



# CONVERSE

UNDERGRADUATE CATALOG  
— 2017-2018 —

# Converse College

## Undergraduate Catalog

### 2017-2018

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



Signature of Authorized Official

Name: Krista Newkirk J.D.

Title: President

*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.*

#### VISITORS

Converse College welcomes visitors. Administrative offices in Wilson Hall, Carmichael Hall, Blackman Music Hall, and the Carnegie Building are open from 8:30 am to 5:00 pm Monday through Friday. (Summer hours: 8:00 am – 5:00 pm; College closes at 1:00 pm on Fridays.) Those who wish an interview with members of the staff are urged to make appointments in advance of their visit. Telephone **864.596.9000**.





# Table of Contents

Converse College Calendar .....	1-2
The Founder's Ideal .....	3
The College .....	4-7
Admissions .....	8-9
Fees and Financial Assistance.....	10-22
Academic Life.....	23-28
Academic Regulations .....	29-40
Policies and Procedures on Disabilities.....	41-42
General Education Program .....	43-44
School of Humanities, Sciences and Education .....	45-132
Department of Biology, Chemistry & Physics.....	45-56
Department of Economics, Accounting & Business .....	57-70
Department of Education .....	71-86
Department of English.....	87-93
Department of History & Politics .....	94-101
Department of Languages, Cultures & Literatures .....	102-109
Department of Mathematics & Computer Science .....	110-117
Department of Psychology.....	118-123
Department of Religion & Philosophy .....	124-132
<b>The School of the Arts .....</b>	<b>133-181</b>
Department of Art & Design.....	133-150
Department of Theatre & Dance.....	151-157
Petrie School of Music .....	158-181
<b>Nisbet Honors Program.....</b>	<b>182-183</b>
<b>Non-Departmental Courses.....</b>	<b>184-186</b>
<b>Interdisciplinary Minors .....</b>	<b>187-188</b>
<b>Career and Pre-Professional Programs .....</b>	<b>188-195</b>
<b>The Register .....</b>	<b>196-201</b>
The Board of Trustees .....	196
President's Cabinet.....	197
General Administration .....	198-201
The Faculty .....	202-207
<b>The Alumnae Association.....</b>	<b>208</b>
<b>Campus Map.....</b>	<b>209-210</b>
<b>Index .....</b>	<b>211-214</b>



# CONVERSE COLLEGE CALENDAR 2017-2018

## FALL TERM, 2017

All classes begin	Mon., August 28
Day classes begin at 9:00 am	Mon., August 28
Evening classes begin at 5:45 pm	Mon., August 28
Registration for students who did not register early	Mon., August 28
Late registration - \$50 will be charged	Tues., August 29
Drop/Add, no fee	Tues.-Thurs., August 29-31
Drop/Add fee begins-\$20 per change	Fri., September 1
Last day to add a course	Fri., September 1
Last day to receive 100% refund	Fri., September 1
Last day to receive 80% refund	Fri., September 8
Last day to receive 30% refund	Fri., September 15
Formal Opening Convocation	Fri., September 22
Mid-term grading ends	Fri., October 13
Fall Break holidays begin at the end of classes on Friday	Mon.-Tues., October 16-17
Fall Break holidays end at first class period, 9:00 am	Wed., October 18
Advisement for Jan and Spring '18 Terms	October 23-November 17
Last day to withdraw from a class	Fri., November 16
Thanksgiving Holidays begin at end of classes on Tuesday	Wed.-Sun., November 22-24
Thanksgiving Holidays end at first period class, 9:00 am	Mon., November 27
Last day for seniors to apply for May '18 graduation	Thurs., December 7
Fall Term classes end	Thurs., December 7
Reading Days	Fri.-Sun., December 8-10
Fall Term examinations	Mon.-Thurs., December 11-14
Christmas Holidays begin at end of examinations	Thurs., December 14

## JAN TERM, 2018

All classes begin	Wed., January 3
Day classes begin at 9:00 am	Wed., January 3
Evening classes begin at 5:45 pm	Wed., January 3
Last day to receive 100% refund	Wed., January 3
Registration for students who did not register early	Wed., January 3
Late registration - \$50 will be charged	Wed., January 4
Drop/Add, no fee	Thurs., January 4
Last day to receive 80% refund	Fri., January 5
Drop/Add, fee, \$20 per change begins	Fri., January 5
Last day to add classes	Mon., January 8
Last day to receive 30% refund	Mon., January 8
Last day to withdraw from a class	Wed., January 24
Jan Term classes end	Wed., January 31
Academic Break	February 1-2

# CONVERSE COLLEGE CALENDAR 2017-2018

## SPRING TERM, 2018

All classes begin	Mon., February 5
Day classes begin at 9:00 am	Mon., February 5
Evening classes begin at 5:45 pm	Mon., February 5
Registration for students who did not register early	Mon., February 5
Late registration - \$50 will be charged	Tues., February 6
Drop/Add, no fee	Tues.-Thurs., February 6-8
Drop/Add fee, \$20 per change begins	Fri., February 9
Last day to add classes	Fri., February 9
Last day to receive 100% refund	Fri., February 9
Last Day to receive 80% refund	Fri., February 16
Last day to receive 30% refund	Fri., February 23
Mid-term grading period ends	Fri., March 16
Spring Break	Mon.-Fri., April 2-6
Spring Break Holidays end at first period class, 9:00 am	Mon., April 9
Advisement for Summer and Fall Terms '18	April 16- May 4
Last day to withdraw from a class with a W grade	Thurs., April 26
Founder's Day	Fri., April 20
May Day/Awards & Scholarship Day	Sat., May 5
Spring Term classes end	Thurs., May 10
Reading Days	Fri.-Sun., May 11-13
Spring Term examinations	Mon.-Thurs., May 14-17
Final Grades for graduating Seniors	Thurs., May 17
<b>Commencement Weekend</b>	
Baccalaureate 5:00 pm, Twichell Auditorium	Fri., May 18
Hat's Off Party, 6:00 pm	Fri., May 18
Commencement Exercises, 9:30 am, Twichell Auditorium	Sat., May 19

## THE FOUNDER'S IDEAL

*“It is my conviction that the well-being of any country depends much upon the culture of her women, and 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 desire 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; and that they may learn to love God and humanity, and be faithful to truth and duty, so that their influence may be characterized by purity and power.*

*“It is also my desire and hope that Converse College be always truly religious, but never denominational. I believe that religion is essential to all that is purest and best in life, here and hereafter. I wish the College to be really, but liberally and tolerantly, Christian; for I believe that the revelation of God in Christ is for salvation; and I commend and commit the College to the love and guidance of God, and to the care, sympathy, and fidelity of my fellowmen.”*

**—Dexter Edgar Convers**



# THE COLLEGE

## MISSION

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.

## THE EDUCATION OF WOMEN

Converse College believes that one of the best ways to help women realize their potential for constructive and creative living is to bring them together in small groups in which their special educational needs and expectations can receive the attention of the entire College. By emphasizing the intellectual and personal growth of each individual student, Converse seeks to prepare women for informed and responsible decision-making, reasoned and humane action, and significant and influential achievement. This goal for Converse women was first expressed by Dexter Edgar Converse, one of the founders of the College. He asked that the "instruction and influence of Converse College" enable the students "to see clearly, decide wisely, and to act justly" and that their education help them to "learn to love God and humanity, and be faithful to truth and duty, so that their influence may be characterized by purity and power."

## THE FOUNDING OF THE COLLEGE

Converse College had its beginning on March 22, 1889, when thirteen of Spartanburg's leading citizens met to explore a proposal to establish a college for women. Among the men present was Dexter Edgar Converse, a pioneer in South Carolina's cotton textile industry. A native of Vermont, with a daughter of college age, he was keenly aware of the need in the South for a college for women which would provide a thorough and liberal education.

These citizens agreed to form a stock company and raise enough money through private subscription to buy the site and main building of old St. John's College. Within 18 months these goals were achieved, and on October 1, 1890, the College, named for Mr. Converse, began its first academic session.

From its opening, Converse was operated as a private stock company supported mainly by Mr. Converse. On February 25, 1896, however, the stockholders voluntarily relinquished their stock and claims upon the property and the College, by special act of the South Carolina legislature, was incorporated as a non-profit institution with a self-perpetuating board of trustees. Thus, Converse College was established as an absolute and permanent gift to the cause of higher education for women.

## LOCATION

Located in the Upstate region of South Carolina, Spartanburg is a city full of exciting attractions, beautiful scenery, historically significant sites, and friendly people. As the sixth largest city in the state (population: 45,000), Spartanburg is South Carolina's melting pot, mixing Southern culture and hospitality with traditions and cultures of other countries.

Spartanburg's ideal proximity to the North Carolina mountains, the South Carolina coast, and major cities such as Atlanta and Charlotte make Spartanburg a very attractive place to live. Greenville-Spartanburg International Airport, located twenty minutes west of the city, is served by a number of major airlines.

The Converse campus is located in downtown Spartanburg on seventy landscaped acres.

## 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. Converse College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award degrees at Level IV (Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Bachelor of Music, Bachelor of Musical Arts, Master of Music, Master of Liberal Arts, Master of Arts in Teaching, Master of Education, Master in Marriage

and Family Therapy, Master of Fine Arts, and Educational Specialist). Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404.679.4500 for questions about the accreditation of Converse College.

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 Petrie School of Music is a charter member of the National Association of Schools of Music. The Music Therapy Program is accredited by the American Music Therapy Association. The College has attained CAEP accreditation for all the areas within the professional education unit. The Marriage and Family Therapy program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education. The Art and Design programs are accredited by the National Association of Schools of Art and Design while the interior design program is accredited by the Council for Interior Design Accreditation. 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.

## STUDENT DEVELOPMENT AND SUCCESS

Time outside the classroom is as essential to Converse student life as the hours spent in study. Students participate in organizations that provide a unique support structure within the College's environment. The offices which comprise the Division of Student Development and Success include Counseling Services, Health Services, Student Activities, Residential Life, Judicial Programs, Community and Inclusion, Leadership Programs, Community Service, Disability Services, the Center for Professional Development, and the Chaplain's Office.

## THE HONOR TRADITION

Each student of Converse, by virtue of enrolling, is bound by, commits to abide by and strives to actively support the Honor Tradition. At the beginning of each year, during Opening Convocation, the student body affirms their commitment to the Honor Tradition. The Honor Board is comprised of faculty and students whose responsibility is

to determine, by measure of preponderance of evidence, whether a student is or is not responsible for the charges presented. The Honor Board is advised by a member of the Student Development staff who is charged with providing guidance and support to the Chair to ensure that the process is fair and follows the due process as outlined below. Ultimate authority of the Honor System and its outcomes resides with the President of the College.

## STUDENT GOVERNMENT

Elected by the student body, the Student Government Association ensures student self-governance. The association represents the diverse interests of the Converse community and provides a link between the student body and the College administration. The Student Senate is an instrumental part of SGA and serves as a deliberating team to evaluate, inform, discuss, research, and establish solutions to student and campus concerns. There are over 30 SGA-funded organizations that exist to involve and to serve the student body.

A yearly student activities fee includes, but is not restricted to, class dues, school calendar, yearbook, and admission to select programs and events presented by the Student Government Association and the Converse Activities Board.

## RESIDENTIAL LIFE

Converse College is a residential college and views on-campus living as an integral part of the educational experience. All undergraduate students, under the age of 24, must reside in college residence halls unless they make their home with their parents/legal guardian in their permanent residence within a 35 mile radius of the college. Also, students with custodial children residing with them and/or students who are married may reside off-campus, and must submit in writing to the Dean of Community Life a request for a waiver from this policy. No married students may live in the residence halls without permission from the Dean of Community Life. Students living in college residence halls must be full-time students. Infractions of the residency requirement policy will be handled by the Dean of Community Life. Students found in violation of this policy may be charged College room and board fees.

Students living in college residence halls must be full-time students (registered for not less than 12 course credits in Fall and Spring Terms and not less than 3 course credits in Jan Term). Infractions of the residency requirement policy will be handled by the Dean of Community Life.

Each residence hall has a staff that is responsible for working with residents to ensure a healthy, safe living and learning environment. Full time professional Director of Residential Life and Student Conduct, Assistant Directors of Residential Life or graduate Resident Directors staff each residence hall. Each floor is staffed with a Community Advisor who is an undergraduate student. The staff facilitates the development of a community through programming, community builders and student interactions. A member of the Residential Life Staff is on-call when the residence halls are open.

Each year, upperclassmen select rooms through a lottery within each class. Assignments for new students are based on a Roommate Preference Card. The Director of Residential Life and Student Conduct pairs each student and places the pairs in designated first year buildings. All policies and procedures governing the residence halls are in the Student Handbook.

## JUDICIAL PROGRAMS

Judicial Programs include the Honor Board, Civitas Council and the Appeals Board. These student judicial boards are comprised of students elected from each class. The Honor Board also includes Converse II representatives elected by the student body. Honor Board has jurisdiction over Honor Code violations, and Civitas Council has jurisdiction over Community Values violations. The Appeals Board is convened in the case of an appeal of a judicial decision or sanction. For a detailed description of case procedures and jurisdiction, see the Student Handbook.

## RELIGIOUS LIFE

Converse College recognizes the fact that religious and spiritual development is an important part of the educational process for many students. The college employs a full-time chaplain and charters several religious groups, led by students and local ministers from Spartanburg, to foster the spiritual growth of students.

## THE CHAPLAIN'S OFFICE

The Office of the Chaplain provides programs and support to nurture the spiritual growth of Converse students, faculty and staff within their own faith traditions, and to promote awareness of various religious expressions. The Chaplain is available to students whether they come from a "churched" background, a religion other than Christianity or no faith tradition at all. Through fellowship, prayer, outreach, study and worship, members of the Converse community can deepen their

understanding of spirituality and service. This integration of personal reflection and social action leads to the fulfillment of the Converse College Founder's Ideal to "see clearly, to act justly, and be faithful to God and humanity."

Learning about different Christian denominations and other religious traditions helps students to affirm what they already believe and enables them to relate to people from diverse backgrounds with respect. The College is committed to assisting students in developing these interpersonal skills which are essential for living and working productively in our global society. This commitment stems from the Founder's Ideal, which states that Dexter Edgar Converse wished for the college to be "liberally and tolerantly Christian."

For specific information or questions about services, programs and local places of worship, students are asked to contact the Chaplain at 864.596.9078 or to visit the Chaplain's Office in the Montgomery Student Center.

## STUDENT GROUPS

The Interfaith Council of Converse College fosters a welcoming environment at Converse by supporting and promoting opportunities for the Converse College community to learn about and participate in a variety of religious opportunities on campus and in the surrounding community. The Interfaith Council is led by the College Chaplain, the Student Chaplain and the Associate Student Chaplain and the membership is composed of representatives from a diversity of religious perspectives both within and beyond the Christian faith.

Baptist Collegiate Ministries and UKirch provide campus ministers whose outreach includes Converse, Wofford, University of South Carolina Upstate and Spartanburg Methodist College. The Newman Club (Catholic) is led by Converse students and supported by a local parish priest. Jewish students can find fellowship and support at the B'Nai Israel Temple close to the campus. For those interested in starting your own student religious organization or Bible study, please contact the Chaplain directly.

## STUDENT ACTIVITIES

The Office of Student Activities, located within the SGA Suites of the Montgomery Student Center, serves as a resource for all students, clubs, organizations, and advisors planning events on campus. Students plan events and campus traditions, such as dances, Big Sis/Little Sis Weekend, and 1889 Week, with assistance from this office. Student Activities works

closely with the Student Government Association (SGA), and directly oversees the Converse Activities Board (CAB), Traditions Council, Valkyries Club, Class Officers, and Social Media and Elections. Additionally, this office supervises the Montgomery Events and Information Desk.

### THE WELLNESS CENTER

The staff at the Wellness Center believes staying healthy is critical to achieving academic success. Students can find help for good nutrition, exercise, self-awareness, relaxation, medical issues, stress management, sexual responsibility, and interpersonal relationships. The Center is located at the rear of Andrews Hall and offers regular office hours Monday through Friday. Inquiries can be made by calling the Wellness Center at 864.596-9258.

### COUNSELING SERVICES

Counseling Services supports the emotional, mental, and spiritual health of students by providing individual and group counseling, consultation, and crisis intervention by licensed therapists and supervised interns. The counselors also provide a variety of educational programs designed to meet the emotional wellness needs of the campus. Counseling sessions at the Wellness Center are available at no extra charge to traditional undergraduate boarding and day students. Appointments are strongly suggested and may be scheduled by calling the Wellness Center at 864.596.9258.

In addition, the Wellness Center has a library and relaxation room that students can visit any time during regular office hours. It is a quiet, comfortable space where students can relax, de-stress, and unwind. It is full of educational materials on mental health topics, books, relaxation CDs, yoga DVDs, art materials, and chair massagers.

The Wellness Center does not offer alcohol and drug treatment, evaluations for ADHD or learning disabilities, treatment for active eating disorders, or long-term intensive therapy. In the event that these services are required, the staff will assist a student in finding an off-campus provider. If a referral is made off campus to a local psychiatrist or mental healthcare provider, the cost is the responsibility of the student and/or her family. Counseling services for Converse II students are available through the Westgate Marriage and Family Therapy and other local providers.

### HEALTH SERVICES

The Health Services of Converse College is committed to providing quality health care for our students. Medical services are available to all traditional undergraduate boarding and day students. The nurse practitioner is able to provide a wide variety of services, including:

- Providing wellness services such as yearly physicals;
- Prescribing medications;
- Treating acute conditions such as bronchitis, sinus infections, flu, injuries, and abdominal pain;
- Ordering and interpreting diagnostic tests such as x-rays, blood work, and EKG's;

Health services are provided through a partnership program with Mary Black Hospital. It is staffed by a licensed nurse practitioner with medical oversight provided by a Mary Black Hospital physician. Appointments are strongly suggested and may be made by calling the Wellness Center at 864.591.9258.

The cost of the basic medical visit is covered through the student health fee. If the nurse practitioner orders labwork or other diagnostic tests, the student will be responsible for the cost of these tests, and will be notified of the costs prior to performing the tests. Students may pay for these costs at the time of their visit, or may have them billed to their student account. Students are also responsible for the cost of any medication that are prescribed and for any off-campus providers who they may be referred.

# ADMISSIONS

Converse College seeks to enroll, in its undergraduate programs, academically well-prepared students who have demonstrated potential to complete the requirements for graduation with success. Admission to Converse is based on a broad range of the applicant's academic and personal qualifications including high school or college GPA, class ranking, curriculum rigor, SAT or ACT scores, and qualitative information gleaned from extracurricular records, personal statement, teacher and guidance counselor recommendations.

Detailed information including timelines, requirements, and application forms are available from the Office of Admissions either online or on-campus. All admissions decisions are made on a rolling basis with candidates typically informed of a decision within two weeks of completing their application and submitting required materials. Prospective students are encouraged to apply early for greatest consideration for scholarships and other opportunities.

Students are encouraged to visit the campus to meet with an admission counselor as well as Converse faculty and students. Contact the Office of Admissions to make arrangements for campus visits. Individual appointments are available as well as various scheduled open houses and other visit events throughout the year.

Converse College will admit to the traditional undergraduate program, women who according to the requirements for admission are qualified to attend the College. Converse will consider for admission any candidate who identifies as a woman and who is legally recognized, according to her state of residence, as a woman. If gender indicators on supporting admissions documents differ from current sex assignment, physician documentation and/or state documents may be used to support a student's candidacy for admission.

## SECONDARY SCHOOL PREPARATION

Applicants for admission from a secondary school should complete an academic program that prepares them to be successful at Converse. While course offerings vary among schools, students should complete at least 20 academic units including 13 of the following at a college preparatory level:

English	4
Foreign language	2
Algebra	2
Geometry	1
History	1
Social Science	1
Laboratory Science	2

Additional units should be elected from the above areas of study.

Home-schooled applicants should provide proof of enrollment in a certified program of study.

## CREDENTIALS REQUIRED FOR FRESHMAN APPLICANTS

1. A completed application.
2. An official record of scores from either the SAT or ACT test (does not need to include a writing score).
3. Official secondary school transcripts from all schools attended at the time of application or a copy of the General Education Development (GED) transcript showing satisfactory completion.
4. Before registering for classes, an official secondary school transcript showing all coursework and that the student has graduated from high school.
5. Students whose first language is one other than English should submit scores from the Test of English as a Foreign Language (TOEFL). A minimum score of 550 (paper), 213 (computer), or 79-80 (Internet) is required.
6. International students must also submit the Declaration and Certification of Finances form. Please see below for more detailed instructions for International applicants.

## CREDENTIALS REQUIRED FOR TRANSFER APPLICANTS

1. A completed application.
2. Official transcripts from all colleges/universities attended at the time of application.
3. Applicants who have not completed 30 hours of college work must submit official transcripts from all colleges/universities attended and official transcripts of their high school record including SAT or ACT scores.
4. The transcript of courses taken at another college should reflect a high quality of work. No credit is transferable for work below C-grade. A 2.75 cumulative grade-point average is required for admission to a teacher education program equivalent standards have been met.

## CREDIT BY EXAMINATION

Converse gives credit for the nationally standardized Advanced Placement Tests of the College Entrance Examination Board. Credit will usually be given for a score of 3 or better on these tests. For specific information about the relationship of these tests to required courses, contact the Associate Vice President for Academic Affairs.

In addition, Converse recognizes the International Baccalaureate program and awards credit to students who score a 4 or above on any General Level Examination. College-Level Examination Program (CLEP) credit will usually be awarded with a score of 50 or better on these tests. For specific information about the relationship of these tests to required courses you should consult the Associate Vice President for Academic Affairs.

## HEALTH FORMS

Entering students are required by state law to submit a completed health form prior to enrollment in the College and may be required to show proof of certain vaccinations. These forms must be completed prior to a student attending classes. Specific information regarding these forms and requirements is available through the Office of Admissions and will be provided to students after their admission to Converse.

## NON-DEGREE SEEKING ENROLLMENT

The Office of the Registrar will evaluate students interested in taking one or more courses at the undergraduate level who are not intending to complete a degree program of study. This includes students wishing to take courses only during summer terms, high school students who would like to concurrently enroll in college courses, or other students interested in completing specific coursework. Enrollment for non-degree seeking students is on a term and course basis and does not guarantee admission to a degree program. Specific application requirements, timelines, and processes can be found by contacting the Office of the Registrar.

## ADMISSIONS REQUIREMENTS AND REGULATIONS FOR INTERNATIONAL STUDENTS

Converse College encourages the enrollment of students from other countries. Application processes, timeline, requirements, and materials, including the Declaration and Certification of Finances, are available on the College website.

Admission of international students is based on academic credentials and English proficiency of the candidate as well as completion of any US Federal or State requirements. Students must submit proof of financial means to study in the United States by completing the Declaration and Certification of Finances Form. Financial verification for international students is required to issue the immigration document (I-20). The I-20 is an immigration document used for the purpose of visa issuance outside the United States or for the immigration process “notification transfer” for students already in the United States.

Eligibility for admission is based on the applicant's total academic record, including grades, test

results, academic courses, and overall academic performance. Converse College admission standards require the equivalent of graduation from a U.S. secondary college preparatory program. Applicants who have completed university-level work overseas must have earned satisfactory grades on all such university-level work attempted and be in good standing.

Converse College requires that all international academic documents (secondary or post-secondary transcripts, mark sheets, certificates, leaving examination results, etc.) be formally evaluated by the World Education Service (WES) or Educational Credential Evaluators (ECE). WES can be contacted at [www.wes.org](http://www.wes.org) and ECE at [www.ece.org](http://www.ece.org). Secondary/ High school students must request a “Document-by- document report” and college students must request a “Course-by-course report”. Students are required to pay a fee to either WES or ECE for such services. More information on evaluation services can be found on the college website and by contacting the Office of Admissions.

International applicants whose first language is not English are required to take the TOEFL (Test of English as a Foreign Language). Converse College requires a minimum score of 550 (paper), 213 (computer), or 79-80 (Internet). SAT I and ACT results must also be submitted for admission and scholarship consideration. The TOEFL requirement may be waived under certain circumstances. Contact the Office of Admissions for details.

In addition to meeting the regular admission requirements, international applicants needing a student visa (F-1) must show ability to meet financial obligations of tuition, fees, and living expenses before an I-20 can be issued. Current (less than one year old) letters of financial support must accompany the Declaration and Certification of Finances Form. Having sufficient funds for the cost of living and educational expenses is required by US Immigration regulations. The Declaration and Certification of Finances form is required before an I-20 can be issued. Undergraduate international students with (F-1) visas are required to carry a full course load (minimum of twelve semester hours in the Fall and Spring Term three hours in the Jan Term).

International students on nonimmigrant visas are not eligible for state or federally-funded loans or scholarships in the United States. Limited scholarships may be available from the college based on athletic ability, talent, and academic qualifications.

Health and accident insurance is mandatory for all international students on nonimmigrant visas enrolled at Converse College. Proof of insurance is required before the student can be admitted.

# TUITION AND FEES

The Undergraduate Catalog statement is considered sufficient notice of the time and terms of payment. Statements, however, are sent monthly via the my.converse.edu portal, as reminders and for the convenience of parents and guardians. All traditional undergraduate students should set their parents up for use on the parent portal. This will be the only means of seeing your billing statement. Fees must be paid promptly at the times specified.

## RESIDENTIAL STUDENTS:

Comprehensive Fee .....	\$28,640
Includes tuition of \$17,680 and room and board of \$10,610	
Room and board fee includes local telephone service, high speed internet access, cable TV, laundry machines and micro-fridge.	
Student Government Association Fee (SGA) .....	\$350

## Schedule of Payments:

Non-refundable reservation fee (will be applied toward tuition) .....	\$200
For new students, due on or before May 1	
For returning students, due on or before April 1	
Tuition and Fees Due Dates:	
Fall Term due August 15 .....	\$14,320
Spring Term due Jan 15.....	\$14,320
For Students entering at Jan Term	
due December 15 .....	\$14,320

## COMMUTING STUDENTS:

Comprehensive Fees.....	\$18,030
Includes tuition of.....	\$17,680
Student Government Fee (SGA) .....	\$350

## Schedule of Payments:

Non-refundable reservation fee (will be applied toward tuition) .....	\$200
For new students, due on or before May 1	
For returning students, due on or before April 1	

## Tuition and Fees Due Dates:

Fall Term due August 15 .....	\$9,015
Spring Term due January 15.....	\$9,015
For students entering at Jan Term	
due December 15 .....	\$9,015

NOTE: Tuition and fees must be paid in full by the due date for a student to be eligible to enroll for the term. A \$100 late fee per term will be added to any student account, not paid in full by August 15 and January 15. All financial aid must be completed and approved, including approval of outside loans, with any remaining balance paid by the due date, in order to avoid this late fee. All Tuition Management Systems Payment Plan accounts must be up-to-date

to avoid this fee. Interest will accrue at a rate of one and one-half percent per month on any past due balance.

Any questions, please call Student Billing at 864.596.9032 or 864.596.9592.

A student may matriculate for the Fall and Jan Terms or the Jan and Spring Terms only. No refund will be granted to a student who matriculates for the Fall and Jan Terms and does not register for the Jan Term.

Please note: A student who is only enrolled in Jan Term, will owe tuition for the term at the part time rate. Also, a student who is only living on campus for Jan Term will owe a prorated amount for room and board based on the number of days on campus.

The non-refundable reservation fee is applicable to tuition for the upcoming year only. If a student elects not to return to Converse College, the fee will be forfeited and will not apply toward tuition for the previous year.

The College accepts VISA, MasterCard, Discover Card and American Express for payments of tuition and fees. For more information, contact Student Billing at 864.596.9032 or 864.596.9592. Payments may also be made thru the student or parent portal online at my.converse.edu.

## SPECIAL FEES

Student Government Fee.....	\$350
Converse II tuition (per hour) .....	\$380
Part-time undergraduate tuition (per hour) .....	\$875
Converse II registration fees .....	\$20
Converse II Parking Fee (semester).....	\$25
Converse II Technology Fee.....	\$35
Late registration fee .....	\$50
Graduation fee.....	\$150
Converse II Application fee .....	\$40
Drop/Add fee, per course.....	\$20
Directed Independent Study (per hour).....	\$450
Transcript fee.....	\$10
Audit fee (per class).....	\$75
Super Single Room Fee (annual).....	\$1,000
Online Class (per hour, for Converse II) .....	\$410
Course Overload (per hour over 19 hours).....	\$500
SOAR .....	\$125

Converse alumnae who are below the age of 24, have graduated from Converse College, and wish to pursue either a second degree, a second major, or take specific classes, such as student teaching, may do so at prevailing tuition costs for Converse

II students. A student has graduated from Converse when she has a diploma. These fees are not available for students who have not completed their early commencement requirements or who are returning to Converse to take hours required for receiving a diploma.

All boarding students will maintain a damage deposit of \$100 with the Student Billing. This fee will be refunded upon the student's separation from the College after the room has been inspected and no damage noted.

### Additional Course Fees

Special fees for laboratory, studio, computer programming and other courses involving additional expenditures will be charged.

### Music Lesson Fees

Fee for students taking one hour lesson per week  
 Fall Term.....\$530  
 Jan Term.....\$175  
 Spring Term .....\$530

Fee for students taking one half-hour lesson per week  
 Fall Term.....\$265  
 Jan Term.....\$87.50  
 Spring Term .....\$265

### Teacher Education Fee

Fee is applied to student teaching for degree completion.....\$45  
 Equitation Fees  
 Individual Lessons (per lesson).....\$35

### Off-Campus Study-Travel Fees

Students participating in study-travel programs conducted by another institution will pay Converse the actual cost of the program plus an administrative fee (currently \$500 for Spring and Fall Terms and \$250 for Summer and Jan Terms). When Converse receives a bill from the other institution, Converse will bill the student the cost of the other institution's program as well as the administrative fee. Converse will remit payment to the other institution only after payment in full has been received from the student.

Students participating in a study-travel program with a Converse College professor must pay the costs of the program, in addition to normal tuition and fees. Deadlines for payment of the appropriate fees will be announced by the professor.

## SPECIAL PROVISIONS

### Refund of Fees

Only tuition and board (meal) fees are eligible for refund.

If a student, after registration, is dismissed from the College, she is not entitled to any refund of fees, or cancellation of any sum due and payable to the College.

All students withdrawing through the first Friday following the first day of classes for Fall or Spring will be refunded 100% of tuition and board fees, less meals and undergraduate students withdrawing through the second Friday following the first day of class will be refunded 80% of tuition and board fees, less meals, Students withdrawing through the third Friday following the first day of class will be refunded 30% of tuition and board, less meals.

All students withdrawing must file the appropriate paperwork with the appropriate officials prior to a refund being granted. Please contact the Office of the Registrar for details.

No refund will be granted to an undergraduate student who matriculates for the Fall and Jan Terms and elects not to register for the Jan Term.

Students withdrawing in Jan and Summer terms should refer to the current year academic calendar (available at [www.my.converse.edu](http://www.my.converse.edu)) for refund dates.

Students withdrawing during or after Jan term will be charged for the meals for the Jan term.

### Delinquent Accounts

Until all tuition, fees, and other charges of the student are paid in full, Converse College:

1. will not provide a diploma or transcript.
2. reserves the right not to allow a student to enroll in a new term, participate in graduation exercises, or register the student's course grade on the transcript.
3. After all reasonable attempts at collecting a past due balance have failed, accounts will be referred to a collection agency. In the event of collection, with or without suit the student is responsible for all collection fees, court fees and attorney fees. In addition interest at a rate of a 8% annum will be charged on outstanding balances. Students should understand and that their financial obligation to Converse College constitutes an educational loan to assist in financing their education and, is not dischargeable under the United States Bankruptcy Court.
4. It is the student's responsibility to drop a course from your schedule and if you fail to do so you will be responsible for all tuition and fees related to the course. Please refer to the academic calendar for drop dates.



## Miscellaneous

Students desiring to register for less than a full course of study should consult Student Billing for rates and terms.

Students may use their Financial Aid credit to purchase textbooks in the campus bookstore. Students with a credit will be notified by email when your book voucher is ready to use. Students may not purchase apparel, and personal toiletries using your financial aid book voucher. The bookstore is located in the Montgomery Building.

A service fee of \$20.00 is assessed each time a check is presented to the College which is subsequently returned for insufficient funds.

The College does not carry insurance on the personal belongings of students and therefore cannot be responsible to students for losses incurred by theft, fire, water, or other damage.

## FINANCIAL PLANNING AND SCHOLARSHIPS

Converse has been committed to helping qualified students finance a Converse education through a combination of aid based on financial need and academic merit or talent. Alumnae, trustees, and friends of the College have been generous in their support of the excellent scholarship programs that Converse provides. We encourage prospective students and their parents to visit our website at [www.converse.edu/FinancialPlanning](http://www.converse.edu/FinancialPlanning) to explore any type of aid that might be available.

To participate in federal financial aid programs, Converse is required by federal regulations to coordinate the delivery of all funds from all sources to students. Students who receive aid in addition to federal or state financial aid should report the amount and source to the Financial Planning Office.

### When and How to Apply

To determine whether a student is eligible for a federal financial aid program or S.C. Tuition Grant, the student and her family must complete the Free Application for Federal Student Aid (FAFSA). The address for FAFSA on the Web is [www.fafsa.gov](http://www.fafsa.gov). The student and parent (if dependent) should apply for a FSA ID (previously referred to as a PIN) prior to starting FAFSA on the Web so that the application can be signed electronically and tax information can be transferred from the IRS. Converse's Title IV school code is 003431.

### How Does the Process Work

The Free Application for Federal Student Aid (FAFSA) must be completed each academic

year. The FAFSA opens each year on October 1st for the upcoming academic year. You must list Converse College as one of the schools to receive your information. Converse's Title IV school code, 003431. For S.C. Tuition Grant purposes, it is best if you put Converse's school code as your first choice. Simplify the application process by using the IRS Data Retrieval option when tax return data is requested. The FAFSA requires that you use the prior-prior tax year to complete your FAFSA. For example, to complete the FAFSA for the 2018-2019 academic year, you and your family will use your 2016 federal income tax data. Using the IRS Data Retrieval Tool saves time, and expedites the application process and reduces the chances of being selected for verification. After submitting the FAFSA, the student will receive a Student Aid Report (SAR), and Converse will receive the application data electronically.

If additional information is needed to complete a student's file, she will receive a letter. Items needed may also be viewed through [my.converse.edu](http://my.converse.edu) under Financial Aid and Financial Aid Document Tracking. Submit the requested information as soon as possible and make sure all documents are signed. Forms are available at [my.converse.edu](http://my.converse.edu) or on our website at [www.converse.edu/FinancialPlanning](http://www.converse.edu/FinancialPlanning). Once the student's file is complete, she will receive an award notice. The student may also view all financial aid awards through [my.converse.edu](http://my.converse.edu) under Financial Aid and Financial Aid Awards. Financial Aid awarding is estimated to begin in mid-March of each year for the upcoming academic year.

### Communication with Students

The majority of communications from the Financial Planning Office will be sent to the email address listed on the FAFSA and/or the Converse email account. To ensure you receive all communication from the Financial Planning Office, please remember to let us know of any mailing address or email address change. The Financial Planning Office staff is here to assist you with any questions you may have. You may call us at 864.596.9019 or email [Financial.Planning@converse.edu](mailto:Financial.Planning@converse.edu). Please allow one business day for a response.

### Determination of Financial Need

Converse's financial aid programs assist students who have financial need as determined by the federal processor. One of the principles behind need-based aid is that students and their families should pay for educational expenses to the extent they are able. A financial need exists if the resources of the family (expected family contribution or EFC) do not meet the total cost of attending the College.

