull**, *associate professor of organ*

B.M., M.M., University of Oklahoma;  
Artist Diploma, D.M.A., Eastman School of Music. (1978, 1984)

**Elizabeth York**, Associate Professor of Music Therapy (Dept. of Music Ed. and Pedagogy)  
BM, Music Therapy University of Georgia, MM,  
Music Therapy University of Miami  
PhD in Music Education, University of Miami

## ASSISTANT PROFESSORS

**Sarah Johnson**, *assistant professor of violin*  
B.M. Curtis Institute

**Kenneth R. Law, Jr.**, *assistant professor of violoncello*

B.M., Eastman School of Music;  
M.M., Cleveland Institute of Music;  
Graduate Performance Diploma, Peabody Conservatory. (1996, 2000)

**Colleen Richardson**, *Assistant Professor of Music Education and Director of Wind Ensemble (Dept. of Music Ed. and Ped.)*

B.M. Brandon University,  
M.M. University of Calgary, DMA University of Cincinnati

**Christopher Vaneman**, *assistant professor of flute and musicology*

B.M., Eastman School of Music;  
M.M., D.M.A., Yale School of Music. (2001)

**Kelly McElrath Vaneman**, *assistant professor of oboe and music theory/history*

B.M., Baylor University;  
M.M., M.M.A., D.M.A., Yale University;  
Certificate of Performance, Koninklijk Konservatorium, Brussel. (1997, 2001)

## LECTURERS

**Valerie MacPhail**, *lecturer in voice*

B.A., College of William and Mary;  
M.M., Florida State  
University; additional study, University of Illinois;  
DMA University of South Carolina.. (1994)

**Paula Sigler Morgan**, *lecturer in piano pedagogy and director of the Pre-College Program*

B.M., M.M., Converse College. (1993)

**Mildred Ann Ragis Roche**, *lecturer in accompanying*

B.M., Converse College;  
M.M., Boston University. (1988)

## ASSOCIATE FACULTY

### **Martin Aigner**, *recording*

Music Engineering Diploma, Academy of Music,  
Vienna, Music Pedagogy, Academy of Music,  
Salzburg

### **Ian Bracchitta**, *double bass*

B.M., University of Massachusetts at Amherst;  
Jazz Studies at Berklee College of Music. (1999)

### **James Buckland**, *guitar*

BM, University of Toronto,  
MM University of Akron, DMA, University of  
South Carolina

### **Sonja Copenbarger**, *bassoon*

B.M., University of Victoria;  
M.M., New England Conservatory; Studies with  
Reed, Walt, Eifert, Formacek, Kelley. (1996)

### **Joyce Fankhauser**, *harp*

B.A., University of Washington;  
M.M., Cleveland Institute of Music. (1996)

### **Karen F. Hill**, *clarinet*

B.M., Northwest University;  
M.M., University of Michigan (1999)

### **Joseph H. Hopkins**, *associate professor of voice*

*Move to the professor category*  
B.M., Shorter College;  
M.M., Baylor University;  
D.M.A., Indiana University. (2003)

### **Jeff Kuntz**, *low brass*

B.A., Furman University;  
B.M., Georgia State University;  
M.M Ed., University of Mississippi

### **Jens Larson**, *trumpet*

B.M.; Old dominion University;  
M.M.; Rice

### **John Ravnan** - *Strings*

B.M.; Eastman School of Music;  
M.M.;Peabody

### **Adena Shoemake McDaniel**, *percussion*

B.M.; Georgia State University;  
M.M. Ed; University of Southern Mississippi

### **Mary Ada Poole**, *music education*

B.M. Converse;  
M.M.Ed., Converse;  
Additional graduate work at Wofford and  
University of Wisconsin

### **Ericka Tyner**, *horn*

B.A., Converse College;  
M.M., University of Alabama

## PETRIE SCHOOL OF MUSIC STAFF

### **Joseph H. Hopkins**, B.M., M.M., D.M.A.

*Dean*

### **Malcolm Scott Robbins**, *assistant professor of music theory and composition*

B.M., Wake Forest University;  
M.A., Duke University;  
D.M., Florida State University. (1998)  
*Assistant Dean (2005)*