The total cost of attendance (student budget) is an estimate of the total cost a student incurs as a full-time student for the nine-month academic period (fall, Jan and spring semesters). The indirect costs

(the costs not paid to Converse College) may vary depending on your living arrangements, priorities and other personal obligations. Samples of student budgets for 2017-2018 follow:

<b>Traditional</b>	<b>On-Campus</b>	<b>With Parent</b>	<b>Off Campus</b>
Tuition	\$17,680*	\$17,680*	\$17,680*
Room & Board	\$10,610	\$ 2,652	\$10,610
Books & Supplies	\$ 1,350	\$ 1,350	\$ 1,350
Personal	\$ 3,000	\$ 3,000	\$ 3,000
Transportation	\$ 1,550	\$ 3,100	\$ 3,100
SGA Fee	\$ 350	\$ 350	\$ 350
<b>Total</b>	<b>\$34,540</b>	<b>\$28,131</b>	<b>\$36,090</b>

  

<b>Converse II</b>	<b>On-Campus</b>	<b>With Parent</b>	<b>Off Campus</b>
Tuition	\$ 9,120	\$ 9,120	\$ 9,120
Fees	\$ 160	\$ 160	\$ 160
Room & Board	\$10,610	\$ 2,652	\$10,610
Books & Supplies	\$ 1,350	\$ 1,350	\$ 1,350
Personal	\$ 3,000	\$ 3,000	\$ 3,000
Transportation	\$ 1,550	\$ 3,100	\$ 3,100
<b>Total</b>	<b>\$27,790</b>	<b>\$19,382</b>	<b>\$27,346</b>

### Student Eligibility Requirements

A student must meet the following eligibility requirements to receive federal assistance:

- Be enrolled or accepted for enrollment in an eligible program, and
- Be a regular student, and
- Have a high school diploma or GED, and
- Be a U.S. citizen or an eligible noncitizen, and
- Not be a member of a religious community that directs the program of student or provides maintenance (except for unsubsidized Direct Loans), and
- Be registered with the Selective Service (males only), and
- Not be in default on a federal student loan borrowed for attendance at any institution, and
- Not have borrowed in excess of federal loan limits, and
- Not owe a repayment on a federal grant or scholarship received for attendance at any institution, and
- Maintain satisfactory academic progress, and
- Not be enrolled concurrently in an elementary or secondary school, and
- Provide a valid social security number.

courses required in the program. Audited classes will not be considered in determining a student's enrollment status. For federal aid programs only, once a student has completed a course two times, that course cannot count in the enrollment status. The amount in the original award notification is based on full-time enrollment. A student who is not full-time will have her award reduced based on the actual number of credit hours enrolled. Students who are not full-time do not pay as much for tuition and fees. A student's enrollment status is determined through the census date of each semester. Adjustments, including complete withdrawal of aid, are made based on the enrollment status through the census date.

For Converse II students: If you enroll during the Jan term, the credit hours you take will be added to any spring credit hours to determine your enrollment status for the spring semester. Any anticipated aid you have for spring can be used to cover your costs for the Jan term, and any resulting credit balance will be disbursed for the spring semester.

All the terms in a summer semester are combined to determine the enrollment status for the summer semester. Full-time status consists of enrollment in a minimum of 12 credit hours. Three-quarter time status consists of enrollment in 9 to 11 credit hours. Half-time status consists of enrollment in 6 to 8 credit hours. Less than half-time status is enrollment in 1 to 5 credit hours.

### ELIGIBLE COURSES, ENROLLMENT

#### Status and Repeated Courses

Enrollment status can only consist of those courses required for graduation or as a prerequisite for

## How a Student Receives Assistance

A student who applies in time and is eligible can use financial aid award(s) (excluding Federal Work-Study, FWS) to pay tuition and fees and to make book purchases. A student may request to “opt out” of purchasing books with a book voucher at Converse and may request an allowance to purchase books and supplies elsewhere by submitting to Student Billing a Request to Opt Out form by the first day of class for each semester the student wishes to use an allowance. Funds available after direct costs have been paid will be disbursed by the Student Billing Office. All financial aid awards are considered estimated or anticipated until aid disburses to student accounts in the Converse Student Billing Office.

Students who receive a Federal Work-Study (FWS) award and obtain employment through this program are paid once a month.

## Transferring

Financial aid awards cannot be transferred from one college to another. Students must have the results of the FAFSA released to the new college. Students transferring to Converse College must request a duplicate Student Aid Report (SAR) if the results of the FAFSA have not been released to Converse. Converse’s Title IV school code is 003431. It is the student’s responsibility to notify the Financial Planning Office of prior attendance at another post-secondary school.

## Summer Aid

Financial aid for summer is available to those students who qualify and will be awarded separately from the fall and spring semesters. Students do not have to complete another FAFSA just for summer if they have already applied for the previous award year. If a student begins classes during a summer semester, she must complete the FAFSA for the current award year and complete the FAFSA for the next award year which begins with the fall semester. To be considered for aid during a summer semester, the student must complete a Summer Application for Financial Aid.

Summer funding is limited and not all funds are available during the summer. Federal Pell Grant is only available if a student has not been enrolled full time during the previous fall and spring semesters. S.C. Tuition Grant cannot be awarded for the summer semester. If during the previous fall and spring semesters the student borrowed the annual loan limit, she will not have any Direct Loan eligibility.

## Satisfactory Academic Progress (SAP)

Students receiving financial assistance through a federal program or S.C. Tuition Grant must be making satisfactory academic progress toward a degree. The Financial Planning Office must monitor the progress of all students to ensure that they are making satisfactory progress toward completion of their program in a reasonable period of time. This policy is in addition to the academic standards required by the College. The cumulative review determines the student’s eligibility for financial assistance based on her academic history. Whether the student has received financial assistance previously is not a factor in determining eligibility. A student’s SAP status will be evaluated each year when the initial Free Application for Federal Student Aid (FAFSA) is received and then at the end of an academic year (after spring semester grades are posted) in which the student attended.

## Qualitative Standard (Completion Rate and Grade Point Average)

- For undergraduate students, the minimum completion rate requires a student to earn at least 67% of the cumulative credit hours attempted.
- Courses with grades of F, W and I are not considered completed courses.
- Undergraduate students are required to maintain a minimum cumulative grade point average as defined below:
  - 1-24 hours attempted 1.50 GPA
  - 25-56 hours attempted 1.75 GPA
  - > 57 hours attempted 2.00 GPA
- Students are placed on financial aid suspension if the completion rate and/or the cumulative GPA fall below the minimum requirements. To reestablish eligibility, a student must have an approved appeal and be placed on financial aid probation. (See Appeals below.)

## Quantitative Standard (Length of Eligibility)

- Students may receive financial aid for 150% of the published length of the program of study.
- Undergraduate students who have attempted 180 hours or more will be placed on financial aid suspension.
- Transfer hours are added to the total hours attempted at Converse to assess the length of eligibility.
- A student may repeat a course, but repetitions will count toward the length of eligibility.
- A student who completes the academic requirements for a program but does not yet have the degree is not eligible for additional financial aid funds for that program.

- Once the maximum number of hours is attempted, a student is placed on financial aid suspension.
- To re-establish eligibility, a student must have an approved appeal and be placed on financial aid probation. (See Appeals below.)

## Appeals

- Appeals for suspension of financial aid are reviewed by the Financial Aid Appeals Committee.
- The number of appeals will be limited to two (2) per student and forms may be obtained from the Financial Planning Office.
- Appeals must include an academic plan signed by the Director of Student Development and Success detailing the requirements the student must meet to ensure SAP standards are met by a specific time or to ensure the student graduates. Appeals for length of eligibility should include the remaining classes needed to graduate and an anticipated graduation date.
- Appeals also must include an explanation from the student of why satisfactory progress was not made and what has changed that will make it possible to meet standards. Examples of acceptable extenuating circumstances include prolonged hospitalization during the academic year, death in the family during the academic year, change in work hours that conflicted with the class schedule during the academic year or other extenuating circumstances directly affecting academic performance.
- If the Committee determines that justifiable evidence of extenuating circumstances exists, a student may receive an extension of financial aid eligibility and be placed on financial aid probation.

## Financial Aid Probation

- During the probationary period, a student must take at least 6 credit hours, complete 100% of the attempted hours, have at least a 2.0 term GPA and follow the academic plan. If a student does not meet these stipulations, she will be placed on financial aid suspension. (See Suspension for Failing to Meet Probationary Stipulations below.)
- If a student meets the probationary stipulations but has a minimum cumulative GPA or a completion rate that does not meet minimum requirements, she will remain on financial aid probation and must continue to meet probationary stipulations and follow the academic plan.
- If a student meets the probationary stipulations,

has a minimum cumulative GPA and a completion rate that meets minimum requirements and has not attempted 150% of the hours required to graduate, she will be removed from financial aid probation and must continue to meet the SAP policy.

## Suspension for Failing to

### Meet Probationary Stipulations

- To re-establish eligibility a student must submit and have an approved appeal after completing a semester at Converse College without financial assistance. During the semester attended without financial assistance, a student must take at least 6 credit hours, complete 100% of the attempted hours and have at least a 2.0 term GPA.
- Exceptions to this policy will only be allowed if the student encountered some type of extenuating circumstance during the probationary period that hindered her from meeting the stipulations.
- Examples of acceptable extenuating circumstances include: prolonged hospitalization during the probationary period, death in the family during the probationary period, change in work hours that conflicted with the class schedule during the probationary period or other extenuating circumstances directly affecting academic performance. Because a student is aware prior to the probationary period that she must meet the stipulations, extenuating circumstances do not include being a single parent or working fulltime while attending school.
- Students are advised to solve difficulties prior to registering for a probationary period.

## Federal Sources of Financial Aid

Funding for programs is contingent on federal approval. These guidelines may not be inclusive of all eligibility criteria and are subject to change. To apply you must complete the Free Application for Federal Student Aid.

### Federal Pell Grant (PELL)

The Federal Pell Grant does not have to be repaid and is a program for students who have not previously earned a baccalaureate degree. Pell Grant is considered the foundation of federal financial aid to which aid from other federal and non-federal sources might be added.

A student can only receive the Pell Grant for up to 12 full-time semesters. Students can track their remaining Pell Grant eligibility on NSLDS at [www.nsls.ed.gov](http://www.nsls.ed.gov) or on the Student Aid Report.

## Federal Supplemental Educational Opportunity Grant (FSEOG)

The Federal Supplemental Educational Opportunity Grant is a program from which students may obtain up to \$500 each year depending on their financial need, the availability of FSEOG funds at Converse and the amount of other aid received. In order to be eligible for consideration for the FSEOG a student must be eligible for a Federal Pell Grant.

## Federal Work Study Program (FWS)

The Federal Work Study Program is a federal student aid program that provides part-time jobs for eligible students. Interested students must complete the Free Application for Federal Student Aid (FAFSA) and a Student Employment Application.

## Federal Direct Loans

The Federal Direct Loan is a low interest loan made by the U.S. Department of Education. To determine eligibility, a student must complete a FAFSA and the College's financial aid process. A Subsidized Direct Loan is awarded on the basis of financial need. No interest payments are required before repayment begins or during an authorized period of deferment. The federal government "subsidizes" the loan during these periods by paying the interest for the student.

An Unsubsidized Direct Loan is not awarded on the basis of financial need. The student will be charged interest from the time the loan is disbursed until it is paid in full. If interest is allowed to accumulate, it will be capitalized which means the interest will be added to the principal amount. Then interest will be charged based on this higher amount. Capitalization will increase the amount that must be repaid. If the student chooses to pay the interest as it accumulates, loan payments will cost less.

A student must be enrolled in at least 6 credit hours each semester. Repayment begins six months after graduating or dropping below half-time enrollment. This six month period is referred to as a grace period.

The Financial Planning Office will counsel students as to the types of loans for which they are eligible and as to the amount they may borrow.

Before a loan is available, the student must complete an online entrance loan counseling session and sign a Master Promissory Note (MPN). These requirements are completed online at <https://www.studentloans.gov> using the student's FSA User ID.

## Federal Direct Parent Loan for Undergraduate Students (PLUS)

The PLUS loan is available to parents of dependent students, and eligibility is determined by a credit check. The parent must be the student's biological or adoptive parent or the student's stepparent if the biological or adoptive parent has remarried at the time of application. Payments vary based upon the amount borrowed and the interest rate in effect. The amount you can borrow cannot exceed the cost of attendance less other aid awarded. Parents must apply online at <https://www.studentloans.gov> using the parent's FSA USER ID.

## Teacher Education Assistance for College and Higher Education Grant Program (TEACH)

The TEACH Grant Program provides grants to students who intend to teach full-time in high-need subject areas at a public elementary or secondary school that serves students from low-income families. In exchange for receiving a TEACH Grant, the student must agree to serve as a full-time teacher in a high-need field in a public or private elementary or secondary school that serves low-income students. The student must also teach at least four academic years within eight calendar years of completing the program of study for which you received a TEACH Grant. If the student fails to fulfill this obligation, all amounts of the TEACH Grant received will be converted to a Federal Direct Unsubsidized Loan. Interest will be charged from the date the original grant was disbursed, and the student must repay this loan to the U.S. Department of Education.

## Sources of Financial Aid from the State of South Carolina

Funding for programs is contingent on state approval. These guidelines may not be inclusive of all eligibility criteria and are subject to change.

### S.C. Tuition Grant Program (SCTGP)

This program is a need-based grant program for S.C. residents who attend one of the 21 in-state private colleges or universities on a full-time basis. To qualify, the student must meet the academic criteria of the program: rank in the upper 75% of the high school class, score 900 on the SAT (19 on the ACT) or graduate from a S.C. high school with a minimum 2.0 GPA on the S.C. Uniform Grading Scale.

The student must also show need as determined by filing the Free Application for Federal Student Aid (FAFSA). For continued eligibility, a student must meet the federal satisfactory academic progress

policy and earn at least 24 credit hours during the previous academic year. The deadline for applying is June 30th for the following academic year.

#### S.C. Palmetto Fellows Scholarship (Palmetto Fellow)

This scholarship is awarded by the South Carolina Commission on Higher Education to academically outstanding South Carolina students who attend an in-state college or university full-time. Need is not a factor; however, the student must meet the academic criteria of the program and apply by the deadline dates (usually December 15th and June 15th) of her senior year. Additional information and applications are available through the high school guidance office or at [www.che.sc.gov](http://www.che.sc.gov).

#### S.C. LIFE Scholarship (LIFE)

This scholarship is available to South Carolina students who attend an in-state college or university full-time. Students must meet two of three criteria: (1) score a minimum of 1100 on the SAT (24 ACT), (2) have a minimum 3.0 GPA on the S.C. Uniform Grading Scale or (3) rank in the top 30% of their high school graduating class. The student's final, official high school transcript must reflect a calculation date that falls between graduation and June 15th. For additional information visit [www.che.sc.gov](http://www.che.sc.gov).

#### S.C. HOPE Scholarship (HOPE)

This scholarship is available to South Carolina students who do not meet the criteria for the LIFE Scholarship but who graduate from high school with a minimum 3.0 GPA on the S.C. Uniform Grading Scale. The HOPE Scholarship is awarded for the freshman year only, and the student must attend full-time. For additional information visit [www.che.sc.gov](http://www.che.sc.gov).

#### S.C. Teachers Loan Program (SCTL)

This loan is available to South Carolina students who plan to teach in the public sector in South Carolina upon graduation from college. Students must meet the academic criteria of the program, and financial need is not a factor. For additional information visit [www.scstudentloan.org](http://www.scstudentloan.org).

#### Veterans Educational Benefits

Eligible veterans can receive assistance by applying for education benefits through Converse's VA Certifying Official in the Financial Planning Office. The U.S. Department of Veteran Affairs is the only agency that can determine eligibility for and award this benefit. To determine eligibility, call the VA Regional Office at (888.442.4551), then contact the Financial Planning Office to obtain the appropriate forms for certification.

The following is a synopsis of Veterans Assistance (VA) Program Chapters. Chapter 30 The Montgomery G.I. Bill. This program provides educational benefits to individuals entering military service after June 30, 1985. A form DD 214 Member 4 is required. Chapter 31 Vocational Rehabilitation for Service-Disabled Veterans. This program is for individuals who have a compensable service connected disability and the U.S. Department of Veteran Affairs determines that training and rehabilitation services are needed to overcome an employment handicap.

Chapter 35 Dependents Educational Assistance Program. This program is for dependents (spouse or children) of individuals who die or are permanently disabled from service connected causes.

Chapter 1606 Montgomery G.I. Bill-Selected Reserve. This program is available to members of the Selected Reserve, including the National Guard. A form DD 2384 (NOBE) is required.

Chapter 1607 Reserve Educational Assistance Program. This program is available to members of a reserve component who serve on active duty on or after September 11, 2001, for a contingency operation. A form DD 214 or a copy of the orders is required.

Chapter 33 Post 9/11 Veterans Education Assistance Act of 2008. To be eligible, the service member or veteran must have served at least 90 aggregate days on active duty after September 10, 2001. A form DD 214 or a copy of orders is required.

#### Academic Requirements

A student receiving VA benefits is required to maintain the same academic progress standards to be considered in "good standing" by the College. See Academic Progress Standards in this Catalog. A student receiving VA benefits who is academically disqualified and subsequently relieved by the Vice President of Academic Affairs and allowed to register for classes must have documentation that the student has a reasonable likelihood to maintain satisfactory attendance, progress and conduct in the future. This documentation is used to support a statement required to be submitted with the recertification of enrollment to VA.

#### Address Changes

VA students must notify the Certifying Official of any address change by completing the address change form.

#### Advanced Payment Request

VA students should be prepared to pay tuition, fee, book and supply expenses when due; however, you

may request advanced payment of the first VA benefit check. To qualify for advanced payment, the VA student must have been out of school for at least a full calendar month, completed the admissions process at Converse and completed a VA advanced payment application at least 45 days prior to the first day of class. The Department of Veterans Affairs mails the check to the College for disbursement. VA students must complete the registration process, including fee payment, before receiving the advanced payment check.

#### Class Attendance

VA students must adhere to the attendance policy established by the College. VA students who accrue more than the allowable number of absences will have VA benefits terminated.

#### Drops and Withdrawals

VA students must report course drops or a term withdrawal to the Certifying Official. To ensure timely notification to VA, reports will be run monthly to identify VA students who have dropped courses or withdrawn from the term. At the end of each semester, VA students who earn a grade of "F" are reported to VA with the last date of attendance.

#### Eligible Courses

VA students may receive benefits only for those courses that are required for graduation or are a prerequisite for courses required in the program of study. When additional courses beyond the courses required for graduation are needed to overcome a grade point deficiency, the additional courses may be approved with required documentation outlined in VA regulations.

#### Internet/Online, Hybrid and Video Courses

Converse offers a variety of course delivery methods. Non-traditional course delivery methods are listed in the course schedule and on the College's web site. Converse expects students to participate in all instructional activities since these courses are comparable to resident (traditional classroom) courses. Converse requires that each course offered in one of these non-traditional formats meets prescribed academic standards.

Each course delivery method must include:

- a provision for an assigned instructor;
- a provision for instructor-student interaction on at least a weekly basis and a stipulation that this interaction is a regular part of the course program;
- a statement that appropriate assignments are required for completion of the course;
- a grading system similar to the system used for resident (traditional classroom) courses;

- a schedule of time required for the course that demonstrates that the student will spend at least as much time in preparation and training as is normally required for resident (traditional classroom) courses.

#### Non-punitive Grades/Mitigating Circumstances

Regulations prohibit payment of VA benefits for a course from which the student withdraws. Unless the student submits to VA documentation of mitigating circumstances, the student must repay to VA all the money paid to him or her for the pursuit of that course from the start of the term - not just from the date she dropped the course.

#### Prior Credit

VA students who have attended another college must submit all collegiate transcripts to the Converse Admissions Office for evaluation even if transfer credit is not requested.

#### Program Changes

VA students who change programs must complete a change of program form in the Financial Planning Office. Credit hours earned that fulfill requirements in the new program must be transferred as required by regulations.

#### Repeated Courses

There is no limit on the number of times a course may be repeated for which a failing grade (or a grade which does not meet the minimum requirements for graduation) was received as long as the grade assigned to the repeated course at the end of the term is punitive.

#### Tutorial Assistance for Veterans

VA students may receive monetary assistance from the VA to pay for a tutor if one is required.

#### South Carolina National Guard College Assistance Program (NGCAP)

This program was established to provide financial assistance to members of the South Carolina Army and Air National Guard. NGCAP covers the cost of attendance as defined by federal regulations up to a maximum amount each award year. The maximum amount will be determined annually by the S.C. Commission on Higher Education (CHE). Students who have earned a bachelor's or graduate degree are not eligible. To qualify, the student must be in good standing with the active National Guard at the beginning of each academic year and remain a member in good standing throughout the entire academic year, maintain satisfactory academic progress, be a U.S. citizen or a legal permanent resident and satisfy additional eligibility requirements as may be promulgated by CHE. The

S.C. National Guard is responsible for providing a list of all eligible Guard members to CHE which will in turn notify the College. To be awarded, the student must be on the list from CHE.

### ENDOWED ACADEMIC SCHOLARSHIPS

Converse College awards merit based scholarships to well qualified candidates both at the time of admission and at various points throughout the admissions process. Scholarships may be offered based solely on a candidate's individual academic accomplishments or through a competitive process. All academic scholarships are made possible by the generous gifts of supporters of the college to endowed and annual funds. Students who receive endowed academic scholarships will be notified prior to classes which donor(s) made their funding possible.

### ENDOWED TALENT-BASED SCHOLARSHIPS

Converse appreciates the diverse set of talents students bring along with their academic achievements. Endowed talent based scholarships may be available to those students who qualify through their involvement in particular programs and through auditions, portfolio reviews, or performance evaluations.

#### Petrie School of Music Scholarships

Awards are given to incoming students who show exceptional promise as musicians. Students must be planning to major in music or double major in music and another field. An audition is required in order to be considered for scholarship aid.

#### Visual Arts Scholarships

Awarded to qualified students majoring in studio art, interior design, art history, art education, or art therapy. Students must complete a portfolio review. Interested students should contact the Art Department at 864.596.9181 to request an application form and portfolio requirements.

#### Theatre and Musical

##### Theatre Scholarships

Awarded to qualified students majoring in theatre or musical theatre. Students must complete an audition portfolio review. An audition is required in order to be considered for scholarship aid.

#### Athletic Scholarships

These scholarships are offered by the Converse Athletic Department to qualified students eligible for participation in an NCAA sport or IHSA equestrian riding. Interested students should contact the coach of their individual sport or the

Athletic Department at 864.577.2050.

### ENDOWED SCHOLARSHIPS

The following is a list of funds made possible through the generosity of trustees, alumnae, parents and friends of the College. Each scholarship has specific criterion. Converse awards named endowed scholarships to deserving students who possess academic ability and leadership potential. Distribution of the endowed scholarship award is made in two equal payments in the fall and spring semesters, unless otherwise noted. The award will be directly applied to the student's account upon verification of the student's full-time enrollment. Students will be notified of which donor (s) support their endowed scholarship awards each fall by the Director of Donor Relations. Students are expected to properly acknowledge their donor (s) each year with a progress report of their studies at Converse.

Ada Smith Lancaster Endowed Scholarship

Aeolian Music Club Scholarship

Agnes Callison Page Carstarphen '62

Endowed Scholarship

Agnes Petty Pringle Scholarship

Algernon Sydney Sullivan

Foundation Scholarship

Alice A. Suiter Endowed Scholarship

Alice Fitzgerald Lockhart Bates Scholarship

Alice Freeze Poole Scholarship

Amy Stroup Scholarship

Anna Black Habisreutinger

Converse Scholarship

Annabel Hamilton Cribb Scholarship

Anne Ebersbach Endowed Scholarship

Anne Lathan Allen Endowed Fund

Antoinette Walker Denny Scholarship

Atlanta Alumnae Chapter Scholarship

Beatrice S. and Thomas H. Maybank

Endowed Scholarship

Belk General Scholarship

Bettie Broyhill Gortner and Allene Broyhill

Stevens Music Scholarship

Betty Heath Johnson Scholarship

Betty James Montgomery Scholarship

Betty Oare Endowed Scholarship

Bill and Valerie Barnet Endowed Scholarship

Billy Webster Endowed Scholarship

Bradley-Turner Foundation

Endowed Scholarship

Callie Rainey Music Scholarship Camille

Chappell Sample Memorial Scholarship

Carolyn Belcher Hansard Scholarship

Caroline M. and Robert O. Pickens, Jr.

Scholarship

Carolyn Worth Music Scholarship

Carroll McDaniel Petrie Endowment Scholarship



Charlotte Smoak Verreault Endowed Scholarship  
 Charner William Bramlett Memorial  
     Fellowship Fund  
 Class of 1938 Scholarship  
 Class of 1973 Scholarship  
 Class of 1981 Spirit of Converse Scholarship  
 Claudia Howell Bissell Music Scholarship  
 Clifton-Converse Foundation Scholarship  
 Close Scholarship in Deaf Education  
 Columbia Alumnae Scholarship  
 Converse II Scholarship  
 Cornelia Maslin Grier Endowed Scholarship  
 Crescent Scholarship  
 Dorothy Law Scholarship Fund  
 Dorothy Ormand Grier '50 and J. Thomas  
     Grier Endowment Scholarship  
 Dr. Henry J. Janiec Scholarship  
 Duke Energy STEM Scholars Program  
 E. Craig Sr. and Mazie H. Wall '31 Scholarship  
 Edward S. and Irene W. Croft Scholarship  
 Elaine Finklea Folline '58 Endowed Scholarship  
 Elizabeth and Joseph Conklin Scholarship  
 Elizabeth Hamner Endowed Scholarship  
 Elizabeth Lyles Blackwell Endowed Scholarship  
 Elizabeth Patterson Perrin Scholarship  
 Elizabeth R. Jones Music Scholarship  
 Ellen Glenn Lightsey Scholarship  
 Elsa Ezell Holman Scholarship  
 Emily Jones Rushing Scholarship  
 Eugenia Tinsley Webb Scholarship  
 Evan Gentry and Mack Hall Griffin Scholarship  
 Evelyn H. and Broadus R. Littlejohn Sr.  
     Scholarship  
 Evelyn Johnston Mims Scholarship  
 Faculty Memorial Scholarship  
 Faith Courtney Burwell Music Scholarship  
 Faith Courtney Burwell Voice Endowed  
     Scholarship  
 Fannie Louise Vermont Holcombe Endowed  
     Scholarship  
 Felder Frederick Forbes Scholarship  
 Florence Andrews Helmus Music Scholarship  
 Florence Andrews Helmus Scholarship  
 Floride Smith Dean Scholarship  
 Frances and Ralph Powell Memorial  
     Scholarship  
 Frances Council Yeager Scholarship  
 Frank Platt Scholarship Fund  
 Fred and Sarah Miree Tollison '71  
     Endowment Scholarship  
 Fullerton Foundation Scholarship  
 G. W. Saunders Scholarship  
 Garrett-Dunn-Joyce Endowed Scholarship  
 Gavel Mortar Board Scholarship  
 Gayle G. & Nathaniel F. Magruder Scholarship  
 Genelle H. Brown Endowed Scholarship  
     Fund in Music  
 General Music Scholarship  
 General Scholarships  
 Genevieve Parkhill Lykes Memorial Scholarship  
 George & Carol Mahon Tate Education  
     Endowed Scholarship  
 George & Carol Mahon Tate Music  
     Endowed Scholarship  
 George Dean Johnson Scholarship  
 Georgia B. Dickert Endowed Scholarship Fund  
 Glenn C. Stables Scholarship  
 H. McLeod and Mildred Kimberly Riggins  
     Merit Scholarship  
 Hamilton-Jones-Powers Memorial Scholarship  
 Hazel B. Abbott Memorial Scholarship  
 Hazel Salley Arthur Scholarship  
 Helen W. & Collins P. Sink  
     Endowed Scholarship  
 Henry Edmund Ravenel Scholarship  
 Honorable S. J. Simpson Scholarship  
 Irene Walker Conner Scholarship  
 James Lee Turner Scholarship  
 James David Cobb Endowed Fund  
 Jane Dalton Scholarship  
 Jane Love Bratton Endowed Scholarship  
 Janie Lee O'Farrell Moore Scholarship  
 Janis Dengler Endowed Scholarship  
 Jasmine E. Kennedy '11 Endowment Scholarship  
 Jean '66 and Mike Russ Scholarship  
 Jean Harris Knight Scholarship  
 Jean Stafford Camp '43 Scholarship  
 Jeanne Smith Harley Endowment for  
     Mickel Library  
 Jeffrey Willis Endowed Scholarship  
 Joe Ann Level Award of Excellence Endowment  
 Joe R. and Joella F. Utley Foundation  
     Endowed Scholarship  
 John Edward Johnston Scholarship  
 John Wiley and Rowena Eaddy Williams  
     Scholarship  
 Johnson Academic Endowed Scholarship  
 Judy Voss Jones Endowed Scholarship  
 Julia B. Klumpke Scholarship  
 Justine V.R. Milliken Endowed Scholarship  
 Karen White Holding Fund  
 Kathleen Elura Jones Copeland Scholarship  
 Kathryn Lemmon Dibble Endowed  
     Scholarship  
 Kinney Family Scholarship Endowment  
 KPB Anonymous Scholarship  
 Kurt and Nelly Zimmerli Endowed Scholarship  
 Ladson H. Beach Endowed Scholarship  
 Lalla Nimocks Overby '45 Endowed Scholarship  
 Leigh Anne Ward '97 Endowed Scholarship Fund  
 Lillian Caldwell Cecil Endowed Scholarship  
 Liz White Calvert '84 Spirit of

Converse Scholarship  
 Lola Rosborough Johnston Scholarship  
 Louise B. Carlisle Gavel Scholarship  
 Louise Salley Hartwell Scholarship  
 Louise Williamson Winslow Lewis Scholarship  
 Lucie Lorenz Watkins Scholarship  
 Lucille Hawkins Seixas Scholarship  
 Lynn Stephens Scholarship  
 Malloy Family Scholarship Endowed Fund  
 Margaret Andrews Helmus Eagan Scholarship  
 Margaret F. Porter Scholarship  
 Margaret Goette Brooks '66  
     Endowment Scholarship  
 Marian Ritchie Johnson '48 Endowed Scholarship  
 Marion and Wayland Cato Scholarship  
 Marion Rivers Cato Endowed Scholarship Fund  
 Marjorie R. Polchow 2011 Endowment  
     Scholarship in Vocal Performance  
 Marsha H. Gibbs Endowed Scholars Fund  
 Martha Jane McWhite Heath Scholarship  
 Martha Moore Scholarship  
 Martha Phifer Memorial Scholarship  
 Martha Robinson Rivers Scholarship  
 Mary Adair Edwards Phifer Scholarship  
 Mary Anderson Craig Harris Scholarship Fund  
 Mary Andrews Stables Scholarship  
 Mary Ann Craft Endowed Scholarship  
 Mary Chambless Dryer Cloud Scholarship  
 Mary Elizabeth Dowling Able Scholarship  
 Mary Emily Platt Jackson Music Scholarship  
 Mary F. Smith Memorial Scholarship  
 Mary Gammon Dickson 1912  
     Memorial Scholarship  
 Mary Helen Dalton Scholarship  
 Mary Jane Edwards Young '47 Endowment  
     Scholarship for Petrie School of Music  
 Mary Kennedy Berry '41 Memorial  
     Endowed Scholarship  
 Mary Lowndes Barron Smith  
     Endowed Scholarship  
 Mary Nicholson Endowed Fund  
 Mary Wilson Gee Scholarship  
 Mary Z. Ward Music Scholarship  
 Mayes Family Scholarship  
 Mildred Johnston Hay Scholarship  
 Mildred R. Orr Endowed Scholarship  
 Milliken Fund  
 Min Murray Haselden Cheves Scholarship  
 Mindy Traphagan Scholarship  
 Mr. and Mrs. Thomas Howard Suitt Sr.  
     Scholarship  
 Mrs. Ben W. Montgomery Scholarship  
 Mrs. Robert I. Woodside Award Fund  
 Nancy McCall Poyner Scholarship Fund  
 Nancy Reep Tait Voice Scholarship  
 Neville Holcombe Americanism Scholarship

Norfolk Southern Endowed Scholarship  
 Pacolet Manufacturing Company Scholarship  
 Paul C. and Josephine A. Thomas  
     Music Scholarship  
 Peggy Bradford Long '49 Endowed Scholarship  
 Priscila Mullen Gowen Memorial Endowment  
     Scholarship Fund  
 R. J. Little Family Scholarship  
 Rachel Minshall Waters Endowed Scholarship  
 Rachele Ellison Mickel Endowed Scholarship  
 Radiana Pazmor Scholarship from  
     Pi Kappa Lambda  
 Rebecca Gilbert Chancellor Scholarship  
 Renea' Parker '99 Endowed Scholarship  
 Retired Faculty Scholarship  
 Robert L. Maclellan Music Scholarship  
 Robert L. Maclellan Undergraduate  
     Merit Scholarship  
 Robert T. Coleman, Jr. Scholarship  
 Rochelle Grubb Memorial Scholarship  
 Rose Cornelson Montgomery Scholarship  
 Rose Montgomery Johnston Scholarship  
 Ruby and Albert Flaccocoe Endowed Fund  
 Ruth Paddison Music Scholarship  
 Ruth Paddison Arts and Sciences Scholarship  
 Clay Williams Music Scholarship  
 Salley Hite Anderson Endowed Scholarship  
 Sandra Sherard Bethea Scholarship  
 Sara Gossett Crigler Scholarship  
 Sara Routh Plyer Scholarship  
 Sarah E. Lobban '58 Endowed Scholarship  
 Sarah Sitton Gambrell Scholarship Endowment  
 Sarah Stacy Butler Endowed Scholarship  
 Serena Lee Scholarship  
 Simpson Scholarship  
 JM Smith Foundation Endowed Scholarship  
 South Carolina State Fair Endowed Scholarship  
 Spartan Mills Scholarship  
 Steve Hunt Theatre Scholarship Endowment  
 Strom Thurmond & Holly Richardson  
     Public Service Scholarship  
 Susie Mathews Abney Scholarship  
 Tara LeWynn Sturdivant '85 Endowment  
     Scholarship  
 Tom and Mary Slaughter Endowed Scholarship  
 Tom and Tracy Hannah Endowed Scholarship  
 Vernon B. & Everieell Ivey Hallman '38  
     Scholarship Fund  
 Virginia Kiser Beach Endowed Scholarship  
 Virginia Mae McCall Gore Scholarship  
 Virginia Tompkins McLaughlin Scholarship  
 W. Hayward Ellis Memorial Theatre Scholarship  
 Wallace Duncan Dupre Sr. Scholarship  
 Wallace W. and Nelia W. Littlejohn Scholarship  
 Walter S. Montgomery Sr. Scholarship  
 Warren E. Barker Music Scholarship Fund

Weisiger Outstanding Scholar-  
Athlete Scholarship  
William Randolph Hearst Endowed  
Scholarship Fund  
Winged Victory Scholarship

#### ANNUAL SCHOLARSHIPS

Converse College awards scholarships that are funded annually by individuals, foundations and corporations to provide merit or need-based support to qualified students.

Converse College awards scholarships that are funded annually by individuals, foundations and corporations to provide merit or need-based support to qualified students.

#### Annual Scholarships

Advance America Scholarship  
Charner William Bramlett Memorial  
Fellowship Fund

Floride Smith Dean '25 Music Scholarship  
Peggy Thomson Gignilliat Music Scholarship  
Grace Heck Adopt-A-Scholar Scholarship  
Dean Joseph H. Hopkins Annual Scholarship  
Mary Hart Law Annual Music Scholarship  
Charles and Mary New Scholarship  
H. Morgan Rogers and Anne W. Rogers  
Scholarship Fund

Rotary Club Scholarship

SCICU Scholars Program

D. L. Scurry Foundation Scholarship

Virginia Turner Self Scholarship

Walter Spry Memorial Scholarship

Algernon Sydney and Mary Mildred Sullivan  
Scholarship

TG Scholarship

Emily Leigh Tunno Scholarship

Elizabeth Hubbard Wakefield Scholarship

Lettie Pate Whitehead Foundation  
Scholarship

# ACADEMIC LIFE

## THE CURRICULUM

To prepare students for full participation in their society, Converse College offers a coherent academic program that encompasses a variety of educational experiences. All students complete a sequence of general education courses, which provide instruction in language and writing, analysis and problem solving, and physical coordination. Furthermore, they develop knowledge, understanding, and appreciation of the various disciplines of the liberal arts to which they are introduced. All students also complete either a double major, a major and a minor, or a single major. Students concentrate on these areas of study in the last two years of their college work. Students may choose majors from the disciplines within the liberal arts or from career-related areas that have their foundations in one or more of these disciplines.

An outstanding feature of the Converse curriculum is the double major, which most students have the opportunity to complete in the regular four-year academic program. In a double major, students may choose two subjects within the liberal arts or may choose a traditional discipline and a career-related program. Thus, students interested in an area directly related to career preparation also have the opportunity to study one of the liberal arts subjects in depth, and students interested in more than one of these liberal arts subjects have a structure whereby they may pursue sophisticated and specialized work within two of these disciplines.

## THE MICKEL LIBRARY

The Mickel Library holds more than 200,000 books, scores, music recordings, DVDs, microforms, and archival materials. It currently provides access to a variety of online databases, including 39,500 periodicals in full text, 330,000 ebooks and thousands of reference works. These resources are available to students and faculty 24 hours a day.

Seating more than 200 users and generally open 85 hours a week, the library provides reference service to help students with research assignments, an interlibrary loan department to obtain materials from other libraries, and direct borrowing privileges at the libraries of other colleges and universities in South Carolina.

Computers and Wi-Fi access within the library enable students not only to search the catalog,

other online resources, and the open Internet, but to use software applications such as Microsoft

Enable students not only to search the catalog, other online resources, and the open Internet, but to use software applications such as Microsoft Word and Excel. Notable sections within the library include a separate music library and a curriculum resources center.

## THE ACADEMIC CALENDAR

The academic year is divided into three terms: Fall, Jan, and Spring Terms. The Fall and Spring Terms are approximately 13.5 weeks in length and the Jan Term is twenty instructional days. Students normally enroll in 12 to 16 hours in the Fall and Spring Terms and 3 to 5 hours in the Jan Term. Students must enroll in an adequate number of hours to make satisfactory progress toward a degree and for financial aid purposes.

The Jan Term enables students to engage in internships, participate in a study/travel program, devote the term to an intensive study of a single subject, or, if they prefer, enroll in the regular courses of the curriculum, which are provided in adequate number and variety.

## THE CONVERSE II EXPERIENCE

Through Converse II, women ages 24 and older may enter or return to college to complete undergraduate degrees, earn second undergraduate degrees, or enrich themselves personally or professionally. Converse II students are fully integrated and receive the same high-quality education as our traditional undergraduate students. Outstanding features of the program are a reduced tuition rate, simplified application procedure, no SAT or entrance test scores required, career counseling, and individualized academic advisement. The Converse II experience is an integral part of Converse College—the teaching faculty and academic requirements for the degree are the same for both traditional-aged and Converse II students.

Any woman who is a high school graduate or has obtained a GED and who is at least 24 years old, or has her 24th birthday within the semester for which admission is requested, is eligible to apply. Steps in the application process include submitting an application and fee, submitting official high school and all official college transcripts, and having a personal interview with the Director of Converse II.

Each admitted applicant is assigned one of three classifications:

1. Degree Seeking candidate  
(including Second degree seeking candidate)
2. Non-degree Seeking candidate
3. Provisional candidate (degree candidate)

Degree candidates may be full-time or part-time and may enroll in any major course of study, subject to departmental criteria. There are no time limits on graduation, but the student must maintain the academic standards set forth in the "Academic Regulations" section of the Student Handbook and in this catalog. Non-degree seeking candidates may take courses for credit without completing the full admission process. Provisional students are those applicants whose high school record is below that of students who are usually accepted, and those who have college work with a GPA below 2.5. Women being considered for provisional status must show maturity and motivation that would indicate potential for success at Converse. Once accepted into Converse II, women may, with departmental approval, enroll in any of the courses and degree programs available at the College. When Converse II students complete at least 60 semester hours of work at Converse, they may graduate "with honors" when grade point ratios are 3.5 or above. Academic regulations are the same for Converse II students as for other students, and it is the student's responsibility to know and fulfill curriculum requirements.

Converse II students are eligible to apply for federal and state grants as well as a variety of loan programs. Certain restrictions apply to students receiving financial assistance such as a minimum number of credit hours enrolled per semester and classification as a full degree candidate. For fees and financial assistance see "Fees and Financial Assistance" section in the Undergraduate Catalog.

#### Readmission of Former Converse II Students

A student whose enrollment at the College has been interrupted for two or more consecutive sessions is not automatically readmitted. Students desiring to be considered for readmission should complete the application for readmission (available from the Office of Converse II or on the College website). The Office of Converse II will notify the student regarding eligibility for readmission or registration.

### CAREER AND PRE-PROFESSIONAL PROGRAMS

The faculty of Converse College believes that studies in the liberal arts provide the best preparation for career and pre-professional training. In addition, the College offers majors in selected career-related areas and a number of programs that provide the

foundations for particular occupations. These programs are not intended to be substitutes for technical education or for graduate professional training. Rather, they provide introduction to the essential knowledge and basic skills of the vocation.

These programs are offered in the conviction that the liberal arts provide the most practical preparation for all of life. The programs, therefore, consist of a set of liberal arts courses, which are organized in a sequence or pattern having relevance to a recognized occupation or vocation.

To enrich these programs, as well as the career-related majors, most departments offer internships in which students earn academic credit for study and work at a business, a government office, a service agency, or another organization within the profession. Many of the internships are offered in locations other than Spartanburg. Since the studies in the classroom are primarily theoretical, the internship brings theory and practice together, thereby enriching the educational process.

These programs are described in the Career and Pre-Professional section of this Catalog.

### THE CENTER FOR PROFESSIONAL DEVELOPMENT

The Center for Professional Development is located in the Montgomery Student Center and can be reached at 596.9614. The Center serves to advance Converse students toward success in academic, personal and professional areas.

The staff strives to offer services, programs and opportunities for students to create networks for professional learning and growth. The staff of the Center works to meet the needs of all Converse students wherever they are in their academic and personal development journey. See the Student Handbook for the support services that are offered.

#### Internships

Internships, work experiences which earn academic credit under the direction of a faculty member, are extremely valuable for career decision-making and in providing career related experience. Internships must be arranged with the student's faculty advisor and the personnel in the Center. The Center will facilitate the internship process but does not guarantee any student an internship.

Prior beginning an internship, a student must meet departmental requirements and be approved by the appropriate departmental faculty advisor. The faculty advisor assumes the responsibility of determining the student's eligibility and awarding academic credit.

Students typically earn one credit hour for every 40 hours worked at the internship site. At the end of the internship, each student will be evaluated by the site supervisor. In turn, the student will evaluate the placement in terms of its educational value.

Most internships are not paid. Transportation costs and expenses of a personal nature are borne by the student.

**Academic Regulations for Internships** Internships are limited to sophomores, juniors and seniors who have a 2.0 cumulative GPA at the time of application and who have completed at least 12 credit hours at Converse College prior to approval. Individual departments may require additional requirements and prerequisites.

All internships are graded on a pass/fail basis. A student may apply a maximum of 12 credit hours of internship credit toward graduation.

## PROGRAMS FOR STUDY ABROAD

### Jan Term Travel

Converse offers a number of unique opportunities during the Jan Term for off-campus study. These programs, which are designed and led by Converse faculty, are often interdisciplinary and provide students with the opportunity to earn general education, major, minor, or elective credit. Course offerings vary from year to year and have included travel to various destinations in Europe as well as South and Central America. Recent examples include a trip to England for theatre credit, Cuba for interior design, economics or English credit, and Greece and Italy to study art or art history. January 2018 destinations include England and France (economics or history credit) and Germany (music or German credit). In addition to international study during the Jan Term, Converse also will occasionally offer students the opportunity to travel domestically for academic credit. These courses are also designed and led by Converse faculty and have included travel to Florida, New York City, and the southwestern United States.

### Iceland

Converse has an exchange agreement with the University of Iceland, a European university with an extensive selection of courses taught in English. The agreement allows a Converse student with a strong academic record to study at the university and pay no additional tuition beyond the student's regular tuition and fees paid to Converse. Participants pay only living expenses while abroad. A special Converse scholarship pays for the round-trip airfare between the United States and Iceland. For further information, contact the Director of International Studies.

### Scotland

Through an invitation to participate in the selective Principia Consortium, students in the Converse Nisbet Honors Program are eligible for consideration for a special honors study abroad experience at the University of Glasgow, Scotland. The Scotland program is offered in the fall semester only.

### Other Opportunities

Arrangements can be made for students to study abroad for a semester, an academic year, or during the summers in other countries throughout the world. Recently Converse students have spent semesters in Spain, Argentina, and on the Semester at Sea program. Students interested in studying abroad for a semester or an entire academic year are encouraged to start planning for this opportunity as early as possible in consultation with their academic advisor(s) and the Director of International Studies. The Director of International Studies will work with students to select an appropriate program based on academics, time frame, and other considerations such as cost and housing arrangements. In many instances, it is possible to establish consortium agreements with other institutions so that grades and credits are recorded as if the courses had been taken at Converse. In other cases, grades will be recorded as transfer credits.

### Study Abroad Scholarships

Converse provides scholarship opportunities to support study abroad. All students may apply for a Chapman scholarship, which honors alumna Anne Morrison Chapman. Chapman awards can be applied to either a Jan Term course or a semester/ year abroad. Online applications open in March and are due before Spring Break. Scholarship amounts vary depending on the number of applicants and the cost of the trip. Students majoring in interior design are eligible to apply for the Caughman scholarship, which honors alumna Pamela Caughman. Preference may be given to students with financial need. Online applications open in March and are due before Spring Break.

Students majoring in English are eligible to apply for the Morgan scholarship, which honors Professor Emeritus Charles Morgan. Preference is given to students participating in Converse travel experiences, particularly those for English credit, and for those students demonstrating financial need. Online applications open in March and are due before Spring Break. Nisbet Honors students are eligible to apply for a study

abroad scholarship from the Nisbet program. This scholarship applications are accepted in the fall semester, and interested students should contact the Nisbet program directors for more information.

Additional scholarship opportunities will be available during the academic year thanks to our new Q.E. P. program, Converse Across Boundaries. More information will be available in the fall. Students are encouraged to contact the Director of International Studies to learn more about study opportunities abroad or visit the Study Travel section of the Converse website.

## ACADEMIC ADVISING

The Converse College advising program provides academic guidance to students from their entrance until their graduation. Freshman Mentors, who serve as the faculty for Converse's required First Year Seminars, help students adjust to college life, guide their choice of academic programs, and assist in the development of their talents and goals during their first semester, and throughout a student's career at Converse. Besides seeing their students in class on a weekly basis, Freshman Mentors schedule conferences with students at regular intervals, and are available for consultation at any time during the fall and beyond.

A student may declare her major upon entering Converse. In that case she will be assigned a major advisor, but will also continue with a designated Freshman Mentor. If the student does declare a major upon entering she may work with her major advisor during the advising period for January and Spring terms. If the student does not declare a major upon entering she may do so at any time, switching during January and Spring terms advising period or after.

By declaring a major, the student transfers to a major advisor in a particular academic department for advice in a specific program of study. Students choosing double majors are assigned advisors in both academic areas, and should regularly consult BOTH advisors. Students should complete plans for the major(s) and/or a minor no later than the spring of the sophomore year, but preferably sooner.

## WRITING CENTER

Located on the second floor of the Mickel Library in Suite 204, the Writing Center provides assistance to all students seeking to build their writing skills. The Writing Center is dedicated to providing academic support to the needs of student writers across the curriculum. In addition, any student who wishes to enhance her skills, independent of specific coursework, or have a friendly reader for

her newest poem, essay or story, can find assistance in the center.

The Writing Center offers assistance with learning pre-writing strategies, understanding the writing process, developing a thesis, strengthening the focus of a paper, including supporting details, creating effective introductions, recognizing strengths and needs, and increasing understanding of proper grammar.

The Writing Center provides students with one-on-one tutoring, small group workshops focusing on specific writing topics, reference books, handbooks, and English as a second language assistance. While the Center cannot provide a proofreading/editing service or a guarantee of better grades, it will serve as a caring and concerned trial audience for what students have written.

## THE NISBET HONORS PROGRAM

Although Converse has offered some honors courses in the past, the Nisbet Honors Program began in 2000 when Converse alumna Marian McGowan Nisbet '62 and her husband Olin established an endowment to support a full Honors Program.

The mission of the Nisbet Honors Program is to offer the academically gifted student the challenge and community in which she may grow to her full potential. The Honors Program includes opportunities to do independent research with faculty mentors, to take honors courses with other academically gifted students, to meet nationally known visiting scholars, to receive funding for study-travel, and to meet socially to discuss intellectually challenging topics. For further information concerning the Nisbet Honors Program, refer to the academic department section of the Undergraduate Catalog.

## ACADEMIC HONORS

### Honors at Entrance

Students who because of their academic record in high school and their test scores receive named scholarships are awarded honors at entrance.

### Class Honors

The three students with the highest average in each of the returning classes are designated annually as Class Honor Students based on the previous year's GPA.

### Dean's List

Eligibility for the Dean's List, prepared at the end of each Fall and Spring Term, is based on the following criteria:

1. The student must be full-time.
2. The student must have no incomplete

grades in that term.

3. First year freshman must have a 3.4 GPA in that term.
4. All other full-time students must have a 3.6 GPA in that term.

Students graduate with “academic distinction” from Converse according to the following criteria:

1. *cum laude*, GPA of 3.5 but less than 3.75.
2. *magna cum laude*, GPA of 3.75 but less than 3.90.
3. *summa cum laude*, GPA of 3.90 and above.

These standards refer to the Converse grade point average. To qualify, a student must have a minimum of 60 hours of work at Converse or in Converse programs.

Other honors accorded graduating seniors include the Elford C. Morgan and the Pi Kappa Lambda

Awards for the highest cumulative average earned, respectively, by a student in the disciplines of arts and sciences and a student in The Petrie School of Music.

## HONORARY ORGANIZATIONS

### Alpha Lambda Delta

Alpha Lambda Delta is a national honor society for the recognition of high academic achievements in the freshman year. To be eligible for Alpha Lambda Delta, the student must have a cumulative average of not less than 3.5 and carry a full class load through the Jan Term of the freshman year.

### Alpha Psi Omega

Alpha Psi Omega is a national honorary fraternity in Theatre Art. Candidates for admission must be active members of the Palmetto Players and demonstrate outstanding and continual contributions to the Theatre Program at Converse.

### Alpha Sigma Lambda

The Alpha Sigma Lambda National Honor Society was established in 1946 to recognize the special achievements of nontraditional adult students who accomplish academic excellence while managing the demands of family, work, and community. Membership in the Chi Delta Chapter of Converse College is by invitation to first-degree seeking Converse II students with a minimum of 24 graded semester hours earned at Converse College and a 3.2 GPA or above.

### Delta Omicron

Delta Omicron is a professional music fraternity whose purpose is to encourage the highest possible scholastic attainment, excellence of individual performance, and appreciation of good music, to create and foster fellowship through music, to develop character and leadership, and to give

material aid to worthy music students. Membership is open to freshmen, sophomores, juniors, seniors, and graduate students of outstanding scholarship and musicianship.

### The Gamma Sigma Society

The Gamma Sigma Society is the honorary scholarship society of Converse College. The purpose of the Society is to encourage scholarship among the students of Converse College and to honor by election to membership in the Society those seniors, not to exceed ten percent of the graduating class, who have demonstrated superior scholastic attainment throughout their entire college course. To be eligible for election, students must be candidates for a bachelor's degree in the liberal arts and sciences. Criteria for selection to Gamma Sigma are based on the Phi Beta Kappa standards.

### Mortar Board Gavel Chapter

Mortar Board is a national honor society of college seniors whose purpose, in part, is “to support the ideals of the university, to advance a spirit of scholarship, to recognize and encourage leadership, and to provide the opportunity for a meaningful exchange of ideas as individuals and as a group.” Qualifications for membership in Mortar Board include outstanding leadership, scholarship, and service. All juniors with a cumulative scholastic average of 3.0 or above are considered for membership. Selection and tapping of new members occurs in the spring of their junior year.

### Phi Sigma Iota

Phi Sigma Iota is a national foreign language honor society. Its primary objectives are the recognition of above average ability and attainments in languages and literature, the stimulation of advanced work and individual research in this field, and the promotion of a friendship and understanding between our nation and the nations using these languages. Students eligible for membership must meet the following requirements: Junior or Senior standing (Sophomore in exceptional circumstances); a curriculum with an emphasis in foreign language; at least a “B” average in their entire college work as well in all courses in language; and completion of at least one course in foreign language at the third- year level or beyond. Membership is by faculty recommendation and invitation.

### Pi Gamma Mu

The purpose of Pi Gamma Mu is to improve scholarship in the social sciences and to provide an equal opportunity for an exchange of ideas



between individuals involved in the various fields of social science. Only students with at least twenty semester hours of social sciences with an average grade therein of not less than "B" are considered for membership.

#### Pi Kappa Lambda

"Strive always for the beautiful" is the motto of Pi Kappa Lambda National Music Honor Society. Membership is by invitation to those faculty members, graduate students, seniors, and juniors in the field of music who show outstanding leadership and scholarship. Graduating seniors in The Petrie School of Music whose averages in all subjects rank among the upper one-fifth of the class and juniors whose averages in all subjects rank among the upper one-tenth of the class are eligible for election.

#### Pi Lambda Theta

Pi Lambda Theta is a national honorary organization in education. Its purpose is to recognize persons of superior scholastic achievement and high potential for professional leadership. Additionally, Pi Lambda Theta stimulates independent thinking educators who can ask critical questions to improve educational decision making. The organization does this by fostering: 1) a spirit of fellowship; 2) high standards of scholastic attainment; and 3) professional ideals among members. Membership in the Converse College chapter of Pi Lambda Theta is by invitation to undergraduate applicants who plan to major or Minor in education; have attained a minimum of 30 semester hours ; and have a GPA of 3.5 or better.

#### Student Marshals

Student Marshals are chosen from the rising junior class each year on the basis of academic excellence. They are among the most honored students on campus. They officially represent the college in the formal ceremonies of the academic year, including Formal Opening Convocation, Founder's Day, Awards Day, Baccalaureate and Commencement, where they add order and dignity to the proceedings. In addition, marshals serve at other functions such as the Festival of Lessons and Carols, Senior Assembly, certain required assemblies and Honor Emphasis Assembly.

#### Theta Alpha Kappa

Theta Alpha Kappa is the national honor society for Religious Studies and Theology. It promotes excellence in the study and teaching of these fields and seeks to bring students, teachers, and writers of Religious Studies and Theology together both intellectually and socially. Membership

is open to students who have completed 12 hours in religion or related courses, who have a cumulative grade point average of at least 3.0, who of their class have a grade point average of at least 3.5 in religion courses, and who are in the upper 35 percent of their class.

# ACADEMIC REGULATIONS

Converse College offers the degrees of Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Musical Arts and Bachelor of Science. Students may complete two degrees; however, this is usually a complicated and demanding process. Students planning to earn two degrees should talk with their advisers as soon as they have decided that they want to do this. It is the responsibility of each student to know the requirements for the completion of her degree.

## REQUIREMENTS FOR THE BACHELOR'S DEGREE

The requirements for the bachelor's degree include the completion of a minimum of 120 credit hours and a cumulative grade point ratio of at least 2.0 on the cumulative hours attempted. Also, in all majors or minors a minimum GPA of 2.0 is required. (See each department for further information). Included in the minimum number of credit hours to graduate are the General Education Program (GEP) requirements, and the requirements for a single major, major and minor, or double major.

The general education requirements for students seeking a BA, BS or BFA are detailed in the section of the Catalog "*Requirements for the General Education Program*". For students majoring in music the GEP requirements are listed in each program of study in the section of the Catalog "*Carroll McDaniel Petrie School of Music*."

Most majors consist of a minimum of 30 credit hours of coursework in one academic discipline and a double major consists of the course requirements for the major in two academic disciplines. No more than four courses that are cross-listed or that are required for both majors may count toward the satisfaction of the major requirements in the two majors. For cross-listed courses, the student will receive credit in the subject area for which she has chosen to register. She may not change her choice of course designation at a later date without the approval of the Associate Vice President for Academic Affairs.

If a student takes more than 42 hours in one academic discipline, the hours over 42 will not count toward hours for graduation. Exception: This limitation will not apply to a unified program offered with the approval of the General Faculty.

A minor consists of a minimum of 18 credit hours in a planned program of study within a given department. Refer to the portion of the Catalog devoted to the departments for specific information

about the minor programs offered. The College permits interdisciplinary minors, which require a minimum of 21 credit hours in planned programs between two (or more) departments.

Students may select a major, major and minor, or double major as early as the fall the term of the freshman year or during the sophomore year. The student completes the "Declaration of Major" form that is available from the Office of the Registrar or the Office of the Associate Vice President for Academic Affairs to declare or to change a major, minor or degree.

Students are assigned an advisor in the academic discipline that is declared as a major and in the case of double major the student must also consult an advisor in the second major. The department chair of the minor usually directs the course work in the minor.

Elective courses are those that are taken not to satisfy the requirements of the GEP, the major, or the minor, but to complete the minimum 120 hours necessary for the bachelor's degree. Students choose these courses according to their own preferences from the general curriculum. Students who seek admission to graduate professional schools, such as law or medicine, should consult the section titled "*Career and Pre-Professional Programs*".

To be eligible for the bachelor's degree, the student must complete no fewer than the last 42 credit hours of coursework at Converse. Exception: Upon approval of the Associate Vice President for Academic Affairs a student may be permitted to complete up to six of the last 42 hours at another accredited institution. Ordinarily this exception does not apply to students who have earned a total of only 42 hours of coursework at Converse.

To be eligible for graduation with honors, students must have completed a minimum of 60 hours of credit at Converse College.

In addition to the academic and residency requirements, the College requires as a condition for the awarding of any diploma, the payment of all fees and fines owed to the College; the performance of any obligation, such as an exit interview, connected with a student loan; the completion of any sanction resulting from the student judicial system; and completion of assessment instruments during their freshman and junior years. Students must also apply through the Office of the Registrar for graduation no later than the last week of the Fall Term prior to the regular commencement exercises.

**SECOND BACCALAUREATE DEGREE**

1. Converse does not grant to an individual two baccalaureate degrees of the same kind, e.g., two BA, two BFA, two BS or two BMus degrees.
2. Students who wish to add another major program to a degree already completed may do so, but this accomplishment is recognized only by notation on the permanent transcript record, not by issuance of a second diploma.
3. A person who wishes to take at Converse a baccalaureate degree of the same kind as one previously completed at another college is eligible under the same conditions as those that apply to students working for a second Converse baccalaureate degree.
  - a. the major requirements for the second degree;
  - b. the residence requirement of a minimum of 42 hours at Converse; and
  - c. the grade average require for graduation.
5. Any issue concerning the acceptability of previously earned credits, such as their appropriateness to the second degree or the length of time since their completion, should be referred to the Registrar.

**EARLY COMMENCEMENT REQUIREMENTS**

Under certain conditions, students who have not completed the degree requirements are allowed to participate in graduation exercises. The following regulations govern this privilege:

1. A student must be present and participate in the graduation ceremony.
2. Only students who lack no more than four hours to meet the minimum hour requirement for the degree are eligible. Students must complete the remaining hours by the end of the spring term of the following academic year. The residency requirement that a student may take no more than 6 of the last 42 hours of coursework at another institution applies to all students who are participating as early commencement candidates.
3. To qualify for early commencement, a student must have achieved a cumulative grade point ratio of 2.00 by the end of the Spring Term in which she has applied to early commence, must have a 2.00 GPA in her major and no incomplete grades that have not been made up or completed.
4. In case of illness or emergency, students may appeal the requirements stated above to a committee comprised of the appropriate dean, the student's academic adviser and the Associate Vice President for Academic Affairs.

5. In the official commencement program, the early commencement candidates are identified with an asterisk. The following statement appears at the end of the roster of graduates: "Early commencement participants who will complete their requirements within the following academic year."
6. The early commencement participants receive blank diplomas at the May exercises. They receive their official diplomas at the end of the summer or the following May, contingent upon the completion of all requirements, with the date of the appropriate commencement appearing on the diploma.
7. An early commencement student who fails to achieve the required grade-point ratio, or fails to meet the required number of hours for graduation by the end of the summer, is automatically disqualified from receiving the official diploma until the academic deficiencies are removed. Ordinarily this means that such students are not eligible to receive their official diplomas until the following May or the next official date of graduation.
8. Participation in the graduation exercises is regarded by the College as ceremonial and symbolic. Students may not consider themselves graduates of the college in any legal or official sense until the Registrar of the College has certified that the students have met all the requirements for graduation.
9. Students who participate in early commencement cannot be recognized as qualifying for honors at graduation.

**GRADES AND QUALITY POINTS**

Grades for undergraduates are recorded in the following terms:

Grade .....	Quality points earned
A Excellent .....	4.00
A- .....	3.75
B+ .....	3.25
B Good .....	3.00
B- .....	2.75
C+ .....	2.25
C Satisfactory .....	2.00
C- .....	1.75
D+ .....	1.25
D .....	1.00
D- .....	.75
F Failure .....	0

**Other Symbols**

I .....	Incomplete
W .....	Withdrawn
P or F .....	Pass/Fail (used only in specified courses)
Au .....	Successful audit

A grade of I automatically becomes an F unless the student completes the course requirements 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 that the student must complete to receive a grade. These requirements are listed on an "Incomplete Contract" form that may be obtained from the Office of the Registrar. The grade of I will continue to show on the student's record with the grade the student receives after the course requirements are met.

A student may receive a grade of W in the regular terms (Fall and Spring) until two weeks before the end of any course during the regular term and four days prior to the last day of Jan Term. No one may withdraw from a course after this final date.

In courses designed to be graded Pass/Fail, no quality points are granted for a grade of Pass, while a grade of Fail will be regarded as hours attempted and failed.

### Pass/Fail

The Pass/Fail regulation allows students to take courses of interest without affecting the student's GPA, unless a grade of F is received in the course. Students are allowed to enroll in courses that are normally graded courses for pass/fail credit providing they adhere to the following guidelines.

1. Courses that are required Pass/Fail, such as Computer Literacy, internship or practicum are not part of this policy.
2. Each student may take up to eight (8) credits of her 120 required credits for graduations on a Pass/Fail basis at her discretion. The student and her advisor are responsible for keeping track of these hours.
3. A student may not take the following for Pass/Fail:
  - a. Courses that will be a part of the student's major, minor, or general education program.
  - b. Honors courses.
  - c. Directed Independent Studies.
4. To be eligible for a Pass/Fail course, a student must have:
  - a. Completed 30 credit hours of college courses.
  - b. A GPA of 2.5 or higher.
  - c. Permission of her advisor. Students not meeting these minimum criteria may be allowed to receive Pass/Fail credit with permission of their advisor.

5. A student must tell the Registrar that she plans to take a course for Pass/Fail by the end of the drop/add period at the beginning of the semester. The student must have the advisor's signature indicating permission to take the course on a Pass/Fail basis.
6. Grades of P do not count toward the student's GPA, but the credits are awarded towards the degree. Grades of F are recorded as such on the student's transcript, and are calculated as part of the student's GPA.
7. Repeated courses must be taken for letter grades, regardless of how they were originally taken.

### Final Exams

At the discretion of the instructor, the Registrar may schedule final exams or they may be self-scheduled. The professor shall indicate on each course syllabus whether or not the final examination in the course is scheduled. Faculty who choose to give self-scheduled exams must use the published dates and times for scheduled exams. Thus, students in courses with self-scheduled exams must schedule them during the times listed by the Registrar. Students who have three or more scheduled exams in one day may petition the Associate Vice President for Academic Affairs or the Head of the Petrie School of Music to reschedule the last of the three exams for another day.

### Retaking a Course

A student will be allowed to retake any course in which she has earned a deficient grade of D or F at Converse, subject to the following conditions:

1. The student may retake a course no more than one time.
2. The student must take the course at Converse to receive any benefits provided by these regulations in the grade average.
3. The course must be retaken before the student has successfully completed more than two courses for which it is a prerequisite.
4. The student will not be permitted to take an overload during any term in which she retakes a course.
5. The grade and quality points earned in the retaken course will be entered upon the student's record; however, no grade will be removed from the student's academic record.
6. Quality points and credit hours earned in the course retaken will be substituted for the quality points and credit hours in the course with the deficient grade.
7. A course retaken will count once in the GPA calculation.

## Academic Standards

The academic standards for continued “good standing” are determined in accordance with the following criteria:

Semester Hours	Probation if cum. GPA is less than
Attempted	
0-24	1.75
25-56	1.90

Students placed on academic probation must attain a probationary period GPA of at least 2.0.

Semester Hours	End of Year Disqualification if cum GPA less than
Attempted	
1-24	1.50
25-56	1.75
57 and up	2.00

Students are placed on academic probation at the end of the Fall and Spring Terms. Any student whose cumulative GPA falls below 1.00 at the end of fall term will be disqualified. Students placed on academic probation must attain a probationary period GPA of at least 2.0. This is not the cumulative GPA but the GPA attained during the probationary period.

Students cannot be removed from probation by credits earned in any summer school other than the Converse summer session. They may, however, earn credits at any approved summer school for the purpose of advancement to the next classification. Students placed on academic disqualification are ineligible to continue their studies at Converse during the summer or the regular terms. Students are academically disqualified for failure to meet the academic standards as outlined in the Catalog. When there is evident cause for mitigation of this penalty, the Provost may relieve students from academic disqualification.

Students receiving federal financial aid and/or S.C. Tuition Grant are required to also meet the College's federal Satisfactory Academic Progress policy to remain eligible. See Satisfactory Academic Progress (SAP) under Financial Planning and Scholarships.

## Grade Reports and Transcripts

Final grades are reported at the end of every term, while midterm grades are reported for Fall and Spring Terms only. Midterm grades are reported for all undergraduate students. A student may view her midterm and final grades at my.converse.edu by entering her username and password. Advisers also can view their advisees grades via the faculty portal. The Office of the Registrar issues a transcript of a student's academic record only upon receiving a written, signed request from the student. Students may order transcripts via the student portal-my.

converse.edu. The charge is \$10 per copy and a transcript will not be issued until all fees and fines are paid to the College.

## REGISTRATION AND ENROLLMENT

Students must properly register through the Office of the Registrar to assure they receive credit for the courses they attend. Registration for the Jan and Spring Terms generally occurs in October and for Summer School and Fall Term in April. A student must schedule an advisement conference with her adviser prior to registration each term.

The full-time enrollment for a student is 12-16 hours for Fall and Spring Terms and three to five hours for the Jan Term. Students will be required to enroll in no fewer than twelve semester hours in the Fall and Spring Terms and no fewer than three semester hours in the Jan Term, unless specifically exempted from this requirement by the appropriate dean. Any student who seeks such an exemption must submit a petition to this effect no later than three weeks prior to the beginning of the term.

## Cross Listed Courses

For cross-listed courses, the student will receive credit in the subject area for which she has chosen to register. She may not change her choice of course designation at a later date except by special approval of the Associate Vice President for Academic Affairs

## Overloads

Students may take more than the maximum normal number of hours (16) in the Fall and Spring Terms and Jan Term (5) in accordance with the following regulations.

1. Students must have their advisor's and the Registrar's approval for overloads in all terms.
2. With the approval of the advisor and a cumulative grade point ratio of at least 2.25, a junior or senior may add no more than three hours in Fall and Spring (total 19 hours), and no more than two hours in Jan Term (total 7 hours) as an overload.
3. With the approval of the advisor and a cumulative grade point ratio of 2.5, a freshman or a sophomore may add no more than three hours in Fall and Spring (total 19 hours), and no more than two hours in Jan Term (total 7 hours) as an overload.
4. First semester freshmen and first semester transfer students may not take an overload.
5. Any exceptions to the foregoing regulations must be sought by petition, endorsed by the academic advisor, to the Associate Vice President for Academic Affairs. In addition, an overload fee of \$500 per credit hour will be

charged for more than 19 hours in the Fall and Spring Terms and more than 7 hours in Jan Term.

### Directed Independent Study

While the college cannot guarantee that students can be offered a DIS in an existing course, under unusually compelling circumstances a student can request such a course. Typically, the request should be made only:

1. If a course is required for a graduating student but is not scheduled.
2. If a student has an unalterable schedule conflict in the major or minor sequence.
3. If a student needs a course to correct an out-of-sequence program.
4. If a student has compelling personal circumstances, such as a health problem.

The student meets with the instructor who has agreed to direct the course to develop a plan. The student and instructor complete the "Directed Independent Study Course" form that is available from the Office of the Registrar. A student is not enrolled in the DIS until the completed form is filed with the Office of the Registrar. Students may generally count no more than two DIS courses toward hours for graduation. Students who cannot secure the support of a faculty member may first discuss individual problems with the academic adviser and second with the appropriate dean.

### Audit

The purpose of auditing a class is to allow a student to study in a class without the pressure of grades, while indicating on her transcript that she has attended and participated in the class.

Full-time students may audit one course per term by obtaining permission from the instructor and their academic adviser. Non-enrolled women may register to audit up to two classes per term by obtaining the permission of the instructors and the Registrar no later than the last day of the add period. Audited classes do not count toward a student's academic class load.

Auditing students must also pay all fees for laboratory classes or classes with additional materials. Students taking courses for credit will have priority over auditors when space is limited.

A student who wishes to change from credit to audit or audit to credit in a course may do so only during the drop/add period at the beginning of the term.

Auditing students are required to fulfill the same attendance requirements in the course as enrolled students. Beyond attendance, instructors may re-

quire an auditor to participate in whatever requirements of a course that they determine constitute adequate participation. Instructors and auditors will stipulate by contract at the beginning of the term the amount of work that will be required.

Students who successfully complete the instructor's requirements will receive an "AU" on their transcripts. Audits that are not successfully completed will not appear on a student's transcript.

### Changing Courses

Students may add courses only during the first week of the term. Dates for adding courses are in the academic calendar. A student may drop a course in accordance with the following conditions:

1. Without a grade – through the published date for 100% refund of the term
2. "W" - a student may receive a grade of W in the regular terms (Fall and Spring) until two weeks before the last day of any course in the regular term and four days prior to the last day of Jan Term. No one may withdraw from a course after this final date.
3. Students who drop below the minimum number of hours (12 hours in Fall and Spring Terms; 3 hours in Jan Term) to be considered full-time should be aware of potential problems with both financial aid and on-campus housing. Therefore, part-time status for undergraduate students is strongly discouraged.

After the first three days of a term, students who withdraw from courses with special fees, e.g. applied art, applied math, etc. may apply to the Vice President for Finance and Administration for a partial refund of such fees if any refund is due.

Warning: Anyone adding or dropping a course without following the proper procedure will: 1) not receive credit for the course added; and 2) receive an "F" for any course not officially dropped.

NOTE: Choosing to drop one or more courses should not be confused with SEPARATION FROM THE COLLEGE.

### Classification Requirements

<b>Class Standing</b>	<b>Min./Hrs./Quality Pts.</b>
For Sophomore Class	24/48
For Junior Class	56/112
For Senior Class	87/174 & 2.0 avg.

## Undergraduate Students Enrolling in Graduate Courses

Undergraduate students desiring to enroll in a graduate course prior to completion of the undergraduate degree must meet the following criteria:

1. The student must have senior class standing.
2. The student must have a cumulative GPA of 3.0 or better.
3. Space must be available in the course.
4. Permission of the instructor must be obtained.
5. An undergraduate student is limited to a total of no more than three graduate courses.

The student may obtain the appropriate form from the Office of the Registrar. The form must be completed and approved before the student can be registered in the course.

## Advanced Placement

Converse awards credit for the nationally standardized Advance Placement test of the College Entrance Examination Board. Credit will usually be given for a score of 3 or better on these tests. For specific information about the relationship of these tests to required courses, you should consult the respective department or the Associate Vice President for Academic Affairs.

## CLEP

Converse awards credit for the nationally standardized College-Level Examination Program (CLEP). Credit will usually be awarded with a score of 50 or better on these tests. For specific information about the relationship of these tests to required courses you should consult the Associate Vice President for Academic Affairs

## International Baccalaureate

Converse College recognizes the IB Diploma Program and awards credit to Diploma holders. Credit is awarded in subject areas in which the individual scores 4 or higher. You may consult the Associate Vice President for Academic Affairs for particular questions.

## Acceleration

Although the Converse Baccalaureate degree normally requires four academic years of study, a student may complete the program in three and one-half or even three years by taking additional courses beyond the normal load and during summer school. A student who wishes to accelerate should consult her academic adviser and the Registrar.

## The Three-Year Degree

Students may complete the requirements for the BA

degree in three years. The three-year degree is not a scaled-down education. It has the same components as the traditional four-year program. It differs only in the pace of the student's work.

Any student who is able to maintain a satisfactory academic average is eligible, but obviously the more capable and highly motivated student will adjust more easily to the accelerated pace of study.

### The Plan:

Year	Fall Term	Jan Term
First	5 courses Physical Ed.	1 course
Second	5 courses	1 course
Third	5 courses	1 course
Year	Spring Term	Summer
First	5 courses Physical Ed.	4 courses*
Second	5 courses	3 courses
Third	4 courses	

*\*May be taken at any institution*

This plan involves a maximum normal load of coursework during most of the college experience. In addition, it requires one full schedule and one part schedule of summer courses, at least some of which may be taken at another college, if the student prefers. As outlined, the plan is only a guide. It may be altered to suit the purpose of the individual student. Students who complete college courses in the summer before entry into the freshman class, or who receive credit by Advanced Placement or International Baccalaureate, will proceed through the three-year program with greater ease and convenience. Summer work before the freshman year should be undertaken upon the advice of the Registrar.

### Transfer of Credits from Other Institutions

During the academic year, students in residence at Converse will be allowed to take courses at other institutions with the approval of their advisor, the Registrar, and the Associate Vice President for Academic Affairs. Grades earned in these courses will not affect the grade-point ratio earned at Converse. Students taking courses at other institutions while in residence at Converse are governed by the overload regulations that are listed in this section. These students must also meet the requirements for the bachelor's degree as stated in the section "Requirements for a Bachelors' Degree."

Courses taken in summer school at another institution will be credited toward the degree provided:

1. The courses to be taken are approved in advance by the student's adviser and the

Registrar of Converse College. It is the responsibility of the student to provide the adviser with a course description from the institution and, to guarantee approval in advance, to submit the request before the last day of classes in the spring term. After that date students who enroll at other institutions do so at their own risk.

2. The summer school is regionally accredited. No credit will be given for any course in which a student makes below a C-, nor will work be acceptable toward satisfaction of degree requirements. Grades transferred from the summer school of another institution will not affect the grade-point ratio earned at Converse College and will not be used to move a student from probation.