### **Vacant**

*Assistant Director of Admissions, Petrie School of  
Music*

### **Kathryn S. Holt**, B.A., MEd. Ed.S.

*Administrative Assistant*

### **Sarah G. Spigner**, B.A.

*Business Manager*

### **Paula S. Morgan**, B.A., M.M.

*Director, Pre-College Program*

### **Sharalyn Hicks**

*Associate Director of Pre-College*

### **Cathy Siarris**, B.M.

*Director of Pre-College Summer Programs*

### **Frankie Humphries**

*Administrative Assistant, Pre-College Program*

# INDEX

<b>Introduction to Graduate Programs</b> .....	<b>5</b>
<b>Policies and Regulations</b> .....	<b>6-11</b>
Accommodations for the Disabled .....	7-9
Audit .....	10
Calendar .....	10
Cost .....	6
Financial Assistance .....	6
Graduate Grading Scale .....	10
Honor Policy .....	9
Campus Safety Services .....	7
Registration for Classes .....	9
Removal Policy .....	9
<b>Master of Arts in Teaching</b> .....	<b>5, 12-24</b>
Admission .....	13
Degree Requirements .....	13
Introduction to Initial Certification Programs .....	14
Student Teaching .....	16
Certification .....	18
<b>Initial Certification Programs</b> .....	<b>19-24</b>
Early Childhood .....	24-19
Elementary .....	20
Special Education: Mental Disabilities .....	20
Special Education: Learning Disabilities .....	21
<b>Secondary Program</b> .....	<b>21-24</b>
Biology .....	22
Chemistry .....	22
English .....	23
Mathematics .....	23
Social Studies .....	24
<b>Master of Education for Certified Teachers</b> .....	<b>5, 25-31</b>
Admission .....	26
Degree Requirements .....	27
<b>Programs of Study</b> .....	<b>27-31</b>
<b>Secondary Education—TRACK A</b> .....	<b>27-29</b>
English .....	27
Mathematics .....	28
Natural Sciences .....	28-29
Social Studies .....	29
<b>Special Education—TRACK B</b> .....	<b>30</b>
<b>Elementary Education—TRACK C</b> .....	<b>30</b>
<b>Gifted Education—TRACK D</b> .....	<b>31</b>
<b>Art Education—TRACK E</b> .....	<b>31</b>
<b>Master of Liberal Arts</b> .....	<b>5, 32-34</b>
Admission .....	33
Degree Requirements .....	33-34
<b>Educational Specialist Degree in Administration and Supervision</b> for Certified Administrators .....	<b>5, 35-38</b>
Admission .....	36
Degree Requirements .....	36-37

<b>Educational Specialist Degree in Curriculum and Instruction</b>	
<b>for Certified Teachers and Administrators</b> .....	<b>5, 38</b>
Admission .....	38
<b>Minority Teacher Education Visiting Instructor-in-Residence Program</b> .....	<b>39</b>
<b>Educational Specialist Degree in Marriage and Family Therapy</b> .....	<b>5, 39-41</b>
Admission .....	39-40
<b>Program of Study</b> .....	<b>40-41</b>
<b>Courses of Instruction</b> .....	<b>42-73</b>
<b>Master of Music</b> .....	<b>74-86</b>
Admission .....	74
Application Request .....	74
Assistantships .....	75
Entrance Examinations .....	75
Graduation Requirements .....	76-77
Language Requirements .....	75
Special Graduate Status .....	75
<b>Programs of Study</b> .....	<b>78-86</b>
Department of History, Theory, and Composition .....	84-86
Department of Music Education and Pedagogy .....	80-84
Department of Performance .....	78-79
Index .....	96-97
Campus Map .....	98-99





**CONVERSE**  
COLLEGE  
MAP LEGEND

1. Wilson Hall
  - Administration
  - Admissions
  - Gee Dining Room
  - Hazel B. Abbott Theatre
  - Laird Studio Theatre
2. Pell Residence Hall
3. Campus Safety/Information
4. Dexter Residence Hall
5. Mickel Library
  - Academic Success Center
  - Media Services
  - Writing Center
6. Carmichael Hall
  - Registrar
  - Hartness Auditorium
7. Ezell Building
  - Graduate Education
  - Converse II
  - Continuing Education
8. Kuhn Science Hall
9. Faculty/Staff Parking
10. Facilities Management
11. Student Parking
12. Montgomery Parking Lot
13. Montgomery Student Activities Building
  - Campus Bookstore
  - Pool
  - Dance Studio
  - Sneakers
- Campus Post Office
- Campus Life
- Career Services
14. Phifer Science Hall
15. Amphitheatre
16. Blackman Music Building
  - Daniel Recital Hall
17. Milliken Fine Arts Building
  - Milliken Art Gallery
18. Belk Parking Lot
19. Sally Abney Rose Physical Activity Complex and The Weisiger Center
20. Belk Residence Hall
21. Cudd Residence Hall
22. Williams Residence Hall
23. Andrews Residence Hall
  - Wellness Center
24. Morris Residence Hall
25. Food Service/Twichell Delivery
26. Twichell Parking Lot
27. Fairview Parking Lot
28. Carnegie Building
  - Business Office
  - Financial Assistance Office
  - Human Resources
  - Information Technology Services
29. Lawson Pre-College of Music and Dance
30. Twichell Auditorium
31. Cleveland Hall/Alumnae House