Converse will accept a Directed Independent Study (DIS) for transfer credit only if the course is approved by the appropriate academic department. To achieve approval a course description and a course syllabus must be submitted to the Registrar who will in turn submit the documents to the appropriate department chair for review. If the department chair deems it necessary other documents may be requested for review. If the syllabus is judged sufficient for the student to receive credit the department will notify the Registrar of the number of credit hours approved and if the DIS has a Converse course equivalent. The approved course and hours will then be added to the student's academic record.

Converse participates in a number of cooperative programs with other institutions. Therefore, the College will accept by transfer from these institutions at full quality point value and in other respects as if taken at Converse, any course for which Converse has charged tuition or which has been integrated into a Converse degree program.

Converse will review course work for transfer from institutions which are actively accredited by agencies recognized by the Department of Education. Coursework must be of at least equal academic rigor and cover sufficiently similar topics to be considered for transfer, and a grade of a C- or higher must have been achieved. Syllabi, course catalogs, or other documentation may be necessary and must be supplied by the student on request to make the appropriate determination of credit articulation.

#### Summer School at Converse

Converse College operates four summer sessions, two five-week terms, one eight-week term to accommodate online courses, and one three-week term. Courses offered are chosen largely on the ba-

sis of student demand. Special fees are in effect for the summer session.

Courses taken in the Converse summer school are in all respects credited as if taken during the regular academic year. Converse students will be placed on, or removed from academic probation in accordance with the standards of the Fall Term of the academic year, provided that they attend Converse summer session for both terms, taking the regular course load of two courses per term. The summer session bulletin is published in late March and is available at [www.converse.edu](http://www.converse.edu).

#### Alternate Year Courses

Some courses are offered only in alternate years. As they plan ahead to take any particular course, students should confer with the department to confirm the date when these courses will next be offered.

#### Individualized Major (IM)

Students with interdisciplinary academic interests linking at least three disciplines may design degree programs that reflect those interests. Individualized Majors must be designed in conjunction with the student's academic adviser in each of the chosen disciplines (the IM committee) with the approval of the chair of the department in which each discipline falls. After departmental approval, students must submit their proposal to the Associate Vice President for Academic Affairs for review/approval. The Associate Vice President will submit the proposal for approval to the Curricular Programs Committee. Students must complete the design and approval process prior to the end of the sophomore year. NOTE: The student should contact the Associate Vice President for Academic Affairs to discuss logistics, expectations, and requirements before proceeding further.

This program is designed for highly motivated students. Each IM proposal must show a clear theme that justifies granting an exception to single or dual major programs and must provide a list of proposed courses linked by that theme. The Curriculum Committee must approve any subsequent changes in the approved list of courses. All students choosing the IM option must complete:

1. All GEP requirements;
2. At least sixteen major courses (minimum of five courses in each of three disciplines), including a seminar-level course in at least two different disciplines;
3. A capstone project linking all disciplinary areas of the IM, designed by the student with the approval of the faculty adviser in each area. The capstone project is a separate requirement, and not related to the requirements within the two seminar-level courses



the student must complete. A written proposal for the capstone project must be submitted to the student's IM committee by April 15th of her junior year to receive formal approval of the project. She should also register for a special 3-credit course related to the IM capstone project. A presentation of the project will be scheduled during the Spring Term of the senior year, with all members of the college community invited to attend. Four weeks before the formal public presentation the student must provide appropriate documentation to her IM committee for comment and feedback. The student's IM committee will evaluate the public presentation and award a grade of high pass, pass, or fail, with "pass" or better required for graduation.

IM students will be encouraged to incorporate collaborative undergraduate research and Honors work in their course of study.

Due to the number of requirements involved, students completing degrees in professional programs (BM, BFA) will not be able to complete an IM. However, students may combine areas of music or art in IM programs aiming at completion of a BA degree, with the approval of the Head of the Carroll McDaniel Petrie School of Music (for Music) or the Chairperson of the Department of Art and Design (for Art).

#### Courses of Instruction Key to the Numbering System

- 100-199 Introductory courses
- 200-299 Intermediate courses
- 300-499 Advanced courses
- 500-699 Graduate Courses
- 101:102 Indicates a course for which credit is not given unless the work of two terms has been completed.
- 101-102 Indicates a course for which credit for one term may be given but which may not be entered after the first term.
- 300/500 Indicates a course offered for both undergraduate and graduate credit.
- 101, 102 Indicates a course that may be entered in any term.

\*The asterisk indicates a course that is offered for credit toward satisfaction of General Education Program requirements.

A student may enter a course at a level higher than that normally permitted her class with the permission of her major professor or academic adviser and the instructor of the course.

The College reserves the right not to offer a course for which the enrollment is fewer than five.

#### Wofford College Cooperation Program

In some cases Converse students may take courses at Wofford College, a neighboring institution in Spartanburg, as part of their undergraduate degree programs. The cooperative arrangement allows both colleges to enrich the educational opportunities of their students. The cooperation is limited, however, and no student at one institution may complete a major program offered only at the other institution. The Registrars at the students' home institution will handle registration for courses at the cooperating institution. Exceptions to the Guidelines of this Agreement shall be made with the consent of both Provosts or of both Registrars.

#### Guidelines:

1. Enrollment in any class depends upon space being available. The Registrars of the two colleges, not the instructors, determine space availability.  
The two colleges agree that every effort will be made to accommodate requests for enrollment for the other college's students.
2. In general students must take courses required to complete their institutions majors, minors, or other programs at their home institution. Exceptions include:
  - a. Courses in Art History and German, majors offered jointly between the two institutions;
  - b. Courses in Philosophy, where the departments of the two colleges have a history of collaboration;
  - c. Courses in languages and cultures, especially in Chinese, Japanese, and Modern Standard Arabic, and in other languages as developed by the two college;
  - d. With the approval of their academic advisors, students may take courses at either institution to use as electives in completing majors, minors, or other programs;
  - e. With the approval of their academic advisors and as limited exceptions, students may take courses specifically required by their home institution to complete majors, minors, or other official programs at the other institution, especially where the courses(s) in question are not available in a timely manner at the student's home institution.
3. The privileges of the agreement are available only to students in good standing, academically and socially.
4. Directed Independent Study, summer session courses, supervised practical applications,

private lessons, and internships are not included in this Agreement.

5. When the colleges have academic terms with different beginning and ending dates, students must adjust their schedules accordingly. Dates for final examinations and for reporting grades will be those set by the institution in which a course is taken.
6. Students participating in the program will not be charged additional fees except for those courses for which students at the host institution must pay extra. Students are responsible for fines or fees normally assessed for traffic or parking violations or for misuse or loss of supplies.
7. Students participating in the cooperative program must abide by the rules and regulations of the host institution. They are subject to the honor code of their home institutions.
8. Grades earned by students at the cooperating institution will be treated as if they were received at the home institution and are included in the calculation of the grade-point averages.
9. With the approval of their academic advisors and within the other limits of this Agreement, students may take courses used to fulfil their institutions general education requirements at either institution.
10. Courses offered simultaneously at both colleges will be taken at the home institution if space is available.

#### Converse Clemson Dual-Degree Program

Students enrolled in a liberal arts or science program at Converse College who wish to prepare for a career in engineering may, upon successful completion of an approved three-year pre-engineering curriculum, transfer to Clemson University to complete requirements for the Bachelor of Science degree in an engineering curriculum from Clemson and the Bachelor of Arts (or Science) degree from Converse College. The College of Engineering and Science at Clemson University recommends a program of pre-engineering study to include the general education courses required by an engineering curriculum. The details of the program and the understanding are as follows:

1. During the first three terms at Converse College, the student participating in the pre-engineering program must complete and send to the Associate Dean of the College of Engineering and Science at Clemson University the form "Intention to Pursue the Dual Degree Program at Clemson University." The Associate Dean at Clemson will appoint an academic advisor for the student and will

forward the name and address of the appointed advisor to the student and to the Converse College pre-engineering program director.

2. A three-year pre-engineering program of study will be developed by the Converse College faculty in consultation with the Clemson Associate Dean of Engineering and Science from courses offered at Converse College. This program of study shall include the general education courses required by Converse College and by the engineering curricula at Clemson University. A list of basic course requirements recommended by Clemson may be obtained from the pre-engineering program director. However, the specific course requirements to best prepare and facilitate progress toward graduation varies with engineering major. Specific pre-engineering programs recommended for various Clemson engineering majors are available at [www.ces.clemson/dual-degree](http://www.ces.clemson/dual-degree).
3. The total study program at Converse College shall include a minimum of 90 semester hours. Dual-degree candidates shall complete all basic requirements at Converse College for the Bachelor of Arts or the Bachelor of Science degree before transfer to Clemson.
4. The student will apply to the Clemson University Office of Admissions after completion of the second academic year at Converse College. A student with grades no lower than "C" in all courses in the pre-engineering program, and a grade point average of at least 2.5/4.0, is assured of admission into the Clemson engineering program of her choice. Students not meeting these requirements will be considered for admission under Clemson's general transfer student admissions standards. Prior to enrollment at Clemson, the student must be certified by the Converse College academic official as having satisfactorily completed the academic requirements of Converse College as stated above.
5. Credit for courses in the approved pre-engineering program at Converse College and passed with a grade of "C" or higher will be transferred to Clemson University. It shall be the joint responsibility of the Clemson University and Converse College academic advisors to coordinate the transfer equivalency of the Clemson and Converse College courses in the pre-engineering program.
6. Upon completion of an engineering curricu-

lum at Clemson University, the student will be awarded a Bachelor of Science degree in an engineering discipline from Clemson. Converse students enrolled in this program will receive their Converse Bachelor of Arts or Bachelor of Science degree after completing a minimum of 90 hours of study at Converse, a total of 120 hours of study combined at Converse and Clemson, and the General Education and major program requirements of Converse as specified by Converse. The student must apply to the Converse College Registrar for her diploma.

7. Converse College will provide academic advising to assist students in the pre-engineering program with all matters related to their transfer to Clemson University. The Associate Dean of Engineering and Science, or duly appointed representative, at Clemson University will cooperate in the advising of these students. While advice and counsel will be offered, the final responsibility with regard to transfer remains with the student.
8. Pre-engineering students at Converse College will be encouraged to attend summer school at Clemson (or another engineering college) and take certain basic engineering courses in order to ease the transition into engineering coursework and facilitate timely completion of the engineering program. A list of recommended courses for each Clemson University engineering program is maintained at [www.ces.clemson/dual-degree](http://www.ces.clemson/dual-degree).
9. Conferences between the Clemson University engineering and Converse College pre engineering advisors will be held regularly to review the curricula and all matters related to the dual-degree agreement.
10. Dual-degree candidates from Converse College are eligible to seek Bachelor of Science degree in the following majors at Clemson University: Biosystems Engineering, Computer Engineering, Chemical Engineering, Electrical Engineering, Ceramic and Materials Engineering, Industrial Engineering, Civil Engineering and Mechanical Engineering.

#### Transportation

Converse College does not provide transportation to off-campus classes and events.

#### SEPARATION FROM THE COLLEGE

There are four categories of separation from the College:

##### 1. Leave of Absence

A student in good standing may take a leave of absence from her studies at Converse for one

academic term and a maximum of one year.

The leave may be approved for various reasons, including but not limited to financial considerations, travel plans, medical needs, personal reasons, or alternate schooling. If, after a leave of absence of one calendar year a student does not subsequently enroll, the student will automatically be withdrawn from the College.

To be granted a leave of absence during a term, the procedures listed below must be followed:

- a. Upon request, the student will be provided the Leave of Absence signature form from one of the following offices:
  - Associate Vice President for Academic Affairs
  - Dean of Community Life
  - Dean of Professional Development
  - Registrar
  - Wellness Center
- b. The student will obtain the following signatures:
  - Dean of Community Life OR Dean of Professional Development
  - Associate Vice President for Academic Affairs
  - Counselor
  - Financial Planning
  - Student Accounts
  - Registrar
- c. The student will return the completed signature page to the Office of the Registrar.

Students who are granted a leave of absence during the term will receive grades of W for courses that term. Students who do not complete documentation will receive a grade of “F” unless, for reasons of health or family emergency, she provides appropriate evidence of treatment and receives the approval of the appropriate dean in consultation with the representative of the Wellness Center.

A leave of absence from the College may negatively impact a student’s financial aid eligibility if the student has not completed a sufficient number of hours. For further information concerning financial aid, contact the Financial Planning Office.

##### 2. Withdrawal

A student may choose to withdraw from the College at any time. To be granted a withdrawal the following procedure must be followed:

- a. Upon request the student will be emailed the link to the “Separation from the College” Google form by one of the following offices:
  - Associate Vice President for Academic Affairs
  - Dean of Community Life
  - Dean of Professional Development

- Registrar
  - Wellness Center
- b. The student will complete the form; the completed form will be sent to the Wellness Center.
  - c. Within 1-2 business days of completing the form, a counselor from the Wellness Center staff will email the student with the Separation from the College signature form.
  - d. The student will obtain the following signatures:
    - Dean of Community Life OR  
Dean of Professional Development
    - Associate VP for Academic Affairs
    - Financial Planning
    - Student Accounts
    - Registrar
  - e. The student will return the completed signature page to the Office of the Registrar.

Students who complete a withdrawal during the term will receive grades of W for courses that term. Students who do not complete documentation will receive a grade of “F” unless, for reasons of health or family emergency, she provides appropriate evidence of treatment and receives the approval of the appropriate dean in consultation with the representative of the Wellness Center.

A withdrawal from the College may negatively impact a student’s financial aid eligibility. For further information contact the Financial Planning Office.

### 3. Administrative Withdrawal

The College reserves the right to suspend, expel or enforce the withdrawal of any student whose academic standing is unsatisfactory, who violates the Honor Code, who persistently violate College regulations, or whose influence, by word or deed, is determined to be injurious to the best interest of the student body or the institution.

The College, upon the advice of its professional staff, may require a student to withdraw temporarily from the College for medical or psychological reasons. In these cases, the student will be encouraged to seek professional care. Such action is not taken for punitive reasons, but because the welfare of the individual and community mandates this procedure.

### 4. Involuntary Withdrawal Policy

The College is committed to providing student health and counseling services which promote optimal educational opportunities for all its students. However, there are occasions when a student’s physical or emotional health places unmanageable risks on the individual or the College. To ensure that the institution and its members may carry out their proper activities, the College has adopted pol-

icies and procedures for the involuntary withdrawal of students.

These policies and procedures apply to students:

- who pose a threat of danger and /or injury to herself or others, and/or who pose a threat of disruption of the lawful activities or educational processes of other members of the campus community, and/ or who pose a threat of destruction of the property of the College or others, and/or who are severely disruptive to others, including behavior which causes emotional, psychological or physical distress to fellow students or staff substantially above that normally experienced in daily life (Disruption may be in the form of a single incident or somewhat less severe but persistent disruption over a more extended period.), and/or who create an unusual responsibility to monitor, supervise, treat, protect, or restrain the student to ensure her safety and the safety of those around her, and/or whose physical or psychological disorder is such as to require highly specialized services beyond those available locally, and whose condition will deteriorate without additional resources, as deemed by the Director of Counseling or counseling staff, and/or who refuse or are unable to cooperate with a recommended evaluation or treatment procedure that the Dean or other College staff considers necessary to provide reasonable assurance of the safety of the student or others in the community.

*For further information see the Student Handbook.*

### OTHER REGULATIONS

Converse College reserves the right to add or drop programs and courses, change fees, change the calendar, and institute new requirements when such changes are necessary. Every effort will be made to minimize any inconveniences for students caused by such changes. Suitable substitutions will be allowed for required courses that have been withdrawn. Any difficulties arising from changes in published dates, requirements, or courses should be brought to the attention of the appropriate Dean.

### POLICY ON STUDENT’S RECORDS

In the handling of student records, Converse College complies with the provisions of the Family Educational Rights and Privacy Act of 1974. Information about this policy can be found in the Student Handbook.

#### CAMPUS SAFETY AND SECURITY

In accordance with Title II of Public Law 101-542, known as the Crime Awareness and Campus Security Act of 1990, Converse College provides information relating to crime statistics and security measures to prospective students, matriculated students, and employees. This information is published annually and can be obtained from the Department of Campus Safety, or viewed on Converse College Website.

Further information about campus safety and security can be obtained from the Director of Campus Safety, 864.596.9061.

#### GRADUATION RATE

In 2015-16 the graduation rate for students who entered Converse College in 2012 on a full-time basis was 49%.

# POLICIES AND PROCEDURES

## ACADEMIC POLICIES ON DISABILITIES

Converse College complies with Section 504 of the Rehabilitation Act of 1973 (as amended through 1998), the Americans with Disabilities Act of 1990, Title IX of the Education Amendments of 1972, and the non-discrimination 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. A student with a disability is someone with either a physical or mental impairment that substantially limits one or more major life activities. Temporary impairments of short duration without permanent impact usually do not qualify as disabilities under the ADA.

Students are responsible for notifying the College of their need for accommodations, obtaining and submitting a Request for Accommodations Form to the Assistant Dean of Academic Support, providing supporting documentation in a timely manner, and actively participating in developing and implementing an accommodation plan for each term. As legal adults, students must self-advocate, and parents can be included in the process only with the student's permission. 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 Assistant Dean of Academic Support. 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 and 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.

## ADMISSION

Students are admitted to Converse on the basis of academic credentials and additional information submitted to the Admissions Office. A student who feels a disability makes achieving representative scores on the SAT or ACT Tests unlikely may apply through a high school guidance counselor for accommodations on these tests. Students that receive accommodations either in high school or on standardized tests are not necessarily eligible for accommodations in higher education under the ADA or Section 504.

Applicants are not required to disclose any disability on their applications for admission to Converse. Once admitted, however, a student seeking reasonable academic accommodations for a disability should immediately contact the Assistant Dean of Academic Support at 864.577.2028 to obtain an accommodation form. Residential students seeking physical accommodations for a disability should contact the Dean of Community Life at 864.596.9614 upon notification of acceptance, so reasonable provisions can be made before their arrival on campus.

## ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Converse will make reasonable accommodations within its academic programs for otherwise qualified students with documented disabilities. However, students and parents should understand that accommodations provided in elementary and secondary schools under P.L. 94.142 (IDEA) are not necessarily required by law under the ADA or Section 504 or provided by Converse. Many of the practices and procedures of special education (goal setting, progress reports, team meetings, program and exam modifications, related services, and annual reviews) have no parallels in higher education. Behavior standards are the same for all students. Converse does not provide transportation for students. Personal care attendants, orientation/mobility training and tutors are considered personal services in higher education and are the student's responsibility.

Although Converse offers no specialized services for students with disabilities, we will provide them equal access to services offered to all students. All students are eligible to use group tutoring sessions in selected disciplines, offered several hours per

week during the academic year by peer tutors, as well as services through Division of Student Development and Success. Requests for course substitutions are evaluated individually, on the basis of documentation provided, but the college is not required to fundamentally alter essential course/program requirements.

Testing to determine the need for accommodations is the student's responsibility and is not provided by Converse. IEP's or 504 plans do not automatically meet the documentation requirements for receiving accommodations in higher education. 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 Assistant Dean 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 psycho-educational evaluation is required for learning disabilities and is strongly recommended for attention deficit hyperactivity disorder (ADHD).

Students should complete a Request for Accommodations Form on my.converse and submit supporting documentation to the Assistant Dean of Academic Support at least thirty working 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 Director of Health Services, to prepare an appropriate accommodation plan and to secure available support services and/or equipment. This deadline is for administrative purposes only and does not preclude admission to programs or services. Requests for accommodations after the deadline will be reviewed in as expedient a manner as possible, but an accommodation plan may not be in place prior to the first day of class. All information and records regarding students with disabilities, including accommodations for them, are strictly confidential, and the Division of Student Development and Success 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.

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 Assistant Dean of Academic Support so 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 and initiate the student grievance procedure as outlined in the Student Handbook.

#### 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 Student Handbook outlines the procedures for filing grievances against faculty and staff; for reporting sexual harassment and sexual misconduct; and for pursuing Honor Board, Civitas Council, and alcohol and drug abuse cases. The Campus Life Office, located in the Montgomery Student Activities Center, can provide students copies of the Student Handbook and additional information about procedures.

# GENERAL EDUCATION PROGRAM

The General Education Program, which is required for the Bachelor of Arts, Bachelor of Fine Arts, and Bachelor of Science degrees, is a carefully designed plan of study which provides the Converse graduate with a broad foundation in the liberal arts. Students who complete this program should be able to demonstrate:

1. Effective oral and written communication;
2. Effective critical thinking skills;
3. Effective quantitative reasoning skills;
4. An appreciation of creativity/creative expression;
5. An understanding of international/global perspectives; and
6. An awareness of wellness and healthy lifestyles.

Internships and courses designed primarily to prepare students for certification or professional examination are not included in the GEP.

Courses that are available for general education credit and which may also be taken for credit in the major, minor, or a career preparation area may be used to satisfy both requirements. Courses that satisfy a GEP requirement are indicated by an asterisk (\*) in this catalog.

GEP requirements in place at the time a student is admitted will be valid for a period of eight years from the date of the last enrollment.

Each student must meet the requirements below by completing specific courses or by exemption as described

## CATEGORY I: SKILLS

### A. WRITTEN COMMUNICATION

ENG 101 or 290 or exempt. ENG 290: Advanced Composition, does not satisfy the GEP except for those placed there via an AP score of three (3). Exemption is possible via:

1. a score of 4 or higher on either AP English exam (credit awarded);
2. a score of 4 or higher in a course completed within the International Baccalaureate Program (credit awarded);
3. an SAT verbal score of 700 or above (no credit awarded);
4. an ACT verbal score of 31 or above (no credit awarded).

### B. LANGUAGE AND CULTURE

1. Proficiency at the third semester level in one of the following languages:  
ASL, French, German, Italian, or

Spanish. Students must have upon entrance, or achieve at Converse, a competence equal to that achieved by completing three semesters of language at the college level.

Exemption is possible via:

- a. a score of 4 or higher on the AP exam in a foreign language AND passing required written and oral placement tests (credit awarded); or a score of 4 or higher in a course completed within the International Baccalaureate Program AND passing required written and oral placement tests (credit awarded); or 3 or 4 years of language in high school AND passing required written and oral placement tests administered by Converse (no credit awarded);
- b. placement at the intermediate (3rd semester) level is determined by: a score of 3 on the AP exam in a foreign language AND a written placement test administered by Converse (credit awarded); or by the number of years completed in high school and the written placement test (no credit awarded);
- c. students are strongly advised against registering for the next level in a foreign language without having earned a grade of C- or higher in the prerequisite course(s).

### C. QUANTITATIVE REASONING

1. Mathematics 108 or higher, or exempt.

Exemption is possible via:

- a. a score of 3 or higher on one of the AP math exams (credit awarded);
  - b. a score of 4 or higher in a course completed within the International Baccalaureate Program (credit awarded);
  - c. an exemption exam administered by Converse (no credit awarded).
2. One course making substantial use of mathematical, logical, or computational reasoning. Designations for such courses are indicated in the Undergraduate Catalog.

### D. HEALTH AND WELL-BEING

1. One 2-hour or 3-hour wellness course. Designations for such courses are indicated in the Undergraduate Catalog.
2. One 1-hour or 2-hour activity course from among PE or dance.

Exemption Policy: Students 24 years of age or older at the time of admission to Converse



are excused from the health and well-being requirement.

Students may also exempt one physical education activity class based upon fulfilling one of the conditions listed below:

- a. verification of participation in a school-sponsored competitive sport for four years with a letter from the coach of the team. Evidence for exemption must be presented no later than the end of the freshman year.
- b. verification of participation in an intercollegiate sport, Dance Ensemble, or Tarpon Sharks for one year with a letter from the coach/director in the area.
- c. verification of participation and completion with a passing grade of the Army ROTC Physical Training Program conducted at Wofford College.

### CATEGORY II: PERSPECTIVES

Students are required to take the specified number of 3- or 4-hour courses from each of the five academic areas listed below. Within each academic area, each course must be in a different discipline. At least two courses from different academic areas must be at the 200 level or above. All courses that count for GEP credit are indicated by an asterisk\* in the Undergraduate Catalog. Some courses may have prerequisites; also indicated in the Catalog.

- A. Humanities  
Two courses from history, philosophy, religion, women's studies or humanities.
- B. Literature  
One course selected from English or foreign language (in translation or upper-level literature courses in the language).
- C. Fine Arts  
Two history or appreciation courses from art, design, dance, film, music or theatre. (No studio or applied courses)
- D. Natural Sciences  
Two courses from astronomy, biology, chemistry, geology, or physics. At least one of these courses must include a laboratory.
- E. Social Science  
Two courses from economics, politics, psychology, or sociology, anthropology or geography.

### CATEGORY III: OTHER REQUIREMENTS

First year seminar: Required for all first year students entering directly from high school in the fall semester. Transfer students and those entering in the spring are exempt.

A course that is designated as writing intensive, non-European/non-Anglophone and Capstone. Designations for such courses are indicated in the course descriptions in the Undergraduate Catalog.

# THE SCHOOL OF HUMANITIES, SCIENCES AND EDUCATION

ANN M. FLETCHER, *Dean*

## DEPARTMENT OF BIOLOGY, CHEMISTRY, AND PHYSICS

### MISSION

The Department of Biology, Chemistry, and Physics strives to provide a rich and rigorous course of study in the natural sciences and an environment in which students explore scientific principles. The curriculum is designed to enable majors to achieve employment in laboratories and secondary education, to pursue graduate degrees in biology, biochemistry, and chemistry, and to enter professional programs in medical fields.

### DEGREES AND PROGRAMS OFFERED

The Department of Biology, Chemistry, and Physics offers majors in biology and chemistry with either a Bachelor of Arts or a Bachelor of Science degree. The department also offers majors in biochemistry and medical technology with a Bachelor of Science degree. Students earning biology or chemistry majors may also earn secondary teaching certification.

The department also offers minors in biology, chemistry, physics, and environmental studies. The Environmental Studies minor is described in the Interdisciplinary minors section of this catalog. Many students participate in pre-health courses of study described elsewhere in this catalog. These are not part of the major, and the major is not required for them.

The General Education Program is a requirement for all degrees. The requirements listed below are approved for the Bachelor of Arts, Bachelor of Science and Bachelor of Fine Arts.

ENG 101 .....	3 hours
Language and Culture .....	9 hours
MTH 108 or higher .....	3 hours
One course designated as	
Quantitative reasoning .....	3-4 hours
Health and Well-being Wellness .....	2 hours
Activity course.....	1-2 hours
Humanities.....	6 hours
Literature.....	3 hours
Fine Arts .....	6 hours
Natural Science .....	7-8 hours
Social Science .....	6 hours
Total .....	49-52 hours

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course.
- Capstone experience.

For more information see the GEP requirements in this catalog.

### BACHELOR OF ARTS AND BACHELOR OF SCIENCE WITH A BIOLOGY MAJOR

Students majoring in biology may receive either a Bachelor of Arts or a Bachelor of Science degree. Bachelor of Science degree requires students to take 37 credit hours whereas Bachelor of Art degree 32 credit hours in biology, to complete cognate coursework in mathematics and science outside biology, to complete a research requirement, and to take an assessment exam.

A student interested in biology should inform her adviser as early as possible. It is highly recommended, although not necessary, that she begins the general chemistry sequence (CHM 190-203 during her freshman year and that she begins biology coursework within her freshman year. She should work closely with her adviser to plan her course of study.

### STUDENT LEARNING OUTCOMES:

Through completion of the Bachelor's Degree in Biology, our graduates will;

1. acquire an intermediate understanding of the fundamental biological principles and integrate these principles from the major areas of biology (cellular biology, organismal biology, field biology, genetics, and evolution).
2. acquire laboratory and field skills in biology.
3. develop communication skills in written and oral forms that are appropriate for biologists.
4. engage in the scientific process demonstrating an advanced understanding of research, methods, and analysis.

GPA of a student will be calculated by using grades earned for all required major courses and the electives in which students have earned the highest grades, up to the required number of hours. Additional electives and cognate courses will not be calculated into major GPA.

The biology major requires 32 credit hours of biology coursework. At least 16 of these 32 credit hours must be at the 300-level or higher. The 32 hours must include coursework as listed below. The remainder of the 32 hours is elective coursework.

**BACHELOR OF ARTS WITH A BIOLOGY MAJOR**

Introduction to Biological Sciences .....	8 hours
BIO 190: Introduction to Biological Sciences I	
BIO191: Introduction to Biological Sciences II	
Evolution .....	3 hours
BIO 302: Evolutionary Biology.....	3 hours
Cellular Biology (choose one).....	4 hours
BIO 310: Cell Biology	
BIO 312: Microbiology	
Genetics (choose one) .....	4 hours
BIO 301: Genetics	
BIO 408: Molecular Biology of the Cell ....	4 hours
Choose one from two of the following three areas:	
Animal Diversity (choose one).....	4-5 hours
BIO 202: General Zoology	
BIO 305: Human and Comparative Anatomy	
BIO 308: Invertebrate Zoology	
BIO 309: Parasitology	
Plant Biology (choose one) .....	4 hours
BIO 203: General Botany	
BIO 303: Systematic Botany	
Field Biology (choose one) .....	4 hours
BIO 303: Systematic Botany	
BIO 411: Ecology	
Seminars:	
BIO 391 .....	1 hour
BIO 491 .....	2 hours
Electives .....	6 hours
Total Biology Courses .....	32 hours

The following courses do not apply to the biology major: BIO 105, 110, 112, 120, 199H and 481. A maximum of 4 credit hours each of BIO 317 and 490 may apply to the biology major.

**Cognate Coursework for Bachelor of Arts:**

CHM 190: General Chemistry .....	4 hours
Mathematics Statistics.....	6 hours
MTH 110: Elementary Functions	
MTH 120: Calculus and Analytical Geometry	
ECN 300: Descriptive and Inferential Statistics	
Statistics	
PSY311: Statistics and Experimental Design II	
POL 303: Social Statistics	
Non-Biology or Mathematical Science .....	3 hours
Can include Geology or Astronomy	
Total Cognate Hours.....	13 hours

**TOTAL HOURS FOR A BACHELOR OF ARTS WITH BIOLOGY MAJOR..... 45 HOURS**

**BACHELOR OF SCIENCE WITH A BIOLOGY MAJOR**

Introduction to Biological Sciences .....	8 hours
BIO 190: Introduction to Biological Sciences I	
BIO191: Introduction to Biological Sciences II	
BIO 302: Evolutionary Biology .....	3 hours
Cellular Biology (choose one).....	4 hours
BIO 310: Cell Biology	
BIO 312: Microbiology	
Animal Diversity (choose one).....	4-5 hours
BIO 202: General Zoology	
BIO 305: Human and Comparative Anatomy	
BIO 308: Invertebrate Zoology	
BIO 309: Parasitology	
Plant Biology (choose one) .....	4 hours
BIO 203: General Botany	
BIO 303: Systematic Botany	
Genetics (choose one) .....	4 hours
BIO 301: Genetics	
BIO 408: Molecular Biology of the Cell Evolution	
Field Biology (choose one) .....	4 hours
BIO 202: Zoology	
BIO 303: Systematic Botany	
BIO 411: Ecology	
Seminars:	
BIO 391 .....	1 hour
BIO 491 .....	2 hours
Electives .....	3 hours
Total hours in Biology.....	37 hours

**Cognate Coursework for Bachelor of Science:**

CHM190: General Chemistry I.....	4 hours
CHM 203: Organic Chemistry I.....	4 hours
CHM204: Organic Chemistry II .....	4 hours
PHY 251: Essentials of Physics I .....	4 hours
Phy 252: Essentials of Physics II.....	4 hours
MTH 120: Calculus and Analytical Geometry I.....	3 hours
Choose one of the following: .....	3 or 4 hours
MTH 113: Introduction to Statistics	
MTH 210: Calculus and Analytical Geometry II	
ECN 300: Descriptive and Inferential Statistics	
PSY 311: Statistics and Experimental Design II	
POL 303: Social Statistics	
Total Cognate Hours.....	26-27 hours

\*BA students must be mathematically prepared for the first calculus course (MTH120). Students who enter the college placed at that level or higher have fulfilled the requirement with 0 credit hours. Students who enter the college placed at a lower level must pass MTH 110 (3 credit hours) to fulfill this requirement.

**RESEARCH REQUIREMENT**

All biology majors are required to gain research experience. Students may fulfill this requirement by

performing a research project under the direction of biology faculty at Converse College, by performing a research project under another person, or as part of a summer program. All research performed away from Converse must be approved by the biology faculty at Converse College. Students who prefer not to perform a research project may fulfill this requirement by successful completion of BIO 480. Students who double major in Chemistry also have a research requirement, which must be fulfilled by a project. Chemistry projects and Biology projects satisfy the requirements for either major for students who are double majors in Biology and Chemistry.

#### ASSESSMENT EXAM

In addition to the academic and research requirements, all biology majors must complete an assessment exam during the last semester of their senior year.

#### SECONDARY TEACHING CERTIFICATION

Majors who plan to complete secondary certification to teach high school must declare an Education minor, and meet with an advisor in the Education Department to discuss specific requirements. They are encouraged to do this as early as possible. These students must complete all of the following Biology courses: BIO 190, BIO 191, 202, 203, 312 and 411. They must complete one of PHY 242 and 252, and they must complete one of BAD 300, ECN 300, PSY311 or POL 303.

#### THE BIOLOGY MINOR

Students who minor in biology must complete 23 credit hours of biology, including BIO 190 and BIO 191. The following courses may not count towards the minor: BIO 105,112 120, 199H, 391, 481, 491 and 497.

#### MEDICAL TECHNOLOGY

Converse offers a major in medical technology with a Bachelor of Science degree for students who are ASCP-certified Medical Laboratory Technicians. Students completing this major must make their own arrangements for their certification examinations (check [www.ascp.org](http://www.ascp.org) for eligibility) and must complete all requirements for a Converse degree.

#### STUDENT LEARNING OUTCOMES FOR THE MEDICAL TECHNOLOGY PROGRAM:

Through completion of the Bachelor of Science Degree in Medical Technology, our graduates will;

1. acquire an intermediate understanding of the fundamental biomedical principles.
2. acquire additional laboratory skills in biomedical sciences.
3. develop communication skills in written

and oral forms that are appropriate for medical technology professionals

GPA of a student will be calculated by using grades earned for all required major courses and the electives in which students have earned the highest grades, up to the required number of hours. Additional electives and cognate courses will not be calculated into major GPA.

#### REQUIRED COURSES:

##### BIOLOGICAL SCIENCES

BIO 100: General Biology or

BIO 202: General Zoology.....4 hours

BIO 312: Microbiology.....4 hours

BIO 330: Introduction to Immunology.....3 hours

Additional Biology Electives .....8 hours  
(choose courses from the topics listed)

Genetics

Comparative Anatomy Embryology

Cell Biology Physiology

##### CHEMISTRY

CHM 190-202: General College Chemistry...8 hours

CHM 303-304: Organic Chemistry .....8 hours

Biochemistry .....4 hours

##### MATHEMATICS AND PHYSICS

MTH Elective above MTH 110 .....3 hours

PHY 241: Elements of Physics .....4 hours

TOTAL HOURS FOR BACHELOR OF SCIENCE IN MEDICAL TECHNOLOGY.....46 HOURS

#### COURSES OF INSTRUCTION IN BIOLOGY

For students entering into the program beginning Fall 2017 BIO 100 will be replaced with BIO 190 and BIO 191 or the instructors approval. CHEM 201 and CHM 202 will be replaced with CHM 190. CHM 303 will be replaced with CHM 203.

*\*100. CONCEPTS IN BIOLOGY/FOUR CREDITS  
GEP, Major, Minor, Elective credit. An introduction to the fundamental principles of biological activity and scientific methodology. Lecture and laboratory. Lab fee. Offered Fall and Spring Terms.*

*\*105. HUMAN BIOLOGY/FOUR CREDITS  
GEP, Elective credit. Not accepted for major or minor credit. A study of the principles of biology focusing on human issues, including diseases, impact of human population on ecosystems, physiological functions of the human body, and role of biotechnology in our society. The ethical aspects of various issues will be discussed. Lecture and laboratory. Lab fee.*

*110. MEDICAL TERMINOLOGY/THREE CREDITS  
Elective credit. Not accepted for Biology major or minor credit. An introduction to medical terminology through the study of the human body*

systems. The course begins with building medical terms from roots, prefixes, suffixes and combining forms and then progresses into relating these terms to the human body system. Each body system lesson includes terms for anatomy, physiology, pathology, diagnosis, medical procedures, pharmacology and abbreviations.

**\*112. HUMAN BODY AND FUNCTIONS/  
FOUR CREDITS.**

*GEP*. This course is designed to provide students with a general understanding of how the human body functions. Topics include its levels of organization and the structure and function of the major organ systems. This course is not acceptable in programs requiring two semesters of Anatomy and Physiology (e.g., Pre-Nursing, Pre-Med, and most Allied-Health Professions programs) and does not satisfy the Biology major or minor requirements. *Lab Fee*.

**\*120. SPRING FLORA/FOUR CREDITS**

*GEP, Elective credit*. Not accepted for major or minor credit. This course introduces students to the variety of plants that live locally and form much of the spring bloom. Lectures will cover a broad range of general botany and ecology topics. Weekly laboratories will be held outdoors at a variety of plant habitats. Students will learn many of the local plants during laboratory, and they will perform field experiments and collect ecological data. Lecture and laboratory. *Lab fee*.

**\*125. FIRST- YEAR SEMINAR/THREE CREDITS**

*GEP*. First-Year Seminars constitute a common and academically significant experience in a student's first year at Converse College. All incoming first-year students are required to take a 3-credit hour FYS in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with the common course number (except for designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are required elements of the course.

**\*150. SPECIAL TOPICS/ THREE OR  
FOUR CREDITS**

*GEP, Elective credit*. Four hour course will have a laboratory component. Some offerings may be eligible for major or minor credit. Selected topics in introductory level biology.

*Special topic: Human Nutrition will meet the GEP requirement for wellness. Lab Fee.*

**190. INTRODUCTION TO BIOLOGICAL  
SCIENCE I/FOUR CREDITS**

*GEP, Minor, Elective credit*. This is a general introduction to biology for all students, non-majors and potential majors. It serves as a natural science general education class. The course covers concepts and principles in the areas of organismal biology evolution, biodiversity, and ecology. *Lab Fee*.

**191. INTRODUCTION TO BIOLOGICAL  
SCIENCE II/FOUR CREDITS**

*GEP, Minor, Elective credit*. This is a general introduction to biology for all students, non-majors and potential majors. It serves as a natural science general education class. The course covers concepts and principles in the areas of genetics ( heredity and molecular biology), cell structure and function (Metabolism), and other areas. BIO 190 or AP credit is recommended but not required. *Lab Fee*.

**\*199H. FRESHMAN HONORS SEMINAR/  
THREE OR FOUR CREDITS**

*GEP, Elective credit*. Not accepted for major or minor credit. A study of a selected subject within the discipline, which will vary from term to term. The course is designed to encourage student participation in the intellectual processes through class discussion, research and writing, special projects, problem solving and evaluation and defense of positions. When the subject matter duplicates that of another course, credit toward graduation will be granted for only one of the courses. Offered periodically in rotation with seminars in other disciplines. *Lab fee*.

**\*202. GENERAL ZOOLOGY/FOUR CREDITS**

*GEP, Major, Minor, Elective credit. Prerequisites: BIO 100 or adviser placement*. A study of the morphology, taxonomy, and physiology of representative types from the Animal Kingdom. Lecture and laboratory. *Lab fee. Offered Fall Term*.

**\*203. GENERAL BOTANY/FOUR CREDITS**

*GEP, Major, Minor, Elective credit. Prerequisites: BIO 100 or adviser placement*. An introduction to plants, their activities, and their relationship to humans. Lecture, laboratory, and field trips. *Lab fee. Offered alternate Spring Terms*.

**211. HUMAN PHYSIOLOGY/FOUR CREDITS**

*Major, Minor, Elective credit. Prerequisites: CHM 202 and either BIO 100 or 202*. A study of the functions of the basic human organ systems. Physiological processes will be related to organ structures and integrated with the functioning of the whole organism. Lecture and laboratory. *Lab fee. Offered alternate Spring Terms*.

### 270. HUMAN SEXUALITY/THREE CREDITS

*Major, Minor, Elective credit. Prerequisites: one of BIO 100, 202 or 203.* A study of the human reproductive system with primary emphasis on anatomy and physiology. Consideration also will be given the psychological, religious, and ethical aspects of human sexuality. Lecture.

*\*299H. INTERDISCIPLINARY HONORS COURSE GEP, Major, Elective credit.* This course is team taught by members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office.

### 301. GENETICS/FOUR CREDITS

*Major, Minor, Elective credit. Prerequisite: BIO 100 or its equivalent and either BIO 210 or 312.* A study of the fundamental principles of heredity with emphasis on its molecular basis. Experimental work with *Drosophila melanogaster*, bacteria, and viruses will be included. Lecture and laboratory. *Lab fee. Offered Fall Term.*

### 302. EVOLUTIONARY BIOLOGY/ THREE CREDITS

*Major, Minor, Elective credit. Prerequisites: BIO 100 or its equivalent and BIO 301 or permission of the instructor.* Junior or senior class standing is recommended. A survey of the theory, history, and principles of evolutionary biology. Both macro-evolutionary and micro-evolutionary topics are covered and primary literature is discussed. *Offered Spring Term.*

### 303. SYSTEMATIC BOTANY/FOUR CREDITS

*Major, Minor, Elective credit. Prerequisite: BIO 100 or its equivalent.* A study of the taxonomy of the vascular plants with emphasis on the angiosperms. Laboratory will include work in the field. Lecture and laboratory. *Lab fee. Offered alternate Spring Terms.*

### 304. COMPARATIVE VERTEBRATE EMBRYOLOGY/FOUR CREDITS

*Major, Minor, Elective credit. Prerequisites: BIO 100 or its equivalent and either BIO 202 or 203 or permission of the instructor.* A comparative study of the development of selected vertebrates. Lecture and laboratory. *Lab fee. Offered alternate Fall Terms.*

### 305. HUMAN AND COMPARATIVE ANATOMY/ FIVE CREDITS

*Major, Minor, Elective credit. Prerequisite: BIO 100 or its equivalent.* A comparative study of the origin, structure, and function of organ systems of humans and other selected vertebrates. The gross anatomy of organ systems in relation to their functions are

studied. Laboratory includes a hands-on approach to the identification of anatomical structures. Lecture and laboratory. *Lab fee. Offered Spring Term.*

### 308. INVERTEBRATE ZOOLOGY/FOUR CREDITS

*Major, Minor, Elective credit. Prerequisite: BIO 100 or its equivalent.* A study of the morphology and biology of invertebrates. Lecture, laboratory, and field trips. *Lab fee.*

### 309. PARASITOLOGY/FOUR CREDITS

*Major, Minor, Elective credit. Prerequisite: BIO 100 or its equivalent.* A taxonomic approach to the ecology, physiology, and pathology of parasites, with emphasis on those of medical and veterinary importance. Lecture and laboratory. *Lab fee. Offered alternate Fall Terms.*

### 310. CELL BIOLOGY/FOUR CREDITS

*Major, Minor, Elective Credit.* This course is a study of the structure and function of prokaryotic and eukaryotic cells. Different areas of cellular biology including the synthesis and function of macromolecules such as proteins; membrane and organelle structure and function; bioenergetics; and cellular communication will be examined. Examples of relevant human disorders will also be used to help the student understand consequences of cellular dysfunction. Laboratory sections are designed to illustrate cellular phenomena, as well as introduction to techniques and procedures commonly utilized in modern cell and molecular biology research. *Lab Fee.*

### 312. MICROBIOLOGY/FOUR CREDITS

*Major, Minor, Elective credit. Prerequisites: BIO 100 or its equivalent; one of BIO 202, 203, and 210; and CHM 202.* A study of the physiology and morphology of bacteria, algae, and fungi, and their roles in sanitation, agriculture, and medicine. Lecture and laboratory. *Lab fee. Offered alternate Fall Terms.*

### \*317. STUDY/TRAVEL PROGRAM/ THREE OR FOUR CREDITS

*GEP, Major, Minor, Elective credit.* Maximum of 4 credit hours allowed for major credit. *Prerequisites: BIO 100 or its equivalent and consent of instructor.* A special program offering the student the opportunity to learn about ecosystems in the United States and in foreign countries. The student will incur additional costs.

### 330. INTRODUCTION TO IMMUNOLOGY/ THREE CREDITS

*Major, Minor, Elective credit. Prerequisites: BIO 100 or its equivalent and one of BIO 301, 310, or 312.* A study of the mechanisms of the immune defense of the human body. Vaccination, grafting, tumor immunology, and autoimmune diseases are also discussed. *Lecture.*

350. SPECIAL TOPICS IN BIOLOGY/  
THREE OR FOUR CREDITS.

*Major, Minor, Elective credit. Prerequisites: BIO 100 or its equivalent and consent of the instructor. Selected topics in advanced biological study. Lab Fee.*

391. JUNIOR SEMINAR/ONE CREDIT

*Major credit. Required of all junior majors. Prerequisites: BIO 100 or its equivalent and either BIO 202, 203 or consent of the instructor. Directed reading, study, and discussion designed to reemphasize the fundamental principles of biology, to correlate and summarize the coursework of the major program and related fields, to introduce new areas and ideas, and to provide experience in literature review and oral presentation. Conferences as needed. Offered Fall Term.*

401. BIOLOGY FOR TEACHERS/THREE CREDITS

*Major, Minor, Elective credit. Prerequisites: BIO 100 or its equivalent and either BIO 202 or 203. A special course covering the modern techniques for the teaching of biology on the secondary level. Lecture, laboratory, and field trips. Offered Summer Session I.*

408. MOLECULAR BIOLOGY OF THE CELL/  
FOUR CREDITS

*Major, Minor, Elective credit. Prerequisites: BIO 100 or its equivalent and one of BIO 301, 310 and 312, pre- or corequisite: CHM 303. The study of molecular mechanisms lying behind the workings of the cell, with emphasis on DNA, RNA and proteins. Both lecture and laboratory will involve the study and use of modern biotechnological protocols and procedures. Lecture and laboratory. Lab fee. Offered alternate Spring Terms.*

409. BIOLOGY OF CANCER/3 CREDITS

*Major, Minor, Elective credit. Prerequisites: CHM302, BIO 301. This course will explore the molecular and cellular mechanisms leading to cancer development. Mechanisms causing changes in normal growth and division process leading to the formation of tumors will be explored through discussing journal articles. Lecture only.*

411. ECOLOGY/FOUR CREDITS

*Major, Minor, Elective credit. Prerequisites: BIO 100 or its equivalent and one of BIO 202 or 203. A study of the principles governing the relationships between organisms and their environment. Laboratory will include extensive field work. Lecture and laboratory. Lab fee. Offered alternate Fall Terms.*

420. HISTOLOGY/FOUR CREDITS

*Major, Minor, Elective credit. Prerequisites: one of BIO 100 or its equivalent and either BIO 202 or 203 or consent of the instructor. The study of animal tissues with emphasis on how structure and function*

*interrelate. The laboratory emphasizes tissue recognition at the microscopic level. Lecture and laboratory. Lab fee.*

480. RESEARCH METHODS IN BIOLOGY/  
THREE CREDITS

*Major, Minor, Elective credit. Prerequisites: BIO 100 or its equivalent, junior or senior class standing, and completion of one biology course at the 300 or 400 level. This course fulfills the research requirement for the biology major. This course introduces students to scientific research from both philosophical and practical perspectives. Activities include reading and discussions of philosophical approaches to science and biology and research project design and criticism.*

481. INTERNSHIP IN BIOLOGY/  
THREE OR FOUR CREDITS

*Elective credit. Not accepted for major or minor credit. Prerequisites: BIO 100 or its equivalent and consent of instructor. A special course to afford the student practical work experience for academic credit. Open to juniors and seniors with an adequate background in biology. A journal and oral report of the internship are required. Credit and work to be arranged according to the experience desired. Pass/fail grading.*

485. RESEARCH/ONE TO FOUR CREDITS

*Major, Minor, Elective credit. Prerequisite: BIO 100 or its equivalent and consent of the instructor. A special course to allow the student to pursue a research project. May be repeated for a maximum of six credit hours. Lab fee.*

490. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/ONE TO FOUR CREDITS *Major, Minor, Elective credit. Maximum of 4 credit hours allowed for major credit. Prerequisites: BIO 100 or its equivalent and consent of the instructor. A special course to allow the student to pursue independent study or research. Credit and work to be arranged according to the problem, and topic must be approved by the instructor. May be repeated for credit.*

491. SENIOR SEMINAR/TWO CREDITS

*Major credit. Required of all senior majors.. Prerequisite: BIO 391 or consent of the instructor. In addition to the requirements as listed under BIO 391, the senior biology major will conduct independent research on an assigned topic and submit a written report. Conferences as needed. Offered Fall Term. Writing intensive and capstone.*

497. HONORS/THREE CREDITS

*Major credit. Prerequisite: BIO 100 or its equivalent, senior class standing, approval by the department, and*

*consent of the instructor.* This course is for qualified students pursuing honors in biology. Students perform independent research and write a thesis under the direction of a biology faculty member.

## BACHELOR OF SCIENCE AND BACHELOR OF ARTS WITH A CHEMISTRY MAJOR PROGRAM

### STUDENT LEARNING OUTCOMES:

Through completion of the Bachelor's Degree in Chemistry, our graduates will:

1. Acquire an intermediate understanding of chemical principles that comprise the major sub-disciplines of the field (organic, inorganic, physical, analytical and biochemistry).
2. Develop laboratory skills and techniques
3. Engage in the scientific process through participation in faculty-sponsored research projects
4. Enhance oral and written communication skills appropriate for chemists

To receive the Bachelor of Arts or Bachelors of Science degree in Chemistry, students must receive a grade of C- or higher in every chemistry course required for the major, excluding cognate coursework.

To earn a major or minor in chemistry a student must have a minimum GPA of 2.0 in all required chemistry coursework. Grades in cognate courses are not included in the GPA calculation. Elective credits beyond the required number may not be included in the calculation.

## BACHELOR OF SCIENCE WITH A CHEMISTRY MAJOR

The Bachelor of Science degree with a major in chemistry requires a minimum of 43 credit hours of coursework in chemistry and 17 hours of cognate coursework

### REQUIRED COURSES:

CHM 190: General Chemistry .....4 hours  
CHM 203: Organic Chemistry I.....4 hours  
CHM 204: Organic Chemistry II .....4 hours  
CHM 251: Quantitative Analysis .....4 hours  
CHM 307: Junior Seminar ..... 1 hour  
CHM 310: Inorganic Chemistry .....4 hours  
CHM 315: Physical Chemistry I .....4 hours  
CHM 316: Physical Chemistry II .....4 hours  
CHM 407: Senior Seminar.....2 hours  
CHM 410: Instrumental Analysis.....4 hours  
CHM 415: Biochemistry I.....4 hours  
CHM 480: Introduction to Research..... 1 hour  
Chemistry Electives (300-400 level) ..... 3-4 hours

\*A research experience must also be completed,

either with Converse faculty or in a pre-approved external summer setting.

\*Students receiving a double major in Chemistry and Biology may satisfy the research requirement in either department.

### COGNATE REQUIREMENTS:

PHY 251: Essentials of Physics I .....4 hours  
PHY 252: Essentials of Physics II.....4 hours  
MTH 120: Calculus I.....3 hours  
MTH 210: Calculus II.....3 hours  
MTH 220: Calculus III .....3 hours  
TOTAL HOURS FOR BACHELOR OF SCIENCE  
WITH A CHEMISTRY MAJOR..... 60-61 hours

## BACHELOR OF ARTS WITH A CHEMISTRY MAJOR

The Bachelor of Arts degree with a major in chemistry consists of 34 hours of coursework in chemistry and 14 hours of cognate coursework

### REQUIRED COURSES:

CHM 190: General Chemistry .....4 hours  
CHM 203: Organic Chemistry I.....4 hours  
CHM 204: Organic Chemistry II .....4 hours  
CHM 251: Quantitative Analysis .....4 hours  
CHM 307: Junior Seminar ..... 1 hour  
CHM 310: Inorganic Chemistry .....4 hours  
CHM 315: Physical Chemistry I .....4 hours  
CHM 407: Senior Seminar.....2 hours  
CHM 480: Introduction to Research ..... 1 hour  
Chemistry Electives (300 level or higher) ...6 hours

\*A research experience must also be completed, either with Converse faculty or in a pre-approved external summer setting

\*Students receiving a double major in Chemistry and Biology may satisfy the research requirement in either department.

### COGNATE REQUIREMENTS:

PHY 251: Essentials of Physics I .....4 hours  
PHY 252: Essentials of Physics II .....4 hours  
MTH 120: Calculus 1 .....3 hours  
MTH 210: Calculus 2 .....3 hours  
TOTAL HOURS FOR BACHELOR OF ARTS  
WITH A CHEMISTRY MAJOR.....48 hours

### THE CHEMISTRY MINOR

A chemistry minor requires 20 credit hours of coursework in chemistry (5 courses). The program of study is as follows:

CHM 190: General Chemistry .....4 hours  
CHM 203: Organic Chemistry I.....4 hours  
CHM 204: Organic Chemistry II .....4 hours  
CHM 251: Quantitative Analysis .....4 hours  
CHM 310: Inorganic Chemistry .....4 hours



TOTAL HOURS FOR CHEMISTRY  
MINOR: .....20 hours

BACHELOR OF SCIENCE  
WITH A BIOCHEMISTRY MAJOR

The Bachelor of Science degree with a major in biochemistry is based upon the recommendations of the American Society for Biochemistry and Molecular Biology. The degree requires 36 credit hours of chemistry, 16 credit hours of biology, and 14 credit hours of cognate coursework. Specific course requirements are outlined below.

To earn a major in biochemistry a student must have a minimum GPA of 2.0 in all required chemistry and biology coursework. Grades in cognate courses are not included in the GPA calculation. Elective credits beyond the required number may not be included in the calculation.

STUDENT LEARNING OUTCOMES FOR  
THE BIOCHEMISTRY PROGRAM

Through completion of the Bachelor's Degree in Biochemistry, our graduates will;

1. Acquire an understanding of fundamental biochemical principles and integrate these principles from major areas of chemistry (analytical, inorganic, organic and physical) and biology (cellular, organismal, molecular and genetics).
2. Develop laboratory skills in biochemistry
3. Engage in the scientific process through participation in faculty-sponsored research projects
4. Enhance oral and written communication skills appropriate for biochemists

To receive the Bachelor of Science degree in Biochemistry, students must receive a grade of C- or higher in every chemistry and biology course required for the major, excluding cognate coursework.

REQUIRED CHEMISTRY COURSES:

CHM 190: General Chemistry .....4 hours  
CHM 203: Organic Chemistry I.....4 hours  
CHM 204: Organic ChemistryII .....4 hours  
CHM 251: Quantitative Analysis .....4 hours  
CHM 307: Junior Seminar..... 1 hour  
CHM 310: Inorganic Chemistry .....4 hours  
CHM 315: Physical Chemistry I .....4 hours  
CHM 407: Senior Seminar.....2 hours  
CHM 415: Biochemistry I.....4 hours  
CHM 416: Biochemistry II ..... 4 hour  
CHM 480: Introduction to Research..... 1 hour

\*A research experience must also be completed, either with Converse faculty or in a pre-approved external summer setting. Research performed on

campus may be completed in either the biology or chemistry department.

REQUIRED BIOLOGY COURSES (16 hours)

The following two courses are required:

BIO 190: Introduction to  
Biological Sciences I .....4 hours  
BIO 191: Introduction to  
Biological Sciences II .....4 hours

In addition, students will choose 2 of the 4 following courses:

BIO 301: Genetics .....4 hours  
BIO 310: Cell Biology.....4 hours  
BIO 312: Microbiology.....4 hours  
BIO 408: Molecular Biology of the Cell .....4 hours

COGNATE REQUIREMENTS (14 hours)

PHY 251: Essentials of Physics I .....4 hours  
PHY 252: Essentials of Physics II .....4 hours  
MTH 120: Calculus 1 .....3 hours  
MTH 210: Calculus 2 .....3 hours

TOTAL HOURS FOR THE BACHELOR  
OF SCIENCE WITH A BIOCHEMISTRY

MAJOR.....66 hours

Students are not permitted to double major in Biology and Biochemistry. Statistics, computer science, and additional math courses are recommended for majors in chemistry and biochemistry, but are not required.

\*105. SPECIAL TOPICS IN CHEMISTRY/  
THREE CREDITS

*Elective credit, not eligible for major or minor credit.*  
Selected topics in introductory level chemistry for students not intending to pursue a science major. Lecture-only. *Offered periodically*

\*125. FIRST YEAR SEMINAR IN CHEMISTRY  
THREE CREDITS

*GEP Natural Science, Non Laboratory.*  
First-Year Seminars (FYS) constitute a common and academically significant experience in a student's first year at Converse College. All incoming first-year students are required to take a 3-credit hour FYS in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with a common course number. *Lecture format only.*

FYS in chemistry will explore modern topics in chemistry as determined by the instructor. Special emphasis is given to cultivating critical thinking, effective speaking and writing skills. *Offered periodically*

\*150. CHEMISTRY IN THE REAL WORLD/  
FOUR CREDITS

*GEP Laboratory. Not accepted for major or minor*

*credit.* A laboratory course designed for non-science majors that provides an introduction to current innovations and research in chemistry. Specific topics will be selected by the instructor but could include forensics, medicine, food, environmental issues and nuclear chemistry. Lecture and laboratory format. *Lab Fee. Offered alternate Fall Terms.*

**\*160. INTRODUCTION TO GEOLOGY/  
FOUR CREDITS**

*GEP, Laboratory.* Not accepted for major or minor credit. A laboratory course emphasizing the theories of geology, the techniques of rock, mineral and fossil identification and classification, their habits and uses and local geology. Lecture and laboratory format. *Lab Fee. Offered during the January Term.*

**\*190. GENERAL CHEMISTRY/FOUR CREDITS**

*GEP Quantitative. Prerequisite: High school Algebra or equivalent.* Required for major and minor. This is the first course in an introductory four semester sequence intended for chemistry and biochemistry majors, minors and pre health students. The course lays the foundation for further coursework in chemistry. Topics include atomic and molecular structure, stoichiometry, various chemical reactions, chemical bonding models, and an introduction to chemical thermodynamics. Lecture and laboratory format. *Lab Fee. Offered every Fall Term*

**\*199H. FRESHMAN HONORS SEMINAR/  
FOUR CREDITS**

*Not accepted for major or minor credit.* A course for Nisbet Honors Program students who are interested in understanding some contemporary technological issues with the discipline of chemistry. The course provides the basic scientific knowledge necessary to understand these issues. The laboratory will introduce students to the scientific method and common laboratory techniques in chemistry. Lecture and laboratory format. *Lab Fee. Offered periodically in rotation with seminars and other disciplines. Satisfies the FYS requirement for 1st year students.*

**203. ORGANIC CHEMISTRY I/FOUR CREDITS**

*Required for major and minor. Prerequisite: CHM 190 with a grade of C- or higher* This is the second course in the four semester introductory chemistry sequence for majors, minors and pre health students. A systematic survey of alkanes, alkenes, alkynes, and alkyl halides. Study includes structure, functional groups, nomenclature, stereochemistry, reactions, reaction mechanisms, and spectroscopy (IR and NMR), with an emphasis on the connection between structure and reactivity. Lecture and laboratory format. *Lab fee. Offered every Spring Term*

**204. ORGANIC CHEMISTRY II/FOUR CREDITS**

*Required for major and minor. Prerequisite: CHM 203 with a grade of C- or higher* This is the third course in the four semester introductory chemistry sequence for majors, minors and pre health students. A systematic survey of aromatic compounds, alcohols, ethers, ketones, aldehydes, carboxylic acids, carboxylic acid derivatives, and amines. Study includes structure, functional groups, nomenclature, stereochemistry, reactions, reaction mechanisms, and spectroscopy (IR and NMR), with an emphasis on the synthesis of organic compounds. Lecture and laboratory format. *Lab fee. Offered every Fall Term.*

**251. QUANTITATIVE ANALYSIS/FOUR CREDITS**

*Required for Major and Minor; Prerequisite: CHM 190 with a grade of C- or higher* A study of the theoretical and practical aspects of the quantitative chemical analysis of samples, with emphasis on non-instrumental techniques. Lecture and laboratory format. *Lab fee. Offered every Fall Term starting Fall 2018.*

**\*299H. INTERDISCIPLINARY HONORS COURSE**

*GEP Natural Science; Not accepted for major or minor credit.* A team-taught course open to Nisbet Honors Program participants and to others who meet Honors Program guidelines; course is taught by faculty from two different departments. All students registering for this course must register not only through the Honors Program but also with their adviser and the Registrar's Office. *Offered periodically.*

**307. JUNIOR SEMINAR/ONE CREDIT**

*Requirement for chemistry and biochemistry majors.* The first of two capstone courses for chemistry and biochemistry majors. Course is completed in the student's junior year. *Offered every Spring Term.*

**310. INORGANIC CHEMISTRY/FOUR CREDITS**

*Required for major and minor; Prerequisite: CHM 203 with a grade of C- or higher; MTH 110 or equivalent; 204 recommended* This is the fourth course in the four semester introductory chemistry sequence for majors, minors and pre health students. Study of the synthesis and behavior of inorganic substances. Topics include certain aspects of thermodynamics, transition metal chemistry, group theory, atomic and molecular bonding theories, and electrochemical processes as they pertain to inorganic compounds and materials. Lecture and laboratory format. *Lab Fee. Offered every Spring Term.*

**311. ENVIRONMENTAL CHEMISTRY/  
FOUR CREDITS**

*Elective credit for the major. Prerequisites: CHM 251 with a grade of C- or higher* A study of the chemical

substances that are major causes of pollution in our environment and of the techniques used to detect their presence and/or prevent their release into the environment. Lecture and laboratory format. *Lab fee. Offered periodically during the Jan term.*

315. PHYSICAL CHEMISTRY I/FOUR CREDITS  
*Required for the major. Prerequisites: CHM 310; PHY 251-252; MTH 120 and 210 with a grade of C- or higher in each prerequisite; Physics and Math requirements may be substituted with instructor approval.* This is the first course of a two part sequence that studies the underlying physical concepts important to chemistry. As an upper level course, it goes in depth to study the mathematical relationships and physical interpretations of those relationships. Topics include the properties of gases, thermodynamics, and chemical kinetics. Lecture and laboratory format. *Lab fee. Offered every Fall Term.*

316. PHYSICAL CHEMISTRY II/FOUR CREDITS  
*Required for BS chemistry majors; Elective for BA chemistry majors. Prerequisites: CHM 315.* This is the second course in the two-part physical chemistry sequence. This course goes in depth to study the physical structure of atoms and molecules, bonding theory, quantum mechanics, modern computational methods, and spectroscopy. Lecture and laboratory format. *Offered alternate Spring Terms.*

402. ADVANCED ORGANIC CHEMISTRY/  
THREE CREDITS  
*Elective credit for chemistry majors; Prerequisite: CHM 204 with a grade of C- or higher* A course designed as a continuation of important theoretical concepts, reaction types, and reaction mechanisms of organic chemistry. Topics include molecular orbital theory, heterocyclic compounds, polymers, pericyclic reactions. Lecture only. *Offered periodically during the Jan Term*

404. SPECIAL TOPICS/THREE CREDITS  
*Elective credit for chemistry majors.* Advanced courses offered based on staff availability and student interest. Course will explore modern experimentation in chemistry at a level appropriate for junior-senior chemistry majors. *Offered periodically.*

407. SENIOR SEMINAR/TWO CREDITS  
*Requirement for all chemistry and biochemistry majors.* The second of two capstone courses for chemistry and biochemistry majors. Course is completed in the student's senior year. *Offered during Spring Term. Capstone. Writing Intensive.*

\*410. INSTRUMENTAL ANALYSIS/  
FOUR CREDITS  
*Required for BS chemistry majors; Elective for BA chemistry majors. Prerequisites: CHM 251.*

This course focuses on the principles, instrumentation, and applications of various instrumental methods of analytical chemistry. Some of the instruments covered include: UV-Visible, IR, and NMR spectroscopy, mass spectrometry, gas and high pressure liquid chromatography, atomic emission and absorption spectroscopy, and electroanalytical methods. Lecture and laboratory format. *Lab fee. Offered alternate Spring Terms.*

415. BIOCHEMISTRY I/FOUR CREDITS  
*Required for BS chemistry and BS biochemistry majors; Elective credit for BA chemistry majors. Prerequisites: CHM 204 with a grade of C- or higher or instructor approval; 310 recommended.* A study of the structure and function of biological molecules, with a major emphasis on proteins, lipids and carbohydrates. Important concepts will include bioenergetics, biological catalysis, and introductory metabolic pathways as interacting regulated systems. Lecture and laboratory format. *Lab fee; Offered alternate Fall Terms.*

416. BIOCHEMISTRY II/FOUR CREDITS  
*Required for BS biochemistry majors; Elective credit for BA and BS chemistry majors. Prerequisites: CHM 415 with a grade of C- or higher* A continuation of Chemistry 415. Topics to include advanced metabolism, mechanisms of replication, transcription, translation, and signal transduction pathways. The laboratory portion of the course will involve team based research projects. Lecture and laboratory format. *Lab fee; Offered alternate Spring Terms*

480. INTRODUCTION TO RESEARCH/  
ONE CREDIT  
*Required for chemistry and biochemistry majors. requires instructor approval.* A laboratory research experience with a faculty member. Students are expected to complete a minimum of three laboratory hours of research during each week of the semester. Satisfies the research requirement for chemistry and biochemistry majors. *Pass/fail grading.*

482. ADVANCED RESEARCH;  
ONE TO THREE CREDITS.  
*Elective credit for chemistry majors. Prerequisite: Chm 480 or summer research experience.* Advanced laboratory research experience with a faculty member. Students will be expected to submit an abstract to a regional, state or national conference. May be repeated. A maximum of three credit hours can be applied as elective credit towards the major.

490. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/ONE, TO THREE CREDITS  
*Elective credit for chemistry majors. Pre-approval by a faculty member required.* An independent course of advanced study focused on a particular topic not covered in any other course. Students receive minimum guidance from faculty. *May be repeated for credit.*

497. HONORS RESEARCH/THREE CREDITS  
*Major credit. Prerequisite: CHM190 or its equivalent, senior class standing, approval by the department, and consent of the instructor.* This course is for qualified students pursuing honors in chemistry. Students perform independent research and write a thesis under the direction of a chemistry faculty member.

#### THE PHYSICS MINOR

A physics minor requires 22 hours of coursework in physics, not including 100 level courses.

#### REQUIRED COURSES:

PHY 251: Essentials of Physics I.....	4 hours
PHY 252: Essentials of Physics II.....	4 hours
PHY 331: Modern Physics I.....	3 hours
PHY 332: Modern Physics II.....	3 hours
Two terms of PHY 310: Laboratory in Modern Physics.....	2 hours
Additional Physics Electives .....	6 hours
Total Hours for a Physics Minor.....	22 hours

Students seeking initial certification in secondary physics must complete a minor in physics and must take MTH 120, CHM 201, CHM 202, EDU 387 and BAD/ECN 300 or PSY 303.

#### COURSES OF INSTRUCTION IN PHYSICS

\*125. FIRST-YEAR SEMINAR/THREE CREDITS  
*GEP. First-Year Seminars (FYS) constitute a common and academically significant experience in a student's first year at Converse. All incoming first-year students are required to take a 3 credit-hour FYS course in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with a common course number (except designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are elements of the course.*

\*140. CONCEPTS OF PHYSICS/FOUR CREDITS  
*GEP credit.* A survey of some of the major concepts in physics. Designed for the non-scientist with limited background in mathematics. Lectures and laboratory. *Lab fee.*

\*143. ASTRONOMY/FOUR CREDITS  
*GEP credit.* A course in descriptive astronomy in which emphasis is placed upon the basic principles involved. Lectures and laboratory. *Lab fee. Offered yearly. Quantitative GEP requirement.*

\*153. ASTRONOMY OF ANCIENT CULTURES/FOUR CREDITS  
*GEP credit.* Students will explore the astronomy and cosmology of different cultures including those of Australian aborigines, Costa Rican indigenous tribes, Maya, Inca and the Egyptians. They will learn the fundamentals of naked eye astronomy and the methods used to learn about ancient astronomy.

\*241. ELEMENTS OF PHYSICS I/FOUR CREDITS  
*GEP credit.* A course of mechanics, properties of matter, heat, and sound. Lectures and laboratory. *Lab fee. Offered yearly. Quantitative GEP requirement.*

\*242. ELEMENTS OF PHYSICS II/FOUR CREDITS  
*Minor, Elective credit. Prerequisite: PHY 241.* Study of light, static and current electricity, magnetism, and modern physics. Lectures and laboratory. *Lab fee. Offered yearly. Quantitative GEP requirement.*

\*251. ESSENTIALS OF PHYSICS I/FOUR CREDITS  
*GEP credit. Minor, Elective credit. Prerequisite or co-requisite: MTH 120.* This course studies mechanics, heat, and waves using calculus to derive relationships and find solutions to problems. It is required for all physics minors. Lectures and laboratory. *Lab fee. Offered yearly. Quantitative GEP requirement*

\*252. ESSENTIALS OF PHYSICS II/FOUR CREDITS  
*Minor, Elective credit. Prerequisite: MTH 120.* This course is a continuation of PHY 251 and studies light, electricity, and magnetism using calculus. It is required for all physics minors. Lectures and laboratory. *Lab fee. Offered yearly. Quantitative GEP requirement.*

280. SPECIAL PROBLEMS/ONE TO THREE CREDITS  
 Study in the area of a student's special interest. *Offered on demand. Quantitative GEP requirement depending on topic.*

\*299H. INTERDISCIPLINARY HONORS COURSE  
*GEP, Elective credit.* This course is team taught by members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office. *Quantitative GEP requirement depending on topic.*

\*310. LABORATORY IN MODERN PHYSICS/

ONE CREDIT PER TERM

*Minor credit.* An advanced laboratory taken in conjunction with PHY 331 and 332. *Offered on demand.* *Quantitative GEP requirement.*

\*331. MODERN PHYSICS I/THREE CREDITS

*Minor credit. Prerequisites: PHY 242 or 252, MTH*

A study of relativity and quantum theory with applications in atomic physics. *Offered on demand.* *Quantitative GEP requirement.*

\*332. MODERN PHYSICS II/THREE CREDITS

*Minor credit. Prerequisites: PHY 331, MTH 120.*

A study of nuclear structure and interaction. Lectures and laboratory. *Lab fee. Offered on demand.* *Quantitative GEP requirement.*

\*411–412. SEMINAR/ONE CREDIT PER TERM

*Minor credit. Prerequisite: PHY 242 or 252.* A study of various topics in physics. *Offered on demand.* *Quantitative GEP requirement*

\*431. ANALYTICAL MECHANICS/

THREE CREDITS

*Minor credit. Prerequisites: PHY 242 or 252, MTH 120.*

Study of statics and dynamics of particles and rigid bodies. Harmonic oscillations. *Offered on demand.* *Quantitative GEP requirement.*

# DEPARTMENT OF ECONOMICS, ACCOUNTING & BUSINESS

## MISSION

The mission of the Economics, Accounting and Business department is to offer students the high quality of education they need to succeed in a continuously changing business environment. All programs in the department allow students to apply their knowledge in a variety of projects and activities. The faculty is committed to excellence in teaching. Internships are required in some majors and concentrations and strongly encouraged in all.

The Department of Economics, Accounting and Business has four separate majors: economics, accounting, business administration and healthcare administration. Within the business administration major the department offers six concentrations: economics, finance, human resource management, international business, marketing, and sports management. The department prepares students who wish to pursue graduate education for entrance to and successful completion of graduate school.

The General Education Program is a requirement for all degrees. The requirements listed below are approved for the Bachelor of Arts, Bachelor of Science and Bachelor of Fine Arts.

ENG 101 .....	3 hours
Language and Culture .....	9 hours
MTH 108 or higher .....	3 hours
One course designated as	
Quantitative reasoning .....	3-4 hours
Health and Well-being Wellness .....	2 hours
Activity course.....	1-2 hours
Humanities.....	6 hours
Literature.....	3 hours
Fine Arts .....	6 hours
Natural Science .....	7-8 hours
Social Science .....	6 hours
Total .....	49-52 hours

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course
- Capstone experience

*For more information see GEP requirements in this catalog.*

Major and Minor GPA Calculation for Economics, Accounting and Business Department  
A minimum GPA of 2.0 is required to earn the following in the department of Economics, Accounting and Business:

- Bachelor of Arts with an Economics major,
- Bachelor of Science with an Economics major,

Economics minor, Bachelor of Arts with an Accounting major, Bachelor of Science with an Accounting major, Accounting minor, Bachelor of Arts with a Business Administration major, Bachelor of Science with a Business Administration major, Business Administration minor, Marketing minor, Bachelor of Arts with a Healthcare Administration major, and Bachelor of Arts with a Business Administration major in the Degree Completion program. This includes all required courses including any major or minor requirements from outside this department. Transfer credits from other institutions do not figure into the required calculation for minor or major GPA.

Note: Majors in Business Administration with a concentration in International Business will also minor or double major in one of the foreign languages. The courses required for the minor or major in the foreign language will not count as part of the 2.0 GPA requirement in the Bachelor of Arts with a Business Administration major.

## ECONOMICS

The mission of the Economics program at Converse is to prepare students for employment or graduate school in economics by helping them develop communication skills, and an understanding of economic markets, institutions, linkages and basic research methodologies.

Past economics majors are currently working for a wide variety of businesses or in local, state or the federal government. Some are also in graduate school or law school, as it is widely recognized that economics provides one of the best backgrounds for the study of law

Department offers either a Bachelor of Arts or Bachelor of Science with an Economics major.

Students earning the Bachelor of Arts with an Economics major will achieve the following program level-student learning outcomes:

1. Communicate clearly, concisely and professionally, both orally and in writing.
2. Gain a basic understanding of the working of markets, the nature of market structures, and the linkages in the world economy.
3. Understand basic research methodology including literature surveys, data gathering, statistical analyses of economic data and policy implications of economic theory and empirical research in economics.

4. Understand economic institutions such as the Federal Reserve.

In addition to achieving the above student learning outcomes, the student earning the Bachelor of Science with an Economics major will: Understand the mathematical underpinnings of key economic principles and models.

**BACHELOR OF ARTS WITH AN ECONOMICS MAJOR**

Required Courses:

ECN 201: Microeconomic Principles .....	3 hours
ECN 202: Macroeconomic Principles .....	3 hours
ECN 300: Descriptive and Inferential Statistics .....	4 hours
ECN 301: Intermediate Microeconomic Theory.....	3 hours
ECN 302: Intermediate Macroeconomic Theory.....	3 hours
ECN 304: Decision Analytics for Business.....	4 hours
ECN 321: Money and Financial Institutions.....	3 hours
ECN 326: Labor Economics .....	3 hours
ECN 327: International Economics .....	3 hours
ECN 400: Senior Seminar.....	3 hours
Nine additional hours in other economics courses numbered 300 or above, excluding 499.....	9 hours
<b>TOTAL HOURS FOR BACHELOR OF ARTS WITH AN ECONOMICS MAJOR.....</b>	<b>41 hours</b>

**BACHELOR OF SCIENCE WITH AN ECONOMICS MAJOR**

Required Courses:

ECN 201: Microeconomic Principles .....	3 hours
ECN 202: Macroeconomic Principles .....	3 hours
ECN 300: Descriptive and Inferential Statistics .....	4 hours
ECN 301: Intermediate Microeconomic Theory .....	3 hours
ECN 302: Intermediate Macroeconomic Theory.....	3 hours
ECN 304: Decision Analytics for Business....	4 hours
ECN 321: Money and Financial Institutions.....	3 hours
ECN 326: Labor Economics .....	3 hours
ECN 327: International Economics .....	3 hours
ECN 400: Senior Seminar.....	3 hours
Nine additional hours in other economics courses numbered 300 or above, excluding 499.....	9 hours
MTH 115: Survey of Calculus or	
MTH 120: Calculus.....	3-4 hours

**TOTAL HOURS FOR BACHELOR OF SCIENCE WITH AN ECONOMICS**

MAJOR..... 44-45 hours

**THE ECONOMICS MINOR**

An economics minor is comprised of 24 credit hours of coursework, including the following:

ECN 201: Microeconomic Principles.....	3 hours
ECN 202: Macroeconomic Principles .....	3 hours
ECN 301: Intermediate Microeconomic Theory.....	3 hours
ECN 302: Intermediate Macroeconomic Theory.....	3 hours
ECN 321: Money and Financial Institutions.....	3 hours
ECN 326: Labor Economics .....	3 hours
ECN 327: International Economics .....	3 hours
Three additional hours in the department with adviser approval .....	3 hours
<b>Total Hours for the Economics Minor.....</b>	<b>24 hours</b>

Students who major or minor in economics should complete their GEP math requirement during their freshman year. It is recommended that MTH 108 be chosen to fulfill this requirement. Students are also encouraged to take HPE 126: Beginning Golf as their GEP activity course requirement.

**ACCOUNTING**

It is recommended that the student pursuing a career in accounting consider taking additional courses beyond the major requirements including, but not limited to computer science, money and financial institutions, and other elective accounting and finance courses. Business ethics concepts are integrated throughout the accounting curriculum to expose future accountants to the variety and depth of ethical dilemmas present in the business world. Accounting graduates are currently working in banking, public accounting, manufacturing, service companies and attending graduate school in both masters level and doctorate programs.

The mission of the accounting program is to ensure that Converse accounting graduates will integrate analytical, problem solving, communication and professional skills with business and financial knowledge to be effective financial professionals and prospective leaders in their communities.

Students earning the Bachelor of Arts in Accounting will achieve the following program level student learning outcomes:

1. Students will communicate clearly, concisely and professionally, both orally and in writing.
2. Students will evaluate and analyze data to solve problems and make business and financial decisions.
3. Students will demonstrate fundamental knowledge of the functional areas of business

for professional accounting positions and graduate studies.

4. Students will apply knowledge and solve problems in the area of their concentration.

#### BACHELOR OF ARTS WITH AN ACCOUNTING MAJOR

Required Courses:

ECN 201: Microeconomic Principles	3 hours
ECN 202: Macroeconomic Principles	3 hours
One course from the following	3 hours
BAD 351: American Legal System and Contracts	
BAD 352: Business Organizations, Property, and Commercial Law	
FIN 370: Business Finance	4 hours
ACC 211– 212: Accounting Principles	6 hours
ACC 351–352: Intermediate Accounting	8 hours
ACC 380: Accounting and Business Information Systems	4 hours
ACC 409: Tax Accounting	3 hours
ACC 451: Cost Accounting I	3 hours
ACC 461: Advanced Accounting	3 hours
ACC 462: Auditing	3 hours
ECN 300: Descriptive and Inferential Statistics	4 hours
ECN 400: Senior Seminar	3 hours
TOTAL HOURS FOR THE BACHELOR OF ARTS WITH AN ACCOUNTING MAJOR	50 hours

#### BACHELOR OF SCIENCE WITH AN ACCOUNTING MAJOR

Students earning the Bachelor of Science in Accounting will achieve the following program level-student learning outcomes:

1. Students will communicate clearly, concisely and professionally, both orally and in writing.
2. Students will evaluate and analyze data to solve problems and make business and financial decisions.
3. Students will demonstrate fundamental knowledge of the functional areas of business for professional accounting positions and graduate studies.
4. Students will be able to apply statutory, professional and ethical standards to solve Accounting problems.

Required Courses:

ECN 201: Microeconomic Principles	3 hours
ECN 202: Macroeconomic Principles	3 hours
One course from the following	3 hours
BAD 351: American Legal System and Contracts	
BAD 352: Business Organizations, Property, and Commercial Law	
FIN 370: Business Finance	4 hours
ACC 211– 212: Accounting Principles	6 hours
ACC 351–352: Intermediate Accounting	8 hours

#### ACC 380: Accounting and Business

Information Systems	4 hours
ACC 409: Tax Accounting	3 hours
ACC 451: Cost Accounting I	3 hours
ACC 461: Advanced Accounting	3 hours
ACC 462: Auditing	3 hours
ECN 300: Descriptive and Inferential Statistics	4 hours
ECN 400: Senior Seminar	3 hours
BAD 330: Management	3 hours
BAD 340: Marketing Principles	3 hours
MTH 115: Survey of Calculus or MTH 120: Calculus	3 or 4 hours
TOTAL HOURS FOR BACHELOR OF SCIENCE WITH AN ACCOUNTING MAJOR	59-60 hours

Students majoring in accounting should begin the ACC 211 and 212 sequence in the sophomore year. Starting this sequence later may necessitate taking some of the accounting courses during the summer in order to complete the requirements within four years. Students who major in accounting should complete their GEP math requirement during their freshman year. It is recommended that Math 110 be chosen to fulfill this requirement. Students are also encouraged to take HPE 126: Beginning Golf as their GEP activity course requirement.

#### THE ACCOUNTING MINOR

An accounting minor is comprised of 20-21 credit hours of coursework including the following:

ACC 211 -212: Accounting Principles	6 hours
ACC 451: Cost Accounting I	3 hours
ACC 351: Intermediate Accounting I	4 hours
ACC 380: Accounting and Business Information Systems	4 hours
Choice of one of the following:	
ACC 352: Intermediate Accounting II	4 hours
ACC 409: Tax Accounting	3 hours
ACC 452: Cost Accounting II	3 hours
Total Hours for the Accounting Minor	20-21 hours

The Accounting minor is designed to complement other majors by providing a concentration in accounting that covers Intermediate, Financial, Cost and Tax areas. The minor is an excellent way to increase your employability and understanding of financial issues as well as to supplement your qualitative skills and critical reasoning abilities.

#### BUSINESS ADMINISTRATION

The mission of the Business Administration program at Converse is to prepare students to succeed in employment or graduate study.

Students earning the Bachelor of Arts or Science in every concentration will achieve the following



program level-student learning outcomes:

1. Students will communicate clearly, concisely and professionally, both orally and in writing.
2. Students will evaluate and analyze data to solve problems and make business and financial decisions.
3. Students will demonstrate fundamental knowledge of the functional areas of business.
4. Students will apply knowledge and solve problems in the area of their concentration.

Students majoring in business administration are encouraged to select a second major or a minor. Students majoring in business with a concentration in economics cannot double major in economics or minor in economics. Students majoring in business with a concentration in finance, international business, human resource management, marketing or sports management can double major in economics or minor in economics. Students who major or minor in business administration should complete their GEP math requirement during their freshman year. It is recommended that MTH 108 be chosen to fulfill this requirement. Students are also encouraged to take HPE 126: Beginning Golf as their GEP activity course requirement. Business majors planning to take the GMAT or GRE during their senior year are encouraged to take ECN 300 and ECN 304 during their junior year.

**BACHELOR OF ARTS WITH A BUSINESS ADMINISTRATION MAJOR**

A student majoring in business administration must complete a core curriculum, which consists of the following:

ECN 201: Microeconomic Principles.....	3 hours
ECN 202: Macroeconomic Principles .....	3 hours
ACC 211-212: Accounting Principles.....	6 hours
Choose ONE from the following:.....	4 hours
ACC 375: Financial Statement Analysis	
FIN 370: Business Finance	
BAD 330: Management.....	3 hours
BAD 340: Marketing Principles .....	3 hours
Choose ONE course from the following: ..	3 hours
BAD 351: American Legal System and Contracts	
BAD 352 Business Organizations, Property and Commercial Law	
BAD 353: Labor and Human Relations Law	
ECN/BAD 300: Descriptive and Inferential Statistics .....	4 hours
ECN 304: Decision Analytics for Business .....	4 hours
ECN 400: Senior Seminar.....	3 hours
Total Hours in Core Courses.....	36 hours

The student is required to select one of the following concentrations:

**INTERNATIONAL BUSINESS**

ECN 323: Economic Problems of Developing Countries.....	3 hours
ECN 327: International Economics .....	3 hours
BAD 443: International Marketing.....	3 hours
One course from the following: .....	3 hours
ECN 365: Comparative Economic Systems	
HST 402: Women's lives In Asia and African Cultures	
POL 102: Introduction to International Relations	
REL 104: Introduction to World Religions	

Business Administration majors with a concentration in International Business will also minor or double major in one of the foreign languages. The courses required for the minor or major in the foreign language will not count as part of the 2.0 GPA requirement in the Bachelor of Arts with a Business Administration major.

Total Hours in International Business .....	12 hours
---	----------

**MARKETING**

BAD 344: Consumer Behavior.....	3 hours
BAD 345: Integrated Marketing Communications.....	3 hours
BAD 442: Marketing Research .....	4 hours
One course from the following: .....	3 hours
ENG 291: Introduction to Professional Writing	
ART 124: Graphic Design I	
BAD 348: Sports Marketing	
BAD 443: International Marketing	
BAD 347: Professional Selling	
BAD 291 or BAD 401:Special Topics in Business	
Total Hours in Marketing.....	13 hours

**HUMAN RESOURCE MANAGEMENT**

BAD 353: Labor and Human Relations Law .....	3 hours
(NOTE: This course, BAD 353, is required for the concentration. In addition to this course, students must take either BAD 351 OR BAD 352 to fulfill the Business Administration core curriculum requirement.)	
ECN 326: Labor Economics .....	3 hours
ECN 331: Personnel Economics for Managers .....	3 hours
PSY 232: Psychology in the Workplace.....	3 hours
Total Hours in Human Resource Management.....	12 hours

In addition to the required courses listed above, the department strongly recommends that students concentrating in human resource management take the following courses if available. The material in these courses further enhances the student's knowledge about bureaucratic organizations and

the workplace.

- SOC 245: Sociology of Work  
(Upon approval from the department chair, students may substitute SOC 245: Sociology of Work for PSY 232: Psychology of the Workplace)
- SOC 250: Occupations and Professions
- SOC 260: Complex Organizations

#### SPORTS MANAGEMENT

- BAD 348: Sports Marketing.....3 hours
- ECN 349: Economics and Finance in Sports .....3 hours
- BAD 499: Sports Management Internship...3 hours
- One course from the following, with approval from adviser.....3 hours
- BAD 345: Integrated Marketing Communication
- ECN 326: Labor Economics
- BAD 347: Professional Selling
- BAD 442: Marketing Research or Another 300-400 level course in ECN/ACC/BAD (except ECN 361) or related to sports in another department (example Psychology, Biology or History)
- Total Hours in Sports Management.....12 hours

#### TOTAL HOURS FOR BACHELOR OF ARTS WITH A BUSINESS ADMINISTRATION MAJOR..... 48-49 HOURS

#### BACHELOR OF SCIENCE WITH A BUSINESS ADMINISTRATION MAJOR

- For a Bachelor of Science degree with a business administration major the student must complete the following requirements and the requirements for a concentration in either economics or finance:
- ECN 201: Microeconomic Principles.....3 hours
  - ECN 202: Macroeconomic Principles .....3 hours
  - ACC 211-212: Accounting Principles.....6 hours
  - FIN 370: Business Finance .....4 hours
  - BAD 330: Management.....3 hours
  - BAD 340: Marketing Principles .....3 hours
  - One course from the following: .....3 hours
  - BAD 351: American Legal System and Contracts
  - BAD 352 Business Organizations, Property and Commercial Law
  - BAD 353: Labor and Human Relations Law
  - ECN/BAD 300: Descriptive and Inferential Statistics .....4 hours
  - ECN 304: Decision Analytics for Business ....4 hours
  - ECN 400: Senior Seminar.....36 hours
  - Total Hours in Core Courses.....36 hours

#### ECONOMICS

- ECN 301: Intermediate Microeconomic Theory .....3 hours
- ECN 302: Intermediate Macroeconomic Theory.....3 hours
- ECN 321: Money and

- Financial Institution.....3 hours
- ECN324: Business and the Public Sector ....3 hours
- ECN 325: Managerial Economics .....3 hours
- MTH 115: Survey of Calculus or
- MTH 120: Calculus ..... 3-4 hours
- Total Hours in Economics ..... 18-19 hours

#### FINANCE

- FIN 321: Money and Financial Institutions.....3 hours
- FIN 372: Advanced Business Finance.....3 hours
- Three courses from the following ..... 9-11 hours
- ACC 351: Intermediate Accounting I
- ACC 352: Intermediate Accounting II
- FIN 324: Business and the Public Sector
- FIN 373: Securities Analysis and Portfolio Management
- ACC 409: Tax Accounting
- ACC 452: Cost Accounting II
- MTH 115: Survey of Calculus or
- MTH 120: Calculus ..... 3-4 hours
- Total Hours in Finance ..... 18-21 hours

#### TOTAL HOURS FOR BACHELOR OF SCIENCE WITH A BUSINESS ADMINISTRATION MAJOR..... 54-57 hours

#### HEALTHCARE ADMINISTRATION

The major in Healthcare Administration (HCA) is designed for students in the expanding and increasingly complex healthcare management field. The program goes beyond traditional business administration studies to include challenging courses focused on healthcare management topics. Students will also explore the field through internships and capstone experiences which will further prepare students for careers or graduate study.

Students majoring in HCA will be exposed to many aspects of the changing healthcare environment, such as policy, regulations, ethics, technology, and delivery systems. Association and interaction with faculty and with professionals in the healthcare industry will help prepare majors for careers in the fast-paced field.

The mission of the Healthcare Administration program at Converse is to prepare students for employment in the healthcare administration industry or entrance to graduate school.

Students earning a Bachelor of Arts with a major in Healthcare Administration will achieve the following program level student learning outcomes:

1. Students will communicate clearly, concisely and professionally, both orally and in writing
2. Students will evaluate and analyze data to solve problems and make business and financial decisions in a healthcare context.

3. Students will demonstrate fundamental knowledge of the functional areas of business.
4. Students will analyze general ethical and legal issues within a healthcare administration context.

**BACHELOR OF ARTS WITH A HEALTHCARE ADMINISTRATION MAJOR**

ECN 201 Microeconomic Principles.....	3 hours
ECN 202 Macroeconomic Principles .....	3 hours
ECN 300 Descriptive & Inferential Statistics .....	4 hours
ECN 380 Healthcare Economics & Policy ..	3 hours
ECN 400: Senior Seminar.....	3 hours
ACC 211: Accounting Principles I.....	3 hours
ACC 212: Accounting Principles II.....	3 hours
BAD 330: Management.....	3 hours
BAD 340: Marketing Principles .....	3 hours
HCA 206: Healthcare Communications	3 hours
HCA 230: Administration, Management & Leadership .....	3 hours
HCA 350: Healthcare Delivery Systems .....	3 hours
HCA 360: Informatics & Technology .....	3 hours
HCA 430: Community & Public Health Epidemiology.....	3 hours
HCA 451: Healthcare Legal & Ethical Issues .....	3 hours
HCA 470: Healthcare Finance & Accounting.....	4 hours
HCA 471: Facility Planning & the Environment of Care .....	3 hours
HCA 499: Healthcare Internship .....	3-6 hours
<b>TOTAL HOURS FOR BACHELOR OF ARTS WITH HEALTHCARE</b>	<b>56-59 hours</b>

**THE BUSINESS ADMINISTRATION MINOR**

The Department of Economics, Accounting and Business offers a minor in business administration. The program exposes the student to each of the areas in the common body of the business curriculum: accounting, finance, management and marketing. The theoretical economic underpinnings are addressed in the economics courses.

Required Courses:

ECN 201: Microeconomic Principles.....	3 hours
ECN 202: Macroeconomic Principles .....	3 hours
ACC 211: Accounting Principles I.....	3 hours
ACC 212: Accounting Principles II.....	3 hours
BAD 330: Management.....	3 hours
BAD 340: Marketing Principles .....	3 hours
Choose one of the following.....	4 hours
ACC 375 Financial Statement Analysis	
FIN 370: Business Finance	
One other 300- or 400-level course in Accounting, Economics, Business Administration, or Finance	

(Note: Internship courses do not fulfill this requirement.) ..... 3 hours  
**Total Hours for a Business Administration Minor.....** 25 hours

**THE MARKETING MINOR**

The Department of Economics, Accounting, and Business also offers a minor in marketing. The marketing minor focuses on the core elements of marketing and the related fields of professional writing and graphic design.

Required courses:

ECN 201: Microeconomics.....	3 hours
BAD 340: Marketing Principles .....	3 hours
BAD 344: Consumer Behavior.....	3 hours
BAD 345: Integrated Marketing Communication .....	3 hours
ENG 291: Introduction to Professional Writing .....	3 hours
ART 124: Graphic Design.....	3 hours
One course from the following: .....	3- 4 hours
BAD 443: International Marketing	
BAD 442: Marketing Research	
BAD 347: Professional Selling	
BAD 330: Management	
ACC 211: Accounting Principles I	
THR 260: Arts Management	
THR 120: Public Speaking	
ART 282: Introduction to Interior Design	
One other 300 or 400 level course in Economics or Business Administration (Note: Internship courses do not fulfill this requirement. )	
<b>Total hours for a Marketing Minor .....</b>	<b>21-22 hours</b>

**BACHELOR OF ARTS DEGREE COMPLETION PROGRAM**

The Bachelor of Arts Degree Completion Program is not in effect for the 2017-18 academic year.

Converse offers a Bachelor of Arts with a major of Business Administration as a degree completion program. This program is a separate program from the Bachelor of Arts and Bachelor of Science degree with a business administration major which requires a concentration in a business related area. The degree completion program has different admissions requirements as well as major requirements.

Students applying to this degree program will have completed a minimum of 48 undergraduate credits from regionally accredited institutions including at least one course in each of the following areas; natural science and math, social and behavioral sciences, humanities and fine arts; English 101 Composition or equivalent and Math 108: Finite

Math or equivalent.

#### Degree Completion Program Core Requirements

##### Orientation to Online Learning/

Introductory Cours.....0 hours

BAD 206 Business Communication .....3 hours

CSC 208 Data for Business .....3 hours

ECN 201 Microeconomics .....3 hours

ECN 202 Macroeconomics .....3 hours

BAD 330 Management.....3 hours

BAD 340 Marketing Principles .....3 hours

ACC 211 Accounting Principles I.....3 hours

ACC 212 Accounting Principles II.....3 hours

ACC 375 Financial Statement Analysis .....4 hours

ECN 304 Decision Tools Analytics

for Business.....4 hours

BAD 450 Strategic Management:

Real World Cases in Business .....3 hours

ECN 400 Senior Seminar (Capstone).....3 hours

Total Hours for Core Requirements .....38 hours

Minimum hours required for admission...48 hours

Business and Profession Career

elective hours.....15 hours

Electives either business or

nonbusiness .....19 hours

TOTAL HOURS FOR BACHELOR OF ARTS

WITH A BUSINESS ADMINISTRATION

MAJOR.....120 hours

## COURSES OF INSTRUCTION

### ECONOMICS

#### \*125. FIRST- YEAR SEMINAR/THREE CREDITS

*GEP credit.* First-Year Seminars constitute a common and academically significant experience in a student's first year at Converse College. All incoming first- year students are required to take a 3-credit hour FYS in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with the common course number (except for designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are required elements of the course.

#### \*150. ECONOMIC CONCEPTS/THREE CREDITS

*GEP, Elective credit.* This course examines the basic micro- and macroeconomic principles as found in the real world. The ideas of opportunity cost, supply and demand, the workings of markets, monopoly, unemployment, inflation, economic growth, international trade and other selected topics are discussed. No credit will be granted to any student taking ECN 150 who successfully completed ECN 125.

#### 191. APPLICATIONS OF EXCEL IN ECONOMICS/

### ONE CREDIT

*Elective credit.* This course will give students hand-on experience in applying Excel spreadsheets to real-world situations and problems. Topics discussed include but are not limited to the following: writing basic formulas: using the statistical, financial, and other formulas in the Excel package; using the regression and the correlation analysis tools of Excel; creating and formatting tables, charts and graphs to express quantitative data in a visual format; writing Macros to fit business situations.

#### \*199H. FRESHMAN HONORS SEMINAR/ THREE CREDITS

*GEP, Elective credit.* The Honors course selects subjects within the discipline that will vary from term to term. The course is designed to encourage student participation in class discussions, special projects, solutions of problems, and defense of positions. Honors classes are often concentrated in current problems that are topics of other particular course offerings. A maximum of three credits shall be granted for duplicated course work. Offered periodically in rotation with seminars in other disciplines.

#### \*201. MICROECONOMIC PRINCIPLES/ THREE CREDITS

*GEP, Major, Minor, Elective credit.* This course is an introductory study of market structures, products, and factors of production. *Quantitative GEP requirement. Writing Intensive.*

#### \*202. MACROECONOMIC PRINCIPLES/ THREE CREDITS

*GEP, Major, Minor, Elective credit.* This course is an introduction to national income determination, monetary and fiscal policy, and international trade. *Quantitative GEP requirement. Writing Intensive.*

#### \*291. SPECIAL TOPICS IN ECONOMICS/ THREE OR FOUR CREDITS

*GEP, Major, Minor, Elective credit.* The topics in this course will vary depending on available staff and interest of the students. It is intended to expose students to some introductory studies in the area of economics.

#### \*299H.INTERDISCIPLINARY HONORS COURSE/ THREE CREDITS

*GEP, Major, Elective credit.* This course is team taught by members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office.

#### \*300. DESCRIPTIVE AND

#### INFERENCE STATISTICS/FOUR CREDITS

*Major, Minor credit.* This course examines some of the methods of describing and presenting both quantitative and qualitative data. Probability techniques and principles are studied as these are necessary for conducting and interpreting inferential statistical tests and techniques. *Meets Quantitative GEP requirement.*

#### 301. INTERMEDIATE MICROECONOMIC THEORY/THREE CREDITS

*Major, Minor, Elective credit. Prerequisites: ECN 201 and 202.* This intermediate-level price theory course deals with the economic behavior of individual units such as consumers, firms and resource owners.

#### 302. INTERMEDIATE MACROECONOMIC THEORY/THREE CREDITS

*Major, Minor, Elective credit. Prerequisites: ECN 201 and 202.* This intermediate-level course examines the determination of national income, employment and monetary policy.

#### 304. DECISION ANALYTICS FOR BUSINESS/FOUR CREDITS

*Major, Minor credit. Prerequisites: ECN 201, 202, ECN 300 or permission of the instructor.* Various mathematical techniques are employed in examining problems encountered in business and economics. These techniques include optimization, regression, decision-making, linear programming, PERT/CPM and inventory management models.

#### 321. MONEY AND FINANCIAL INSTITUTIONS/THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: ECN 202.* This course examines the role of money and of monetary and financial institutions on the aggregate economy. There is an emphasis on the history, structure, and function of the banking system. The tools of monetary policy and how monetary policy impacts the aggregate economy are also discussed.

#### 323. ECONOMIC PROBLEMS OF DEVELOPING COUNTRIES/THREE CREDITS

*Major, Minor, Elective credit. Prerequisites: ECN 201 and 202.* Economic progress and development in the emerging nations of the world are the main points of investigation. This is an interdisciplinary approach to the economic, political and sociological factors involved in developing the economies of low per capita income countries.

#### 324. BUSINESS AND THE PUBLIC SECTOR/THREE CREDITS

*Major, Minor, Elective credit. Prerequisites: ECN 201 and 202.* This course is an examination of

the rationale for government involvement in the economy, a study of the sources and uses of public funds, and the impact of these policies on the economy. Regulation and anti-monopoly policies are also examined.

#### 325. MANAGERIAL ECONOMICS/THREE CREDITS

*Major, Minor, Elective credit. Prerequisites: ECN 201 and 202.* This course illustrates the role of economic intuitions in making sound business decisions. The course emphasizes logic and conceptual modeling, reinforced by real-life examples, to highlight the pivotal link between economics and key business concerns such as costs, prices, markets and personnel. Students will learn to weigh the strategic costs and benefits of each business choice, instead of relying on popular quick-fix solutions.

#### 326. LABOR ECONOMICS/THREE CREDITS

*Major, Minor, Elective credit. Prerequisites: ECN 201 and 202.* Labor supply, labor demand, and their interaction in the determination of wage rates are the points of examination for this course. Wage differentials are examined in light of market, institutional, and sociological factors. Discussions of labor unions and their economic effects are held as are examinations of macroeconomic topics such as unemployment and inflation.

#### 327. INTERNATIONAL ECONOMICS/THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: ECN 201 and 202.* This course examines the theoretical bases for international trade, comparative advantages, and the Heckscher-Ohlin model. The effect of trade barriers on the world economy is also explored. The importance of trade in the world economy, the mechanism of international payments, and the nature of fixed and flexible exchange rate systems are studied. The firm's decision making process in entering a market in a foreign country is examined. The course also examines the cultural, historical and political environments that impact multinational firms' operations.

#### 331. PERSONNEL ECONOMICS FOR MANAGERS/THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: ECN 326.* This course uses economic theory to examine issues related to hiring, compensation, productivity measures, motivation, and employee turnover. Human capital theory is also addressed as is internal politics and employee empowerment.

#### \*345. AMERICAN ECONOMIC HISTORY/THREE CREDITS

*GEP, Major, Minor, Elective credit. Prerequisites: ECN 201 and 202 or consent of instructor.* This course

studies 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 are emphasized. Such topics as early development, transportation, population growth, technological change, financial development, and the role of government are covered.

#### 349. SPORTS ECONOMICS AND FINANCE/ THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: ECN 201.* The course examines the basic concepts of economics, supply and demand, and applies these concepts in a sports environment, seeking to determine how sports teams derive revenues and how the teams convert those revenues into profits for the owners. Other topics include the value of new franchises, the value of expansion of teams, the location of teams in different markets, and competitive balance. Issues of player salaries and labor relations, the role of government, and the economics of college athletics will be discussed. *Cross-listed with BAD 349.*

#### 365. COMPARATIVE ECONOMIC SYSTEMS/ THREE CREDITS

*Major, Minor, Elective credit. Prerequisites: ECN 201 and 202.* A study of the major economic models and philosophies used by various countries is the focus of the course. Emphasis is placed on theoretical and real world comparison and assessment. Capitalism, communism and democratic socialism are the models covered.

#### 380. HEALTHCARE ECONOMICS AND POLICY/ THREE CREDITS

*Major, Minor, Elective credit. Prerequisites: ECN 201 and ECN 202.* Healthcare economics and policy applies microeconomic principles to healthcare delivery and healthcare policies. The course explores the changing nature of healthcare, social and political issues, and the future of healthcare delivery and finance under the Affordable Care Act. This course will also compare and contrast the United States and its lifestyle, cultural and economic characteristics to those of other developed countries to help students challenge their assumptions about healthcare.

#### 399. STUDY/TRAVEL SEMINAR/ ONE TO FOUR CREDITS

*Major, Minor, Elective credit. Prerequisite: ECN 201 and ECN 202 or permission of the instructor.* This course will focus on an economic or business question that will vary from year to year. Students will be involved in intense seminars prior to and following a short-term travel program.

#### 400. SENIOR SEMINAR/THREE CREDITS

*Major credit. Prerequisite: Senior status, or permission of department chair.* A capstone course is required of all majors in the department, including accounting, business administration, and economics. The course is designed to simulate real-world experiences faced by managers and executives in for-profit, not-for-profit, and governmental organizations. Students are assigned to teams to explore solutions to various problems. Each team and team member will submit written reports and give oral presentations of their findings. *Quantitative GEP requirement. Capstone.*

#### 401. SPECIAL TOPICS/THREE CREDITS JAN TERM FOUR CREDITS

*Major, Minor, Elective credit.* The topics in this course will vary depending on available staff and interest of the students. It is intended to expose students to some advanced studies in the area of economics.

#### 490. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: Departmental approval.* This independent course is for advanced study of a topic not covered in any other course, under faculty guidance and instruction. May be repeated for credit.

#### 499. ECONOMICS INTERNSHIP/ ONE TO SIX CREDITS

*Prerequisite: Minimum 12 hours in major within department; 2.5 GPA in major; and permission of the faculty director.* The internship involves the student in a business or governmental agency related to the student's career choice. A portfolio of the internship is required. *Pass/fail grading.*

#### ACCOUNTING

#### 191. APPLICATIONS OF EXCEL IN ACCOUNTING/ONE CREDIT

*Elective credit.* This course will give students hand-on experience in applying Excel spreadsheets to real-world situations and problems. Topics discussed include but are not limited to the following: writing basic formulas: using the statistical, financial, and other formulas in the Excel package; using the regression and the correlation analysis tools of Excel; creating and formatting tables, charts and graphs to express quantitative data in a visual format; writing Macros to fit business situations.

#### \*211. ACCOUNTING PRINCIPLES I/ THREE CREDITS

*Major, Minor, Elective credit.* This study of the basic techniques of financial accounting emphasizes the processes of recording, classifying, summarizing, and interpreting business transactions. Topics covered include balance sheet and income statement preparation with an emphasis on the

asset side of the balance sheet and related income statement accounts. *Quantitative GEP requirement.*

#### 212. ACCOUNTING PRINCIPLES II/ THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: ACC 211 with a grade of C- or above.* This is a continuation of ACC 211. Management accounting topics such as product costing, budgeting, and decision-making are studied.

#### 351. INTERMEDIATE FINANCIAL ACCOUNTING I/FOUR CREDITS

*Major, Minor, Elective credit. Prerequisite: ACC 212.* Accounting theory and concepts in relation to asset and liability recognition and measurement are emphasized.

#### 352. INTERMEDIATE FINANCIAL ACCOUNTING II/ FOUR CREDITS

*Major, Minor, Elective credit. Prerequisite: ACC 351.* This continuation of ACC 351 places primary emphasis on theory and concepts involving stockholders' equity, investment, cash flows and issues related to income measurement.

#### 375. FINANCIAL STATEMENT ANALYSIS/ FOUR CREDITS

*Major, Minor, Elective credit. Prerequisites: ACC 211 and ACC 212.* This course will help students develop the skills necessary to analyze and interpret financial statements of corporations. Students will explore financial reporting topics introduced in ACC 211. Additional topics will include return on invested capital, profitability and investment analysis. This analysis viewpoint is that of the user of financial statements.

#### 380. ACCOUNTING AND BUSINESS INFORMATION SYSTEMS/FOUR CREDITS

*Major, Minor, Elective credit. Prerequisite: ACC 211 or instructor's permission.* Study of business information systems for future business professionals. This course is intended to lay a foundation for providing accounting user support, information technology and problem solving. Students are exposed to a variety of information technologies and methods of analysis of business processes. Advantages and disadvantages of the different technologies are highlighted and discussed.

#### 401. SPECIAL TOPICS IN ACCOUNTING/ ONE TO FOUR CREDITS

Topics will depend on available staff and interest level of students.

#### 409. TAX ACCOUNTING/THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: ACC 211.* This course is an introduction to the basic

structure of the federal income tax with emphasis on individual tax provisions.

#### 451. COST ACCOUNTING I/THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: ACC 212 OR permission of the instructor.* Manufacturing inventory, costs, related management controls, and decision processes are covered.

#### 452. COST ACCOUNTING II/THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: ACC 212.* Pricing and costing methods are examined as well as decision models used for inventory planning and capital budgets.

#### 461. ADVANCED ACCOUNTING/ THREE CREDITS

*Major, Elective credit. Prerequisite: ACC 352.* Business combinations, consolidations, non-profit and governmental accounting and foreign currency issues are examined.

#### 462. AUDITING/THREE CREDITS

*Major, Elective credit. Prerequisite: ACC 351.* This course examines the theory and practice of examination of financial statements by public accountants.

#### 463: CURRENT ISSUES IN ACCOUNTING/ THREE CREDITS

*Elective credit. Prerequisites: ACC 352, 409, 451, 462 or permission of instructor.* Topics are chosen yearly based on current changes in the accounting profession.

#### 499. ACCOUNTING INTERNSHIP/ ONE TO SIX CREDITS

*Prerequisite: At least 12 hours in major in department; 2.5 GPA in major; and permission of the faculty director.* The internship provides experience in public, private, or non-profit accounting. A portfolio of the internship is required. *Pass/fail grading.*

#### FINANCE

##### \*125. FIRST- YEAR SEMINAR/THREE CREDITS

*GEP credit.* First-Year Seminars constitute a common and academically significant experience in a student's first year at Converse College. All incoming first-year students are required to take a 3-credit hour FYS in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with the common course number (except for designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are required elements of the course.

**\*200. PERSONAL FINANCE/THREE CREDITS/  
FOUR CREDITS IN JAN TERM**

*Elective credit.* This course is a study of personal financial decision-making. The course provides a knowledge of the tools to make both short-term and long-term financial plans. Topics include budgeting, consumer credit, insurance, investments, and savings. Topics of current consumer importance are also covered. The material for the Jan Term course will be viewed through the perspective of the Bible. No credit given if successfully complete FIN 125. *Meets Quantitative GEP requirement.*

**321. MONEY AND FINANCIAL INSTITUTIONS/  
THREE CREDITS**

Same as ECN 321.

**324. BUSINESS AND THE PUBLIC SECTOR/  
THREE CREDITS**

Same as ECN324.

**370. BUSINESS FINANCE/FOUR CREDITS**

*Major, Minor, Elective credit. Prerequisite: ACC 212.* Planning, analyzing, and reporting the financing of business operations are examined in the course. Working capital, long term financing, capital budgeting, and cost of capital are also covered. The use of present and future values of financial amounts is stressed.

**372. ADVANCED BUSINESS FINANCE/  
THREE CREDITS**

*Major, Minor, Elective credit. Prerequisite: FIN 370.* This course provides an in-depth study of various theories and techniques of the major areas of corporate finance. Case studies and selected readings are employed in this course.

**373. SECURITIES ANALYSIS AND PORTFOLIO  
MANAGEMENT/THREE CREDITS**

*Major credit. Prerequisite: FIN 370.* This course is designed to acquaint the student with advanced theories of the analysis of security valuation and risk, choice of assets for an investment portfolio, and evaluation of portfolio performance.

**490. DIRECTED INDEPENDENT STUDY IN  
SPECIAL TOPICS/ THREE CREDITS**

*Major, Minor, Elective credit. Prerequisite: Departmental approval.* This independent course is an advanced study of a topic not covered in any other course, under faculty guidance and instruction. May be repeated for credit.

**BUSINESS ADMINISTRATION**

**\*125. FIRST- YEAR SEMINAR/THREE CREDITS**

*GEP credit.* First-Year Seminars constitute a common and academically significant experience in a student's first year at Converse College. All incoming first-year students are required to take a 3-credit hour FYS in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with the common course number (except for designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are required elements of the course.

**191. APPLICATIONS OF EXCEL IN BUSINESS  
ADMINISTRATION/ONE CREDIT**

*Elective credit.* This course will give students hand-on experience in applying Excel spreadsheets to real-world situations and problems. Topics discussed include but are not limited to the following: writing basic formulas: using the statistical, financial, and other formulas in the Excel package; using the regression and the correlation analysis tools of Excel; creating and formatting tables, charts and graphs to express quantitative data in a visual format; writing Macros to fit business situations.

**200. SOCIAL ENTREPRENEURSHIP/THREE  
CREDITS OR FOUR CREDITS JAN TERM**

*Minor Elective credit.* The purpose of this course is to provide students with an introduction to the major opportunities and challenges facing social entrepreneurs and their ventures. Major local and global social issues like environmental issues, education, poverty, human rights, and healthcare will be discussed. Current efforts to address and "solve" these "problems" and think critically and creatively to generate new ideas, such as microfinance, philanthropy, venture philanthropy & impact investing, measuring social impact and social return on investment calculations, corporate social responsibility, and integrated bottom lines, will be examined.

**206. BUSINESS COMMUNICATION/  
THREE CREDITS**

*Major, Elective credit.* This course will help students develop the communications strategies they need to be successful in the workplace. The course develops writing, oral and collaborative skills through hands-on practice. Students will review grammar and mechanics, analyze and write common business documents such as emails, reports and proposals, letters, memoranda, and resumes, and complete an oral presentation and practice interview.

**245. SOCIOLOGY OF WORK/THREE CREDITS**  
Same as SOC 245.



260. COMPLEX ORGANIZATIONS/  
THREE CREDITS

Same as SOC 260.

\*291. SPECIAL TOPICS IN BUSINESS/  
THREE OR FOUR CREDITS

*GEP, Major, Minor, Elective credit.* The topics in this course will vary depending on available staff and interest of the students. It is intended to expose students to some theoretical and research based study in the field of business.

300. DESCRIPTIVE AND INFERENTIAL  
STATISTICS/ FOUR CREDITS

Same as ECN 300. *Meets Quantitative GEP requirement.*

330. MANAGEMENT/THREE CREDITS

*Major, Minor, Elective credit.* The objective of this course is to acquaint students with the job of the manager as well as the techniques of planning, organizing, motivating, leading, communicating, staffing, controlling and evaluating. The course also explores the evolution of management theory from the early classical theories to management by objectives. The course makes extensive use of the case study method of instruction.

340. MARKETING PRINCIPLES/ THREE CREDITS

*Major, Minor, Elective credit.* This course introduces the student to basic marketing concepts and applications and provides an overview of marketing. Topics include the role of marketing within the firm, marketing research, consumer behavior, product development, pricing, channels and distribution and promotional strategy.

344. CONSUMER BEHAVIOR/THREE CREDITS

*Major, Minor, Elective credit. BAD 340 is recommended but not required.* The emphasis in this course will be on understanding the psychological, social, and socioeconomic factors affecting consumer purchase, use and disposition of products and services. Topics covered include consumer motivation, learning, psychographics, decision making processes and the influence of culture and groups.

345. INTEGRATED MARKETING  
COMMUNICATIONS/THREE OR FOUR CREDITS

*Major, Minor, Elective credit. Prerequisite: BAD 340 is recommended but not required.* The emphasis in this course will be on the role of integrated marketing communications (IMC) in the marketing plan of an organization. Topics covered include advertising, public relations, sales promotions, interactive marketing and direct marketing, as well as the process of developing an IMC program, and various factors that influence this process.

347. PROFESSIONAL SELLING/  
THREE CREDITS OR FOUR CREDITS

*Major, Minor, Elective credit. BAD 340 recommended but not required.* This course will be an overview of professional selling with an emphasis on the sales process. The emphasis will be on understanding and applying the tools salespeople use to identify prospects, analyze their needs, offer solutions, respond to objections, close the sale and build the relationship. Sales management and how the sales function fits into the overall marketing function and the organization will also be covered.

348. SPORTS MARKETING/THREE CREDITS  
OR FOUR CREDITS IN JAN TERM

*Major, Minor, Elective credit. Prerequisite: BAD 340 is recommended but not required.* This course is an introduction to the field of sports marketing. Both the marketing of sports products and teams, and the use of sports as a marketing tool, for other products and brands are covered. Topics include sponsorship, endorsement, licensing and venue naming rights, the marketing of professional, amateur and participation-oriented sports, the marketing of a broad array of sports-related products such as sporting goods and apparel, and emerging issues in the field.

349. SPORTS ECONOMICS AND FINANCE/  
THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: ECN 201.* The course examines the basic concepts of economics, supply and demand, and applies these concepts in a sports environment, seeking to determine how sports teams derive revenues and how the teams convert those revenues into profits for the owners. Other topics include the value of new franchises, the value of expansion of teams, the location of teams in different markets, and competitive balance. Issues of player salaries and labor relations, the role of government, and the economics of college athletics will be discussed. Cross listed with ECN 349.

351. AMERICAN LEGAL SYSTEM AND  
CONTRACTS/THREE CREDITS

*Major, Minor, Elective credit.* This introductory course is an examination of the American legal system, judicial procedures, and the laws governing contracts, torts and the UCC, including secured transactions, negotiable instruments and sales.

352. BUSINESS ORGANIZATIONS, PROPERTY,  
AND COMMERCIAL LAW/THREE CREDITS

*Major, Minor, Elective credit.* This course examines the laws governing business associations and related subjects such as bailments, agency, partnerships,

corporations, and regulation of business, trusts and estates.

### 353. LABOR AND HUMAN RELATIONS LAW/ THREE CREDITS

*Major, Minor, Elective credit.* This course examines the legislation and regulation related to management and record keeping in the personnel area of for-profit and not-for-profit organizations. Legislation dealing with labor unions will also be discussed.

### 399. STUDY/TRAVEL SEMINAR/THREE CREDITS Same as ECN 399.

### 401. SPECIAL TOPICS IN BUSINESS THREE OR FOUR CREDITS

*Major, Minor, Elective credit.* The topics will vary depending on available staff and interest of the students.

### 442. MARKETING RESEARCH/FOUR CREDITS

*Major, Minor, Elective credit. Prerequisite: BAD 340.* This course involves the student in the systematic and objective process of generating information to aid in decision-making. This process includes problem formulation, research design, data collection, data analysis and communication (both written and oral) of research results.

### 443. INTERNATIONAL MARKETING/ THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: BAD 340.* This course focuses on the opportunities, problems and logistics involved in formulating strategies for marketing across national borders. Topics include the economic, sociocultural, political/legal and competitive environments and their impact on marketing strategy.

### 450. STRATEGIC MANAGEMENT: REAL WORLD CASES IN BUSINESS/THREE CREDITS

*Major, Elective credit. Prerequisites: BAD 206, CSC 208, ECN 201, ECN 202, BAD 330, BAD 340, ACC 211, ACC 212, ACC 375, ECN 304.* The course will require students to apply skills and knowledge acquired in the previous courses to provide oral and written solutions to real business situations. The course will focus on the application of previous learning in the analysis of case studies. Students will be responsible for analyzing, writing and orally presenting analysis of various real business case studies.

### 490. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: departmental approval.* This independent course of advanced study under faculty guidance and instruction examines a topic not covered in any other course. May be repeated for credit.

### 499. BUSINESS ADMINISTRATION INTERNSHIP/ ONE TO SIX CREDITS

*Prerequisite: At least 12 hours in major in department; 2.5 GPA in major; and permission of the faculty director.* The student will be engaged in an internship in a business or governmental agency that relates to the student's career choice. A portfolio of the internship is required. *Pass/fail grading.*

### HEALTHCARE ADMINISTRATION

### 206. HEALTHCARE COMMUNICATIONS/ THREE CREDITS

*Major, Elective credit.* This course stresses effective communication in the healthcare environment. Methods and techniques are presented which will enable individuals working in the healthcare industry to communicate effectively and professionally with medical staff, patients and family members.

### 230. INTRODUCTION TO HEALTHCARE MANAGEMENT AND LEADERSHIP/ THREE CREDITS

*Major, Elective credit.* This course addresses administrative and management issues within the healthcare environment. Leadership concepts, methods and skills are an integral part of the course. Special terminology used in the industry is also introduced and applied in the course.

### 350. HEALTHCARE DELIVERY SYSTEMS/ THREE CREDITS

*Major, Elective credit.* This course examines the healthcare delivery systems of the United States and other nations. Specific issues examined include basic healthcare economics and policy, accountable care organizations, quality outcomes, and other healthcare concerns.

### 360. INFORMATICS AND TECHNOLOGY/ THREE CREDITS

*Major, Elective credits.* This course is an overview of the issues related to the management of healthcare information. Additionally, the course studies the technology used to manage and transmit medical information among healthcare providers.

### 430. COMMUNITY AND PUBLIC HEALTH EPIDEMIOLOGY/THREE CREDITS

*Major, Elective credit.* The course is designed to provide the student with a detailed understanding of community and public health epidemiology concepts and issues. Topics include population health management, disease management, public health services and ethical issues within public health sectors.

### 451. HEALTHCARE LEGAL AND ETHICAL

#### ISSUES/THREE CREDITS

*Major, Elective credit.* Legal and ethical issues directly related to the healthcare industry are addressed in the course. Specific issues covered include risk management, regulatory compliance, malpractice, and end-of-life situations.

#### 470. HEALTHCARE FINANCE AND ACCOUNTING/THREE CREDITS

*Major, Elective credit. Prerequisite: ACC 212.* This course exposes the student to the specialized finance and accounting considerations within the healthcare environment.

#### 471. FACILITY PLANNING AND THE ENVIRONMENT OF CARE/THREE CREDITS

*Major, Elective credit.* This course addresses the integration of regulatory requirements, financial constraints and healthcare needs in the planning and construction of healthcare facilities.

#### 499. HEALTHCARE INTERNSHIP/ THREE TO SIX CREDITS

*Major. Prerequisite: Minimum of 12 hours in major within the department; 2.5 GPA in the major; and permission of the director.* The student will be engaged in a business or governmental agency related to the student's career choice in the healthcare environment. A portfolio of the internship is required. *Pass/fail grading.*

#### SOCIOLOGY

##### \*100. PRINCIPLES OF SOCIOLOGY/ THREE CREDITS

*GEP, Elective credit.* A study of the basic sociological concepts and their logical and empirical relations, including those factors would contribute to the emergence, persistence and change in social relationships.

##### \*125. FIRST- YEAR SEMINAR/THREE CREDITS

*GEP.* First-Year Seminars constitute a common and academically significant experience in a student's first year at Converse College. All incoming first-year students are required to take a 3-credit hour FYS in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with the common course number (except for designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are required elements of the course.

##### \*245. SOCIOLOGY OF WORK/THREE CREDITS

*GEP, Elective credit.* A study of the social history of the concept of work and the social-psychological

microenvironment of work.

##### \*250. OCCUPATIONS AND PROFESSIONS/ THREE CREDITS

*GEP, Elective credit.* A study of the history and structure of specific occupations and professions and the study of theories of professionalism.

##### \*260. COMPLEX ORGANIZATIONS/ THREE CREDITS

*GEP, Elective credit.* A study of formal organizations, theories of complex organizations, and the social-psychological consequences for the development of self in the macro-environment of work.

##### \*270. CRIMINOLOGY/THREE CREDITS

*GEP, Elective credit.* A focus on theories of criminology as related to significant research concerning causes, extent, social and economic cost, and ecology of crime. A second emphasis will be placed on criminal justice issues of practices within police, criminal, and juvenile courts, as well as problems of prison, reformatories, prevention, and rehabilitation.

##### \*302. SOCIAL STRATIFICATION/ THREE CREDITS

*GEP, Elective credit.* A study of institutionalized patterns of economic, political, social, and prestige differentiation and the importance of class or stratum placement in determining opportunities, style of life, and patterns of interaction.

##### \*306. THE FAMILY/THREE CREDITS

*GEP, Elective credit.* A cross-cultural approach to marriage and the family with emphasis on historical changes and the modern American family, particularly in its relation to other social institutions.

##### \*309. SPECIAL TOPICS IN SOCIOLOGY/ THREE CREDITS

*GEP, Elective credit.* Studies in topics in issues, figures of movements in sociology.

##### \*310. SOCIAL PROBLEMS/THREE CREDITS

*GEP, Elective credit.* 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.

##### \*492. SOCIOLOGICAL THEORY/ THREE CREDITS

*GEP, Elective credit.* A consideration of classical to contemporary theories, with emphasis on formal theory building and the influence that theory and research have on each other

consequences of the development of self in the

# DEPARTMENT OF EDUCATION

R. LEE GIVINS, *chair*; ANSLEY H. BOGGS, D. WAYNE CHESER, REED CHEWNING, JULIE JONES, MARGARET LEE, KELLY MAGUIRE, DELIA MALONE, MARGARET PARK, DANIELLE ROBERTSON

## THE IDEAL EDUCATOR

A single conceptual framework guides the Professional Education Unit at Converse College. The Unit's framework is built on the premise that its mission is to prepare candidates for their roles as educators to become The Ideal Educator. This "Ideal" is the guiding concept for program design in each of the Unit's programs.

The conceptual framework serves as the basis for course design, clinical practice, and assessment for all programs. The framework insures a relationship among curriculum, instruction, field experiences, clinical practice, and assessment across programs. The framework is shared with the professional community, and input from those stakeholders is a part of the decision-making process for programs.

The Unit's mission, therefore, is to prepare educators who will contribute to the development of society and the individual. The college philosophy is reflected in the framework as Converse prepares candidates through opportunities to experience excellent teaching and advising, to use effective technology tools, to experience the work place through clinical practice, and to engage in collaborative relationships with P-12 schools and their communities.

The Conceptual Framework is based on the 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." Those three ideas are at the heart of the Conceptual Framework and guide instruction in all Converse professional education courses, both undergraduate and graduate. These ideas define our concept of The Ideal Educator.

### The Institutional Standards

Professional education courses and experiences, combined with liberal arts courses, promote the acquisition of knowledge, skills, and dispositions essential for The Ideal Educator. These learning outcomes embody the following "Institutional Standards" that the instructional program meets.

### The Ideal Educator:

1. Demonstrates knowledge of and respect for individual differences by differentiating instruction for the diverse needs of all learners.
2. Demonstrates knowledge of and competence in innovative instructional strategies.

3. Demonstrates knowledge of content and standards by integrating them into planning and instruction.
4. Demonstrates knowledge of technology and the value of its use by integrating it into a variety of areas.
5. Demonstrates knowledge of and competence in assessment and evaluation of students, instruction, and self through the utilization of informal and formal methods.
6. Demonstrates skills in management.
7. Demonstrates a positive attitude toward professionalism.

The Converse College Department of Education is the central undergraduate home for teacher education programs in Education. The Department of Education offers the Bachelor of Arts degree in the following teacher education programs: art (PK–12), early childhood (PK–3), elementary (2–6), comprehensive special education (PK–12), deaf and hard of hearing (PK–12), intellectual disabilities (PK–12), learning disabilities (PK–12), English (9–12), mathematics (9–12), science (biology or chemistry) (9–12), and social studies (9–12).

Bachelor of Music degree in music education (choral and instrumental) (PK–12), resides in the Petrie School of Music. This degree has a specific course of study. Details are in the Petrie School of Music Student Handbook and the Undergraduate Catalog. The Department of Art and Design offers the Bachelor of Arts in Art Education (PK-12). Details are in the Undergraduate Catalog. Full-time Converse faculty members teach a majority of the education courses in each program. Students interested in teaching as a career may complete one or more of the programs described in this section. Students who fulfill the requirements of one or more of these programs can meet the certification requirements for teachers in South Carolina and in several other states. Those who wish to teach on the secondary level complete a 30-hour minor (32 for science teachers) in secondary education to complement appropriate liberal arts major.

The teacher education certification program prepares teacher candidates to become well-qualified teachers and licensed professionals who possess knowledge and skills in innovative teaching methods and research-based practice. Candidates follow the teacher education program as outlined in the *Teacher Education Handbook* found on the

Converse College website. Student teaching is the capstone experience for all teacher education programs.

All education majors must take the CORE PRAXIS (or have qualifying SAT/ACT scores) and PRAXIS II examinations as well as the Principles of Learning and Teaching examination before graduation.

**ADMISSION TO TEACHER EDUCATION**

Teacher candidates should be familiar with the department website that contains descriptions of majors/minors, The Teacher Education Handbook, the Clinical Experience Handbook, the Student Teaching Handbook, important details, policies and announcements.

After completing 45 hours of coursework, a student applies for admission to the Teacher Education Admission Program. In order to be admitted, the student must have met the following criteria:

1. 2.75 minimum cumulative GPA,
2. passing grade in the first major clinical in their major program,
2. passing scores on the CORE PRAXIS exams or have qualifying SAT or ACT scores, submission of completed application,
3. 3.0 in content area for Secondary minor,
4. 80% on the Introduction to Education Test (EEDA required),
5. favorable faculty survey comments,
6. Education 360 IERS and
7. Statement of Disclosure- prior felony misdemeanor convictions

Resources are available to help a student prepare for the CORE PRAXIS exams. Admission to the Teacher Education Program is a prerequisite to enrolling in Benchmark II courses. For transfer students, Converse uses all attempted course work prior to enrollment at Converse and all course work at Converse to determine cumulative GPA. Converse will cancel a failing grade at another institution if a student retakes and passes a comparable course at Converse, and if the Registrar approves. Such cancellation makes the policy for transfers compatible with the Converse policy for retaking courses.

During the senior year, students are eligible for a placement in student teaching. A student planning to student teach in the Fall Term of her senior year must submit her request for placement by March 1 of the junior year. A student planning to student teach in the Spring Term of her senior year must submit her request for placement by October 1 of the senior year. Only those students currently accepted in a degree program can be eligible

for student teaching. Beginning in Fall 2020, in order to be placed for student teaching, teacher candidates must pass the state required PRAXIS Subject Assessments in the area of student teaching. Other requirements prior to student teaching include an application for certification to the South Carolina State Department of Education and a FBI background check. Details about this application and other requirements are available on the department webpage at [www.converse.edu](http://www.converse.edu), on the South Carolina State Department website: <https://ed.sc.gov> and from departmental staff. Generally, the applications for certification are due to the Education Department by December 1, a year in advance of Fall Term student teaching, and by May 1, a year in advance of Spring Term student teaching. Passing scores on both the CORE PRAXIS and the appropriate PRAXIS Subject Assessments are among the requirements for certification. Because test requirements change, students should consult the State Department website: <https://ed.sc.gov> to be sure they register for the appropriate PRAXIS II test(s). Students must request that the Educational Testing Service submit their scores for CORE PRAXIS and PRAXIS Subject Assessments both to Converse and to the South Carolina State Department of Education.

The General Education Program is a requirement for all degrees. The requirements listed below are approved for the Bachelor of Arts, Bachelor of Science and Bachelor of Fine Arts.

ENG 101 .....	3 hours
Language and Culture .....	9 hours
MTH 108 or higher .....	3 hours
One course designated as	
Quantitative reasoning .....	3-4 hours
Health and Well-being Wellness .....	2 hours
Activity course.....	1-2 hours
Humanities.....	6 hours
Literature.....	3 hours
Fine Arts .....	6 hours
Natural Science .....	7-8 hours
Social Science .....	6 hours
Total	49-52 hours

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course
- Capstone experience.

*For more information see the GEP requirements in this catalog.*

Course work in all major and minor teacher education programs includes instruction in the use of computer technology and software, SC Academic Standards and SC Safe School Climate

Act. Before student teaching, students must complete two sequential, incremental clinical experiences and EXPANDED ADEPT training. The two clinical experiences include at least 100 hours of participation. Teacher candidates complete work and projects throughout their major coursework aligned with the South Carolina EXPANDED ADEPT, including the Teacher Work Sample. Beginning in Fall 2020, in order to be placed for student teaching, teacher candidates must pass the state required PRAXIS Subject Assessments in the area of student teaching.

All states require completion of a program of general education for teacher certification. The requirements of these programs vary from state to state. The Converse GEP includes many of the requirements of other states. However, if a student wants to meet the requirements of a specific state, she may need to make certain choices in the GEP. The student should write directly to the state department of education for complete and up-to-date information about teacher certification in states in which she may wish to teach.

Required GPA for a Bachelor of Arts degree within all majors in the Department of Education.

In order to graduate, teacher candidates must have a Converse GPA of at least 2.0 in the major courses listed on their Program Worksheets and in any completed electives with prefixes of EDU and SED.

#### BACHELOR OF ARTS WITH AN EARLY CHILDHOOD EDUCATION MAJOR

The early childhood major is a program for students interested in working with children in pre-kindergarten through third grade. This program leads to PK–3 certification in South Carolina. The early childhood major combines observations of young children, instructional methodology, program planning for PK–3 children, and information about the child’s social, emotional, physical, and intellectual development. Beginning in Fall 2020, all early childhood majors are required to pass the PRAXIS Subject Assessments required for certification in their area of student teaching in order to be placed in a student teaching setting. Teacher candidates should verify the test code numbers of the South Carolina requirement PRAXIS requirements, because the codes are subject to change.

#### STUDENT LEARNING OUTCOMES

1. Candidates will analyze child development and learning.
2. Candidates will examine family and community relationships.
3. Candidates will observe, document, and

assess to support young children and families.

4. Candidates will employ developmentally effective approaches.
5. Candidates will use content knowledge to build meaningful curriculum.

Required courses: Teacher candidates may take courses only in Benchmark I before being admitted to the Teacher Education Program. See the departmental webpage at [converse.edu](http://converse.edu) for a list of Benchmark courses and other important information.

EDU 101: Clinical I: Reading and Language Arts .....	1 hours
EDU 102: Clinical II: Early Childhood .....	3 hours
EDU 303: Mathematics for the Elementary Child .....	3 hours
EDU 305: Behavior and Development of the Young Child .....	3 hours
EDU 307: Reading and Language Arts in Early Childhood Classrooms .....	3 hours
EDU 309: Literature for the Child .....	3 hours
EDU 360: Introduction to Education.....	3 hours
EDU 403: Methods and Materials for Early Childhood.....	3 hours
EDU 405: Curriculum for Early Childhood Education.....	3 hours
EDU 409: Elementary Curriculum .....	3 hours
EDU 412b: Directed Student Teaching 12 hours	
SED 300: Introduction to Exceptional Learners .....	3 hours
PSY 380: Human Growth and Development .....	3 hours
Choose one from the following:.....	3 hours
HPE 393: Health and Physical Education for Elementary Teachers	
ART 311: Art for the Child	
MUE 370: Music for the Child	

#### TOTAL HOURS FOR BACHELOR OF ARTS WITH AN EARLY CHILDHOOD EDUCATION MAJOR.....

49 hours  
Majors in early childhood must also complete two sequential, incremental clinicals. In the first clinical, EDU 101 they observe and work with an individual child in grades 1–2 on reading instruction. In the second clinical, EDU 102, the students work in an early childhood setting and plan, organize, and implement instruction with groups of young children. The students’ transcripts will reflect the completion of these clinicals.

#### BACHELOR OF ARTS WITH AN ELEMENTARY EDUCATION MAJOR

The program in elementary education produces well-qualified elementary teachers for grades 2–6 and 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 adviser as soon

as possible. Beginning in Fall 2020 all elementary education majors are required to pass the PRAXIS Subject Assessments required for certification in their area of student teaching in order to be placed in a student teaching setting. Teacher candidates should verify the test code numbers of the South Carolina requirement PRAXIS requirements, because the codes are subject to change.

**STUDENT LEARNING OUTCOMES**

1. Candidates will use teaching strategies that encourage students' development of critical thinking and problem solving.
2. Candidates apply concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills.
3. Candidates use formal and informal assessment strategies to plan, evaluate and strengthen instruction.

Required courses:

Teacher candidates may take courses only in Benchmark I before being admitted to the Teacher Education Program. See the departmental webpage at converse.edu for a list of Benchmark courses and other important information.

EDU 101: Clinical I: Reading.....	1 hour
EDU 103: Clinical II: Elementary .....	3 hours
EDU 301: Reading and Language Arts in the Elementary Classroom.....	3 hours
EDU 303: Mathematics for the Elementary Child .....	3 hours
EDU 309: Literature for the Child .....	3 hours
EDU 314: Science for the Child.....	3 hours
EDU 315: Social Studies for the Child	3 hours
EDU 336: Language Arts: Integrating Intermediate Reading and, Writing .....	3 hours
EDU 360: Introduction to Education.....	3 hours
EDU 361: Curriculum Design and Classroom Management .....	3 hours
EDU 372: Diagnostic Reading .....	3 hours
EDU 409: Elementary Curriculum .....	3 hours
EDU 412a: Directed Student Teaching	12 hours
SED 300: Introduction to Exceptional Learners .....	3 hours
PSY 380: Human Growth and Development.....	3 hours
Choose one from the following.....	3 hours
ART 311: Art for the Child	
MUE 370: Music for the Child	
HPE 393: Health and Physical Education for Elementary Teachers	

**TOTAL HOURS FOR BACHELOR OF ARTS**

**WITH AN ELEMENTARY EDUCATION  
MAJOR.....55 hours**

Students in this major must complete all admission requirements for the Teacher Education Program and two sequential, incremental clinicals. In the first clinical, EDU 101, they observe and work with an individual child (usually in grades 1-2) on reading instruction. In the second clinical, EDU 103, they work with large group instruction in an elementary setting. The students' transcripts will reflect the completion of these clinicals.

**SECONDARY EDUCATION MINOR**

The program in secondary education gives teacher candidates of grades 9–12 professional competence and allows them to meet varying certification requirements. A student may complete secondary education as a minor by taking a sequence of 30 (32 for science teachers) hours of approved courses in education and psychology. The secondary education teacher candidate must major in an appropriate academic area corresponding with the secondary school curriculum, i.e., biology, chemistry, English, mathematics, and for prospective social studies teacher candidates, either politics or history. Secondary education minors must complete the academic major requirements, all admission requirements for the Teacher Education Program, and the minor in education. Students interested in secondary teaching should declare their minor and meet with an education advisor in the Department of Education during their sophomore year. They must select a teaching area and follow a prescribed sequence of courses necessary for graduation and teacher certification. Beginning in Fall 2020, all teacher candidates are required to pass the PRAXIS Subject Assessments required for certification in their area of student teaching in order to be placed in a student teaching setting. All teacher candidates pursuing certification in secondary education must meet with the designated minor adviser in the pertinent certification area. Teacher candidates should verify the test code numbers of the South Carolina requirement PRAXIS requirements, because the codes are subject to change.

Required courses: Teacher candidates may take only courses in Benchmark I before being admitted to the Teacher Education Program. See the department webpage at converse.edu for a list of Benchmark courses and other important information.

PSY 380: Human Growth and Development.....	3 hours
SED 300: Introduction to Exceptional Learners .....	3 hours
EDU 201: Clinical I: Secondary.....	3 hours

EDU 202: Clinical II: Content Reading.....	0 hours
EDU 360: Introduction to Education.....	3 hours
EDU 412c: Directed Student Teaching.....	12 hours
EDU 425: Teaching of Reading:	
Content Areas .....	3 hours
One of the following courses appropriate for the certification area.....	3 hours
EDU: 331 Secondary Curriculum and Methods for Math	
EDU: 333 Secondary Curriculum and Methods for Science	
EDU: 334 Secondary Curriculum and Methods for Social Studies	
EDU: 335 Secondary Curriculum and Methods for English Language Arts	
Total Hours for Secondary Education Minor.....	30 Hours
Additional requirements for science education Minor:	
EDU 387: Laboratory Science Management (for prospective science teachers) .....	2 hours
Total Hours for Science Education Minor .....	32 hours

Secondary teacher candidates must complete two sequential, incremental clinicals. In EDU 201, teacher candidates work with secondary teachers in their area of specialization. In the second clinical, EDU 202, teacher candidates work in a public school setting on reading instruction in their subject area.

#### BACHELOR OF ARTS WITH A COMPREHENSIVE SPECIAL EDUCATION MAJOR

The comprehensive special education block major, designed to prepare special education teacher candidates in grades PK–12, includes 69 hours of coursework in intellectual disabilities, learning disabilities, emotional disabilities, and elementary education. Teacher candidates complete an approved program in intellectual disabilities or learning disabilities and the add-on requirements for certification in the additional areas.

Beginning in Fall 2020, all comprehensive special education majors must pass the PRAXIS II Core exams required for certification in the area of special education in which they are planning to student teach in order to be placed in a student teaching setting. Teacher candidates should verify the test code numbers of the South Carolina requirement PRAXIS requirements, because the codes are subject to change.

Directed student teaching will be in intellectual disabilities or learning disabilities. It is particularly important that students who choose this major

confer with the Education Department at the earliest possible date.

#### STUDENT LEARNING OUTCOMES

1. Candidates will provide meaningful and challenging learning experiences.
2. Candidates will use multiple methods of assessment and data-sources in making educational decisions.
3. Candidates will use knowledge of general and specialized curricula to individualize learning and to select, adapt, and use a repertoire of evidence-based instructional strategies.

Required courses: Teacher candidates may take courses only in Benchmark I before being admitted to the Teacher Education Program. See the department webpage at [converse.edu](http://converse.edu) for a list of Benchmark courses and other important information.

SED 300: Introduction to Exceptional Learners .....	3 hours
SED 361: Language Development and Disabilities .....	3 hours
SED 376: Assessment of Exceptional Learners .....	3 hours
SED 380: Introduction to Intellectual Disabilities .....	3 hours
SED 382a: Clinical II: Practicum in Intellectual Disabilities .....	3 hours
SED 382b: Clinical II: Practicum in Learning Disabilities.....	3 hours
SED 382c: Clinical II: Practicum in Emotional Disabilities .....	3 hours
SED 386: Educational Procedures for Intellectual Disabilities .....	3 hours
SED 395: Introduction to Learning Disabilities .....	3 hours
SED 396: Educational Procedures for Learning Disabilities 3 hours	
SED 397: Introduction to Emotional Disabilities .....	3 hours
SED 398: Educational Procedures for Emotional Disabilities .....	3 hours
SED 405: Behavior and Classroom Management .....	3 hours
SED 412f or SED412g: Directed Student Teaching.....	12 hours
EDU 101: Clinical I: Reading.....	1 hour
EDU 301: Reading and Language Arts in Elementary Classroom.....	3 hours
EDU 303: Mathematics for the Elementary Child .....	3 hours
EDU 309: Literature for the Child .....	3 hours
EDU 314: Science for the Child.....	3 hours
EDU 315: Social Studies for the Child .....	3 hours
EDU 360: Introduction to Education.....	3 hours
EDU 378: Reading and Learning Strategies...	3 hours



PSY 380: Human Growth & Development ...3 hours  
 TOTAL HOURS FOR BACHELOR OF ARTS  
 WITH A COMPREHENSIVE SPECIAL  
 EDUCATION MAJOR.....76 hours

Recommended Electives:

PSY 204: Abnormal Psychology PSY 211: Behavior  
 Modification PSY 236 Theories of Personality PSY  
 370: Child Abuse and Neglect ART 355: Survey of  
 Art Therapy  
 ART 380: Art Therapy Methods and Theories

**BACHELOR OF ARTS WITH A SPECIAL  
 EDUCATION: INTELLECTUAL  
 DISABILITIES MAJOR**

The program provides preparation leading to  
 certification in the area of intellectual disabilities.  
 Instruction in special education, elementary  
 education, and psychology is designed to give  
 the teacher candidates a strong background for  
 work with students with intellectual disabilities.  
 Beginning in Fall 2020, all special education:  
 intellectual disabilities majors are required to  
 pass the PRAXIS Subject Assessments required for  
 certification in Intellectual Disabilities in order to  
 be placed in a student teaching setting. Teacher  
 candidates should verify the test code numbers  
 of the South Carolina requirement PRAXIS  
 requirements, because the codes are subject to  
 change.

The major includes the add-on requirements for  
 certification in elementary education.

**STUDENT LEARNING OUTCOMES**

1. Candidates will provide meaningful and  
 challenging learning experiences.
2. Candidates will use multiple methods of  
 assessment and data-sources in making  
 educational decisions.
3. Candidates will use knowledge of general and |  
 specialized curricula to individualize learning  
 and to select, adapt, and use a repertoire of  
 evidence-based instructional strategies.

Required Courses:

Teacher candidates may take courses only in  
 Benchmark I before being admitted to the Teacher  
 Education Program. See the department webpage  
 at converse.edu for a list of Benchmark courses and  
 other important information.

SED 300: Introduction to Exceptional  
 Learners .....3 hours  
 SED 361: Language Development and  
 Disabilities .....3 hours  
 SED 376: Assessment of Exceptional  
 Learners .....3 hours  
 SED 380: Introduction to Intellectual

Disabilities .....3 hours  
 SED 382a: Clinical II: Practicum in  
 Intellectual Disabilities .....3 hours  
 SED 386: Educational Procedures for  
 Intellectual Disabilities .....3 hours  
 SED 395: Introduction to Learning  
 Disabilities .....3 hours  
 SED 397: Introduction to Emotional  
 Disabilities .....3 hours  
 SED 398: Educational Procedures for  
 Emotional Disabilities .....3 hours  
 SED 405: Behavior and Classroom  
 Management .....3 hours  
 SED 412g: Directed Student Teaching .....12 hours  
 EDU 101: Clinical I: Reading..... 1 hour  
 EDU 301: Reading and Language Arts  
 in the Elementary Classroom.....3 hours  
 EDU 303: Mathematics for the Elementary  
 Child.....3 hours  
 EDU 309: Literature for the Child .....3 hours  
 EDU 314: Science for the Child.....3 hours  
 EDU 315: Social Studies for the Child.....3 hours  
 EDU 360: Introduction to Education.....3 hours  
 EDU 378: Reading and  
 Learning Strategies .....3 hours  
 PSY 380: Human Growth and Dev .....3 hours  
 TOTAL HOURS FOR BACHELOR  
 OF ARTS WITH A SPECIAL EDUCATION:  
 INTELLECTUAL DISABILITIES  
 MAJOR.....67 hours

Recommended electives:

SED 382b: Clinical II: Practicum in  
 Learning Disabilities  
 SED 382c: Clinical II: Practicum in  
 Emotional Disabilities  
 SED 396: Educational Procedures for  
 Learning Disabilities  
 PSY 204: Abnormal Psychology  
 PSY 211: Behavior Modification  
 PSY 236: Theories of Personality  
 PSY 370: Child Abuse and Neglect  
 ART 355: Survey of Art Therapy  
 ART 380: Art Therapy Methods and Theories

**BACHELOR OF ARTS WITH A SPECIAL  
 EDUCATION: LEARNING DISABILITIES MAJOR**  
 Instruction in special education, elementary  
 education, and psychology is designed to give  
 teacher candidates a strong background for  
 work with learning disabilities in grades  
 PK–Directed student teaching is arranged in  
 area public schools. Beginning in Fall 2020, all  
 special education: learning disabilities majors are  
 required to pass the PRAXIS Subject Assessments  
 required for certification in Special Education:  
 Learning Disabilities, in order to be placed in a  
 student teaching setting. Additional certification

may be possible by completing specified courses and obtaining passing scores on the PRAXIS II examinations. Teacher candidates should verify the test code numbers of the South Carolina requirement PRAXIS requirements, because the codes are subject to change. The major includes the add-on requirements for certification in elementary education.

**STUDENT LEARNING OUTCOMES**

1. Candidates will provide meaningful and challenging learning experiences.
2. Candidates will use multiple methods of assessment and data-sources in making educational decisions.
3. Candidates will use knowledge of general and specialized curricula to individualize learning and to select, adapt, and use a repertoire of evidence-based instructional strategies.

Required courses: Teacher candidates may take only courses in Benchmark I before being admitted to the Teacher Education Program. See the department webpage at converse.edu for a list of Benchmark courses and other important information.

SED 300: Introduction to Exceptional Learners .....	3 hours
SED 376: Assessment of Exceptional Learners .....	3 hours
SED 361: Language Development and Disabilities .....	3 hours
SED 382b: Clinical II: Practicum in Learning Disabilities.....	3 hours
SED 395: Introduction to Learning Disabilities .....	3 hours
SED 396: Educational Procedures for Learning Disabilities.....	3 hours
SED 397: Introduction to Emotional Disabilities .....	3 hours
SED 398: Educational Procedures for Emotional Disabilities .....	3 hours
SED 405: Behavior and Classroom Management .....	3 hours
SED 412f: Directed Student Teaching.....	12 hours
PSY 380: Human Growth and Dev .....	3 hours
EDU 101: Clinical I: Reading.....	1 hour
EDU 301: Reading and Language Arts in the Elementary Classroom.....	3 hours
EDU 303: Mathematics for the Elementary Child.....	3 hours
EDU 309: Literature for the Child .....	3 hours
EDU 314: Science for the Child.....	3 hours
EDU 315: Social Studies for the Child.....	3 hours
EDU 360: Introduction to Education.....	3 hours
EDU 378: Reading and Learning Strategies.....	3 hours

TOTAL HOURS FOR BACHELOR OF ARTS WITH A SPECIAL EDUCATION: LEARNING DISABILITIES MAJOR.....64 hours  
Recommended electives:

- SED 380: Introduction to Intellectual Disabilities
- SED 382a: Clinical II: Practicum in Intellectual Disabilities
- SED 382c: Clinical II: Practicum in Emotional Disabilities
- SED 386: Educational Procedures for Intellectual Disabilities
- PSY 204: Abnormal Psychology
- PSY 211: Behavior Modification
- PSY 236: Theories of Personality
- PSY 370: Child Abuse and Neglect
- ART 355: Survey of Art Therapy
- ART 380: Art Therapy Methods and Theories

**MINOR IN EMOTIONAL DISABILITIES**

The emotional disabilities minor\* consists of 18 hours of course work in special education and psychology. Students wishing to pursue this minor need to consult the program director about course schedules, course sequence, and clinicals. Special Education majors (other than Deaf/ Hard of Hearing) may not choose this minor.

SED 300: Introduction to Exceptional Learners .....	3 hours
SED 382c: Clinical II: Practicum in Emotional Disabilities*** .....	3 hours
SED 397: Introduction to Emotional Disabilities**.....	3 hours
SED 398: Educational Procedures for Emotional Disabilities**.....	3 hours
PSY 211: Behavior Modification .....	3 hours

OR  
SED 405: Behavior and Classroom Management \*\*  
PSY 380: Human Growth and Development.....

3 hours  
\*This minor does not lead to certification for majors outside of the initial teacher education programs.

\*\*A clinical is required.

\*\*\*This course is a clinical.

**BACHELOR OF ARTS WITH A SPECIAL EDUCATION: DEAF AND HARD OF HEARING MAJOR**

This program is designed to offer comprehensive course work for educating students who are deaf and hard of hearing in grades PK–12. The major includes the courses required for add-on certification in elementary education (grades 2–6). Student teaching is arranged at the South Carolina School for the Deaf and the Blind or in deaf and hard of hearing classes in area public schools. Beginning in Fall 2020, all special education: deaf and hard of hearing majors are required to pass the PRAXIS

Subject Assessments required for certification in Deaf and Hard of Hearing, in order to be placed in a student teaching setting. Teacher candidates should verify the test code numbers of the South Carolina requirement PRAXIS requirements, because the codes are subject to change.

The Deaf and Hard of Hearing Program, along with the South Carolina School for the Deaf and the Blind and the Spartanburg County Hearing Impaired Program, have a Professional Development School partnership. The purpose of this collaborative agreement is to provide opportunities for sharing joint responsibility for pre- service teacher preparation. Faculty from the partnership programs assist in developing, planning, and teaching selected courses and classes, serve as consultants and mentors, and participate in planning and reviewing the curriculum.

**STUDENT LEARNING OUTCOMES**

1. Candidates create safe, inclusive, and culturally responsive learning environments so deaf and hard of hearing students can develop emotional well-being, positive social interactions, and self-determination.
2. Candidates analyze how deafness interacts with development and learning in order to select, adapt, and use a repertoire of evidence based instructional strategies, including specialized curricula, to advance active learning for deaf and hard of hearing students.
3. Candidates analyze multiple assessment and data-sources when making educational decisions for deaf or hard of hearing students.
4. Candidates collaborate with families, other educators, related service providers, students, and personnel from community agencies in professional and culturally responsive ways to address the needs of deaf and hard of hearing students.

**Required courses:**

Teacher candidates may take courses only in Benchmark I, before being admitted to the Teacher Education Program. See the department webpage at converse.edu for a list of Benchmark courses and other important information.

SED 300: Introduction to Exceptional Learners .....3 hours  
 SED 350: Foundations: DHH .....3 hours  
 SED 353: Audiology and Spoken Language Development .....3 hours  
 SED 376: Assessment of Exceptional Learners .....3 hours  
 SED 357: Reading Assessment and Instruction: DHH .....3 hours  
 SED 359: Language Assessment and

Instruction DHH .....3 hours  
 SED 382d: Clinical II: Practicum in Deaf and Hard of Hearing .....4 hours  
 SED 393: Simultaneous Signed/Spoken Communication.....3 hours  
 SED 394: ASL V .....3 hours  
 SED 405: Behavior and Classroom Management .....3 hours  
 SED 458:Methods and Procedures:  
 Deaf and Hard of Hearing .....3 hours  
 SED 412d: Directed Student Teaching.....12 hours  
 EDU 101: Clinical I: Reading.....1 hours  
 EDU 301: Reading and Language Arts in the Elementary Classroom.....3 hours  
 EDU 303: Mathematics for the Elementary Child .....3 hours  
 EDU 309: Literature for the Child .....3 hours  
 EDU 314: Science for the Child.....3 hours  
 EDU 315: Social Studies for the Child.....3 hours  
 EDU 360: Introduction to Education.....3 hours  
 EDU 378: Reading and Learning Strategies3 hours  
 PSY 380: Human Growth and Development.....3 hours  
**TOTAL HOURS FOR BACHELOR OF ARTS WITH A SPECIAL EDUCATION: DEAF AND HARD OF HEARING MAJOR.....71 hours**

**COURSES OF INSTRUCTION EDUCATION**  
 075. DEVELOPMENTAL/REMEDIAL MATH/NO CREDIT

This remedial course helps students develop and improve their skills in arithmetic concepts and operations, measurement, geometry and problem solving. The student will complete a pre-test and post-test of math proficiency. *Pass/fail grading. Special fee.*

076. DEVELOPMENTAL/REMEDIAL WRITING/NO CREDIT

This remedial course prepares the student for writing a good composition. The student will complete a pre-test and post-test of composition proficiency. The students/instructors will use a four-point holistic scale, which includes the specific skills of composing, sentence formation, usage, and mechanics; to score compositions. The Writing Center is available to aid all students preparing for the writing portion of the CORE PRAXIS exam at any time on an informal basis. *Pass/fail grading. Special fee.*

077. DEVELOPMENTAL/REMEDIAL READING/NO CREDIT

This remedial course aids the student in developing literal and inferential comprehension skills, reference usage skills, and contextual word meaning skills. The student will complete both a pre-test and a post-test of reading proficiency. *Pass/ fail grading.*

*Special fee.*

101. CLINICAL I: READING/ONE HOUR CREDIT  
*Major credit. Prerequisite for all education students: PRAXIS CORE: Passing scores in reading, writing, and math; Must be taken concurrently with EDU301 or EDU307.* This supervised clinical is the first of two sequential, incremental clinical experiences for special education and elementary (40 hours required), and early childhood (50 hours required) majors. Students work with an individual child or small group, assess and plan instruction in the area of reading, assist in building the child's self-esteem and confidence, aid in the development of thinking skills, and gain experience, practice, and training in the application of theory and skills when working with students. The candidates will give at least three pre- and post-assessments to determine the impact of student learning from the beginning of the clinical experience to the end. They will also teach a minimum of five lessons to an individual student and/or small group of students. Pass/Fail Grading. Offered Fall and Spring. Students must sign up for the clinical using [www.tinyurl.com/clinicals](http://www.tinyurl.com/clinicals)

102. CLINICAL II: EARLY CHILDHOOD EDUCATION/ THREE CREDITS

*Prerequisites: EDU 101. Admission to Teacher Education.* This supervised 50-hour clinical is the second of two sequential, incremental clinical experiences for early childhood majors. Students work in a public school setting with a partnership school and observe, manage, plan for and instruct a large group, as opposed to an individual child. The course gives students the experience, practice, and training in technology, arts integration, and classroom management and the application of theory and skills acquired in core courses in early childhood education. This practicum builds on the experiences in EDU 101. All placements are in a partnership school. *No placement requests are allowed for this clinical. Offered Fall and Spring Terms.*

103. CLINICAL II: ELEMENTARY/ THREE CREDITS

*Prerequisites: EDU 101. Admission to Teacher education.* This supervised 50-hour clinical is the second of two sequential, incremental clinical experiences for 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 course gives students the experience, practice, and training in technology, arts integration, and classroom management and the application of theory and skills acquired in core courses in elementary education. This practicum builds on the experiences in EDU 101. Sign-up deadlines are involved. Offered Fall and Spring

Terms.

\*125. FRESHMAN YEAR SEMINAR: LEARNING IN AMERICA/THREE CREDITS

*GEP.* First-Year Seminars constitute a common and academically significant experience in a student's first year at Converse College. All incoming first-year students are required to take a 3-credit hour FYS in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with the common number (except for designated honors sections). Each FYS course is designed to have no more than 18 students and counts in some designated category of the General Education Program. Strong writing and speaking components are required of the course.

201. CLINICAL I: SECONDARY/THREE CREDITS  
*Minor credit. Prerequisite: EDU 360; Co-requisites: EDU 331, EDU 333, EDU 334 or EDU 335. Required of all prospective secondary teachers.*

The course is 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. Requirements include seminars, assigned readings, and the preparation of a journal to supplement the field experiences. Faculty advisers can supply sign-up deadlines for each term. *Pass/fail grading. Offered Spring Term.*

202. CLINICAL II: CONTENT READING/ NO CREDIT

*Prerequisites: EDU 201. Admission to Teacher education. Co-requisite: EDU 425.* This supervised clinical is the second of two required sequential, incremental clinical experiences for secondary education majors. In a classroom setting appropriate to their major, teacher candidates focus on such topics as self-esteem, thinking skills, and vocabulary development. Faculty advisers can supply sign-up deadlines for each term. *Pass/fail grading. Offered in Fall Term.*

203. TECHNOLOGY IN EDUCATION/ THREE CREDITS

*Elective credit.* The course includes web quest construction, webpage construction, use of the Promethean Board and other technology projects students may need. Additionally, the course will include a service learning project with the elderly.

301. READING AND LANGUAGE ARTS IN THE ELEMENTARY CLASSROOM/THREE CREDITS

*Major credit. Prerequisites for all education students: EDU360; PRAXIS CORE: Passing scores in reading, writing, and math; EDU309 (except for special education majors). Co-requisite EDU101.* This course

will equip the elementary candidate with the tools necessary to diagnose and remediate the struggling readers in the general education classroom.

Along with analysis of various assessment data, the candidate will be involved with the study of the language arts; theoretical models for literacy development and learning; and the foundations of reading behaviors and stages of reading development.

### 303. MATHEMATICS FOR THE ELEMENTARY CHILD/ THREE CREDITS

*Major credit.* 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, SC Mathematics Standards, NCTM Curriculum and Evaluation Standards, and school-to-work transition. *This course is a prerequisite to EDU 412. Offered Fall and Spring Terms.*

### 305. BEHAVIOR AND DEVELOPMENT OF THE YOUNG CHILD/THREE CREDITS

*Major credit for Early Childhood.* 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. This course covers the social, physical, emotional, and intellectual development of the child from birth to preadolescence and gives special emphasis to language acquisition and pre-operational thought. *The course requires observation of children and is a prerequisite to EDU412b. Offered Fall Term.*

### 307. READING AND LANGUAGE IN THE EARLY CHILDHOOD CLASSROOM/ THREE CREDITS

*Major credit. Prerequisites for all education students: EDU360; PRAXIS CORE: Passing scores in reading, writing, and math; EDU309 (except for special education majors). Co-requisite EDU101.* This course will equip the early childhood candidate with the tools necessary to diagnose and remediate the struggling readers in the general education classroom. Along with analysis of various assessment data, the candidate will be involved with the study of the language arts; theoretical models for literacy development and learning; and the foundations of reading behaviors and stages of reading development.

### 309. LITERATURE FOR THE CHILD/ THREE CREDITS

*Major credit.* 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, creative writing, and methods of integrating children's literature into the curriculum. *This course is a prerequisite to EDU 412a and 412b.*

314. SCIENCE FOR THE CHILD/THREE CREDITS  
*Major credit.* This course is designed to familiarize students with science content appropriate for the elementary child (grades 2–6) to develop pedagogical skills in science, and to build positive attitudes toward science and science instruction.

### 315. SOCIAL STUDIES FOR THE CHILD/ THREE CREDITS

*Major credit.* This course will focus on the content and methodology of social studies in the school. Students will study goals (knowledge, attitudes, values, and skills); objectives; content; materials; methods; scope and sequence; Curriculum Standards for the Social Studies (the National Council for the Social Studies); and evaluative techniques of the social studies. *Offered Fall and Spring Terms.*

### 327. TEACHING THROUGH THE ARTS/ THREE CREDITS

*Elective credit.* Designed for those without previous art training, it guides teacher candidates in the exploration and use of the visual arts, music and dance, and creative integration of the arts into the basic curriculum for increased academic achievement.

### 330: SPECIAL TOPICS IN EDUCATION / ONE TO THREE CREDITS

*Elective Credit.* Each special topics offering will cover a topic dealing with the field of Education or Special Education that is not in the regular curriculum. *Offered Fall, January, or Spring Term.*

### 331. SECONDARY CURRICULUM AND METHODS FOR MATHEMATICS/ THREE CREDITS

This course includes a study of methods, techniques, and materials of instruction appropriate to mathematics teaching in the secondary school. *Offered Spring Term.*

### 333. SECONDARY CURRICULUM AND METHODS FOR SCIENCE/ THREE CREDITS

This course includes a study of methods, techniques, and materials of instruction appropriate to science teaching in the secondary school. *Offered Spring Term.*

### 334. SECONDARY CURRICULUM AND METHODS FOR SOCIAL STUDIES/

### THREE CREDITS

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. *Offered Spring Term.*

### 335. SECONDARY CURRICULUM AND METHODS FOR ENGLISH LANGUAGE ARTS/ THREE CREDITS

The course will include best practices in teaching English 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. *Offered Spring Term.*

### 336. LANGUAGE ARTS: INTEGRATING INTERMEDIATE READING AND WRITING/ THREE HOURS

*Major credit.* This course focuses upon methodology for scaffolding reading and writing development of the student in intermediate grades. Teaching candidates will focus on the transition from beginning reading and writing to reading and writing in the content area. Effective strategies and materials for teaching the fluent reader and writer will be emphasized.

### 360. INTRODUCTION TO EDUCATION/ THREE CREDITS

*Major credit.* This course is a pre- or co-requisite to all education courses. This course is an introductory study of the historical, philosophical, and sociological foundations of the American educational system; it should be the first course in a student's education curriculum. It concentrates on current issues such as multicultural education, disabilities, affective, cognitive, and vocational education programs. The study reviews current impacts on curriculum, SC Standards, students, and teachers and examines career opportunities in education. Students begin the EXPANDED ADEPT portfolio and begin using the Converse electronic system powered by Livetext. *Offered Fall, Spring, Jan, and once during summer terms.*

### 361. CURRICULUM DESIGN AND CLASSROOM MANAGEMENT/THREE CREDITS

*Major credit.* The relationship among classroom diversity, management, assessment, short and long term planning and instruction are explored. Students will develop knowledge and skills in the interaction of these classroom elements. The course has an imbedded clinical. *Offered Fall, Jan and Spring Terms.*

### 372. DIAGNOSTICS AND METHODS IN ELEMENTARY CLASSROOM/THREE CREDITS

*Major credit. Prerequisite EDU101, EDU301/307* This course is designed to provide the teaching of reading methods in the 21st century classroom, and to build upon foundations laid in the Reading Clinical I course. Candidates will be immersed in literacy and reading instruction as they develop oral and communication skills with a focus on theory, literacy development, and the methods of teaching various literacy skills. They will employ planning and strategy instruction using diagnostic analysis to teach according to the five components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and the writing process. A 10-hour clinical will be required for candidates to practice their craft by teaching two literacy lessons and observing the teaching of literacy in the elementary classroom.

### 378. READING AND LEARNING STRATEGIES/ THREE CREDITS

*Major credit. Prerequisite: EDU 301.* This course is primarily for students in special education. It includes methods and materials for a wide number of reading problems encountered among exceptional learners. The course emphasizes diagnosing reading difficulties and techniques of remediation. This course includes a clinical. *Offered Fall Term.*

### 382g: CLINICAL II: PRACTICUM IN EARLY CHILDHOOD EDUCATION/THREE CREDITS

This course offered for students seeking early childhood add-on certification provides students an opportunity to observe, plan for and work with young children. Emphasis is upon the early childhood curriculum, the nature of the learner, and management of young children. *Pass/fail grading.*

### 387. LABORATORY SCIENCE MANAGEMENT-READING/ TWO CREDITS

*Prerequisites: Upper-class status and approval of instructor.* This course gives the prospective secondary science teacher an opportunity to develop the laboratory skills necessary to manage a laboratory and to design experiments, laboratory and field activities, and demonstrations. In addition, the student must satisfactorily complete required reading and assignments. This required course for prospective secondary science majors is available (with the approval of instructor) when there is a demand from juniors or seniors.

### 403. METHODS AND MATERIALS FOR EARLY CHILDHOOD/THREE CREDITS

*Major credit for Early Childhood.* 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. The course emphasizes language development and listening, speaking, writing, and reading readiness experiences; explores a variety of teaching techniques and organizational arrangements; and emphasizes individualized instruction. *This course is a prerequisite to EDU 412b. Offered Spring and Summer Terms.*

#### 405. CURRICULUM FOR EARLY CHILDHOOD/ THREE CREDITS

*Major credit for Early Childhood. Prerequisites: EDU 403. Admission to Teacher Education.* 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. Students make on-site visits to a Montessori school, a private kindergarten, public-school kindergartens, a university laboratory preschool, and a hospital-based child development center. *This course is a prerequisite to EDU 412b. Offered Fall Term.*

#### 409. ELEMENTARY CURRICULUM/ THREE CREDITS

*Major credit for Elementary and Early Childhood.* This course surveys each subject area of the modern elementary curriculum, trends and issues in curriculum development, teaching/learning theory, effective and efficient teacher characteristics or behaviors, effective communication skills between teacher and parent/ child, techniques for diagnosing student abilities, and current structured programs of observation and analysis of different teaching models. 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; and varying organizational sizes (individualized, small and large). This course is a prerequisite to student teaching in, elementary education, and early childhood education.

#### 412a. DIRECTED STUDENT TEACHING: ELEMENTARY/ TWELVE CREDITS

*Major credit.* Beginning in Fall 2020 all student teachers are required to pass the PRAXIS Subject Assessments required for certification in their area of student teaching in order to be placed in a student teaching setting. Students normally take this course, which integrates theory and practice, during the senior year. The 60-day course includes observation, participation, and directed teaching experience in a local public school. The experience requires conferences with the Program Director, College Supervisor and the cooperating teacher, demonstration of the integration of technology into instruction, and attendance at such required seminars as training sessions, orientation sessions, and other workshops. The College Supervisor visits the student teacher periodically during the semester. Students must request a student teaching placement by March 1 for Fall Term placement in the following year or by October 1 for Spring Term placement in the following year. Pass/ fail grading. Offered Fall and Spring Terms. Special fee. *Meets the GEP capstone, and writing intensive requirements.*

#### 412b. DIRECTED STUDENT TEACHING: EARLY CHILDHOOD/TWELVE CREDITS

*Major credit.* Beginning in Fall 2020, all student teachers are required to pass the PRAXIS Subject Assessments required for certification in their area of student teaching in order to be placed in a student teaching setting. Students normally take this course, which integrates theory and practice, during the senior year. The 60-day course includes observation, participation, and directed teaching experience in a local public school. The experience requires conferences with the Program Director, College Supervisor and the cooperating teacher, demonstration of the integration of technology into instruction, and attendance at such required seminars as training sessions, orientation sessions, and other workshops. The College Supervisor visits the student teacher periodically during the semester. Students must request student teaching placement by October 1 for Spring Term placement in the following year or by March 1 for Fall Term placement in the following year. Pass/fail grading. Offered Fall and Spring Terms. Special fee. *Meets the GEP capstone, and writing intensive requirements.*

#### 412c. DIRECTED STUDENT TEACHING: SECONDARY/ TWELVE CREDITS

*Major credit.* Beginning in Fall 2020, all student teachers are required to pass the PRAXIS Subject Assessments required for certification in their area of student teaching in order to be placed in a student teaching setting. Students normally take this course, which integrates theory and practice, during the senior year. The 60-day course includes observation, participation, and directed teaching

experience in a local public school. The experience requires conferences with the Program Director, College Supervisor and the cooperating teacher, demonstration of the integration of technology into instruction, and attendance at such required seminars as training sessions, orientation sessions, and other workshops. The College Supervisor visits the student teacher periodically during the semester. Students must apply for student teaching by October 1 for Spring Term placement in the following year or by March 1 for Fall Term placement in the following year. *Pass/fail grading. Offered Fall and Spring Terms. Special fee. Meets the GEP capstone and writing intensive requirements.*

#### 412h. DIRECTED STUDENT TEACHING IN ART/ TWELVE CREDITS

*Major credit.* Beginning in Fall 2020, all student teachers are required to pass the PRAXIS Subject Assessments required for certification in their area of student teaching in order to be placed in a student teaching setting. Students normally take this course, which integrates theory and practice, during the senior year. The 60-day course includes observation, participation, and directed teaching experience in both elementary and secondary local public schools. The experience requires conferences with the Program Director, College Supervisor and the cooperating teacher, demonstration of the integration of technology into instruction, and attendance at such required seminars as training sessions, orientation sessions, and other workshops. The College Supervisor visits the student teacher periodically during the semester. Students must apply for student teaching by October 1 for Spring Term placement in the following year or by March 1 for Fall Term placement in the following year. *Pass/fail grading. Offered Fall and Spring Terms. Special fee. Meets the GEP capstone and writing intensive requirements.*

#### 425. TEACHING OF READING: CONTENT AREAS/ THREE CREDITS

*Minor credit. Prerequisites for prospective secondary teachers: EDU 201 and 340. Prerequisites for art students: ART 312L and EDU 340. EDU 201 is a prerequisite to EDU 202 Clinical. EDU 202 must accompany or follow EDU 425.* Admission to Teacher Education. This course assists teachers in the teaching of reading in a variety of content areas. Teachers will learn to develop study guides, introduce content area texts, use study plans, determine reading expectancy and levels, develop comprehension questions at various levels, and assess readability of text materials. *Offered Fall Term.*

#### 490. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/ONE TO THREE CREDITS

*Major credit. Prerequisite: Permission of instructor.* This course is an academic experience in a special topic not covered in depth in regular course work. The student works independently and researches a topic approved by a faculty member in the department. The instructor prescribes the specific requirements (normally one or more papers). Students must observe the College limit of hours within a discipline. *May be repeated for credit.*

#### 491. DIRECTED INDEPENDENT STUDY IN CLINICAL EXPERIENCES (IN A SPECIFIED AREA)/ THREE CREDITS

*Major credit. Prerequisite: Permission of instructor.* This course allows students to take additional coursework that is centered primarily around a clinical experience on a more comprehensive level than other clinical experiences included in specific major courses. *Pass/fail grading.*

#### 497. HONORS IN EDUCATION/THREE CREDITS

*Major credit.* This course is for qualified students pursuing honors in education. Students either complete independent research and write a paper or conduct action research and write a paper in conjunction with field experiences.

#### MUSIC EDUCATION:

See Music Education in The Petrie School of Music listings.

#### SPECIAL EDUCATION

#### 300. INTRODUCTION TO EXCEPTIONAL LEARNERS/ THREE CREDITS

*Major credit.* This course familiarizes the student with the wide range of intellectual, emotional, and physical, problems characterizing exceptional learners. Students explore the nature and scope of special education programs and services, community resources, and rehabilitation. *Offered Fall and Spring Terms.*

#### 330: SPECIAL TOPICS IN EDUCATION / ONE TO THREE CREDITS

*Elective Credit.* Each special topics offering will cover a topic dealing with the field of Education or Special Education that is not in the regular curriculum. *Offered Fall, January, or Spring Term*

#### 350. FOUNDATIONS DEAF AND HARD OF HEARING/THREE CREDITS

*Major credit.* An introductory course on the history, philosophies, 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. The course includes a five-hour clinical. *Offered Fall Term*



### 353. AUDIOLOGY AND SPOKEN LANGUAGE DEVELOPMENT/ THREE CREDITS

*Major credit.* This course is an introduction to the fundamentals of hearing, hearing disorders and how they affect spoken language development, and the administration and interpretation of tests for auditory acuity that focus on the physics of sound, physical characteristics of the speech and hearing mechanisms, and the pathology, etiology and treatment of hearing loss. The course includes practical preparation in the use and care of hearing aids and amplification systems and involves a five-hour clinical. *Offered Fall Term*

### 357. READING ASSESSMENT AND INSTRUCTION: DHH/THREE CREDITS

*Major credit. Prerequisites: SED 350.* This course acquaints the student with the nature and problems related to reading for students who are deaf and hard of hearing. It includes topics including assessments, reading development theories, instructional practices and reading curricula designed specifically for deaf and hard of hearing students. The course involves a five-hour clinical. *Offered Fall Term.*

### 359. LANGUAGE ASSESSMENT AND INSTRUCTION: DHH/THREE CREDITS

*Major credit. Prerequisites: SED 350.* This course acquaints the student with the nature and problems of language acquisition in students who are deaf and hard of hearing. Topics include assessments, language development theories, speech development, and instructional practices for deaf and hard of hearing children. Additionally, the course focuses on instructional practices and language curricula designed specifically for deaf and hard of hearing students. The course involves a five-hour clinical. *Offered Spring Term.*

### 361. LANGUAGE DEVELOPMENT AND DISABILITIES/THREE CREDITS

*Prerequisite: SED 300.* This course acquaints the prospective teacher in learning disabilities and intellectual disabilities with the knowledge of: typical and atypical language development; the influence of culture in ways of communicating and behaving; strategies to enhance language development and communication skills for students with disabilities; and strategies and resources that facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not English or for students who require alternative and augmentative communication systems. *Offered Spring Term.*

### 376. ASSESSMENT OF EXCEPTIONAL LEARNERS/ THREE CREDITS

*Major credit. Prerequisites: SED 300.* This required course for all students majoring in special education deals with the wide variety of individual and group tests designed to assess children with intellectual disabilities, learning disabilities, emotional disabilities, and hearing losses. This course includes a clinical. *Offered Fall and Spring Terms.*

### 380. INTRODUCTION TO INTELLECTUAL DISABILITIES/ THREE CREDITS

*Major credit.* This course acquaints the prospective teacher with the psychological development and problems associated with intellectual disabilities. Students study recent developments and research in this area. The course includes a clinical. *Offered Spring Term.*

### 382a. CLINICAL II: PRACTICUM IN INTELLECTUAL DISABILITIES/THREE CREDITS

*Major credit. Prerequisites: SED 300, SED 380, SED 395, SED 396.* This course provides an opportunity to observe and teach students with intellectual disabilities. *Pass/fail grading. Offered Jan Term.*

### 382b. CLINICAL II: PRACTICUM IN LEARNING DISABILITIES/THREE CREDITS

*Major credit. Prerequisites: SED 300, SED 395, SED 396.* This course provides students an opportunity to observe and work with learning disabilities. *Pass/fail grading. Offered Fall Term.*

### 382c. CLINICAL II: PRACTICUM IN EMOTIONAL DISABILITIES/ THREE CREDITS

*Major credit. Prerequisites: SED 300, SED 397 and SED 398.* This course provides an opportunity to observe and work with students with emotional disabilities. *Pass/fail grading.*

### 382d. CLINICAL II: PRACTICUM IN DEAF AND HARD OF HEARING/ /FOUR CREDITS

*Major credit. Prerequisites: SED 300, SED 350, and SED 385.* This course provides an opportunity to observe and teach deaf and hard of hearing students. *Pass/fail grading. Offered Jan Term.*

### \*385. AMERICAN SIGN LANGUAGE I/ THREE CREDITS

*GEP, Elective credit.* This introductory sign language course develops knowledge and skills for reading and executing a basic vocabulary of manual signs and finger spelling. The use of American Sign Language (ASL) conceptual signs within the framework of the ASL grammar system is also emphasized. The course includes a study of the cultural aspects of the Deaf community. The course includes a clinical. *Offered Fall Term.*

### 386. EDUCATIONAL PROCEDURES FOR INTELLECTUAL DISABILITIES/THREE CREDITS

*Major credit. Prerequisites: SED 300 and SED 380.*  
This course includes the curriculum, techniques of teaching individuals with intellectual disabilities, and a clinical. *Offered Fall Term.*

\*390. AMERICAN SIGN LANGUAGE II/  
THREE CREDITS  
*GEP, Elective credit. Prerequisite: SED 385.* This course offers a study of American Sign Language linguistics. There is focus on general communicative competence in ASL with emphasis on both receptive and expressive signing skills. The course includes a clinical. *Offered Spring Term.*

\*391. AMERICAN SIGN LANGUAGE III/  
THREE CREDITS  
*GEP, Elective credit. Prerequisites: SED 385 and SED 390.* This second-year course includes development of expressive and receptive sign skills, as well as an overview of syntax, phonologic structure, and non-manual markers. *Offered Fall Term.*

392. AMERICAN SIGN LANGUAGE IV/  
THREE CREDITS  
*Major, Elective credit. Prerequisites: SED 385, SED 390 and SED 391.* This course focuses on an advanced level of the development of receptive and expressive skills, as well as the affective parameters of American Sign Language. There is emphasis on conversational competence using conceptual signs and semantic appropriateness. *Offered Spring Term.*

393: SIMULTANEOUS SIGNED/  
SPOKEN COMMUNICATION/THREE CREDITS  
*Major, Elective credit. Prerequisites: SED 385.* This course emphasizes the development of receptive and expressive communication skills using conceptually-accurate sign language and finger spelling in English word order. Various simultaneous signed/spoken communication systems used in the educational setting will be covered. The course, which includes a five-hour clinical, is appropriate as an elective for any major. *Offered Spring Term.*

394: AMERICAN SIGN LANGUAGE V/  
THREE CREDITS  
*Major, Elective credit. Prerequisites: SED 385, SED 390, SED 391, SED 392.* This course focuses on developing communication fluency and accuracy while using appropriate ASL vocabulary, grammar, pragmatics, and discourse. Additionally, the course will incorporate a study of Deaf culture. This course includes a clinical. *Offered Fall Term.*

395: INTRODUCTION TO LEARNING  
DISABILITIES/ THREE CREDITS  
*Major credit. Prerequisite: SED 300.* This course is a study of learning disabilities affecting the educational development of the exceptional student. Emphasis

is on the definition, identification, classification, theories, and educational approaches to specific learning disabilities. This course includes a clinical. *Offered Fall Term.*

396. EDUCATIONAL PROCEDURES  
FOR LEARNING DISABILITIES/THREE CREDITS  
*Major credit. Prerequisite or co-requisite: SED 300. Prerequisites: SED 395.* This course includes materials and methods for teaching students who have learning disabilities. This course includes a clinical. *Offered Spring Term.*

397:INTRODUCTION TO EMOTIONAL  
DISABILITIES/THREE CREDITS  
*Major credit. Prerequisite or co-requisite: SED 300.* An introduction to emotional disabilities, including the causes and characteristics of emotional and behavioral disorders, related learning problems, intellectual disabilities, and cultural disadvantage. *Offered Fall term.*

398: EDUCATIONAL PROCEDURES FOR  
EMOTIONAL DISABILITIES/THREE CREDITS  
*Major credit. Prerequisites or co-requisites: SED 300, SED 397.* An introduction to methods of therapy, management techniques, and educational materials for emotional disabilities. The course includes a clinical. *Offered Spring Term.*

405. BEHAVIOR AND CLASSROOM  
MANAGEMENT/ THREE CREDITS  
*Major credit.* This course provides students with the opportunity to evaluate and design positive classroom management alternatives. It is a prerequisite for special education student teaching. This course includes a clinical. *Offered Fall Term.*

412d. DIRECTED STUDENT TEACHING: DEAF  
AND HARD OF HEARING /TWELVE CREDITS  
*Major credit.* Beginning in Fall 2020 all student teachers are required to pass the PRAXIS Subject Assessments required for certification in their area of student teaching in order to be placed in a student teaching setting. Students normally take this course, which integrates theory and practice, during the senior year. The 60-day course includes observation, participation, and directed teaching experience in a local public school. The experience requires conferences with the Program Director, College Supervisor and the cooperating teacher, demonstration of the integration of technology into instruction, and attendance at such required seminars as training sessions, orientation sessions, and other workshops. The College Supervisor visits the student teacher periodically during the semester. Students must apply for student teaching by October 1 for Spring Term placement

in the following year or by March 1 for Fall Term placement in the following year. *Pass/fail grading. Offered Fall and Spring Terms. Special fee. Meets the GEP capstone and writing intensive requirements.*

412f. DIRECTED STUDENT TEACHING:

LEARNING DISABILITIES/TWELVE CREDITS

*Major credit* Beginning in Fall 2020, all student teachers are required to pass the PRAXIS Subject Assessments required for certification in their area of student teaching in order to be placed in a student teaching setting. Students normally take this course, which integrates theory and practice, during the senior year. The 60-day course includes observation, participation, and directed teaching experience in a local public school. The experience requires conferences with the Program Director, College Supervisor and the cooperating teacher, demonstration of the integration of technology into instruction, and attendance at such required seminars as training sessions, orientation sessions, and other workshops. The College Supervisor visits the student teacher periodically during the semester. Students must apply for student teaching by October 1 for Spring Term placement in the following year or by March 1 for Fall Term placement in the following year. *Pass/fail grading. Offered Fall and Spring Terms. Special fee. Meets the GEP capstone and writing intensive requirements.*

412g. DIRECTED STUDENT TEACHING:

INTELLECTUAL DISABILITIES/TWELVE CREDITS

*Major credit.* Beginning in Fall 2020, all student teachers are required to pass the PRAXIS Subject Assessments required for certification in their area of student teaching in order to be placed in a student teaching setting. Students normally take this course, which integrates theory and practice, during the senior year. The 60-day course includes observation, participation, and directed teaching experience in a local public school. The experience requires conferences with the Program Director, College Supervisor and the cooperating teacher, demonstration of the integration of technology into instruction, and attendance at such required seminars as training sessions, orientation sessions, and other workshops. The College supervisor visits the student teacher periodically during the semester. Students must apply for student teaching by October 1 for Spring Term placement in the following year or by March 1 for Fall Term placement in the following year. *Pass/fail grading. Offered Fall and Spring Terms. Special fee. Meets the GEP capstone and writing intensive requirements.*

*Major credit. Prerequisites: SED 350, SED 390.*

This course for senior D/HH majors focuses on educational practices in both public and residential school programs for students who are deaf and hard of hearing. Specific research-supported instructional strategies and organization as well as the SC Standards, are examined and practiced. Emphasis is placed on the roles and responsibilities of the teacher as decision-maker, facilitator of cognitive and communicative development, multidisciplinary team member, collaborator with parents and other professionals, and advocate for students. The course includes a 25-hour clinical. *Offered Fall Term*

490. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/THREE CREDITS

*Major credit. Prerequisite: Permission of instructor.*

This course is an academic experience in a special topic not covered in depth in regular course work. The student works independently and researches a topic approved by a faculty member in the department. The instructor prescribes the specific requirements (normally one or more papers). Students must observe the College limit of hours within a discipline. *May be repeated for credit. Special fee. Meets the GEP capstone and writing intensive requirements.*

458. METHODS AND PROCEDURES: DEAF AND HARD OF HEARING/THREE CREDITS

# DEPARTMENT OF ENGLISH

ANITA ROSE, *chair*; LAURA FEITZINGER BROWN, GABRIEL FORD, EMILY HARBIN, RICHARD MULKEY, SUSAN TEKULVE, ERIN TEMPLETON

## MISSION AND GOALS

The Department of English offers a Bachelor of Arts with a major in English, Bachelor of Arts with a concentration in creative writing, a minor in English, and a Bachelor of Fine Arts with a major in creative and professional writing.

The Bachelor of Arts (BA) in English offers advanced study of literary texts and criticism across a broad span of historical periods, genres, and traditions. During their course of study, students will learn about specific authors and texts and will develop their abilities in critical thinking, writing, and public speaking. In the fall semester of their senior year, students will enroll in English 496, the capstone course for literature majors. This course and its final project, both written and oral, should represent the culmination of student achievement and learning outcomes.

## STUDENT LEARNING OUTCOMES

At the completion of their degree, students will:

1. demonstrate a familiarity with literary periods, genres and significant authors,
2. deploy theoretical approaches using secondary sources in an effective manner, produce a work of extended written literary criticism,
3. demonstrate the ability to effectively communicate in an oral presentation.

The Bachelor of Fine Arts (BFA) in English offers advanced study and practice in the composition of creative and professional writing. The program strives to create a broadly diverse environment necessary to foster creative and critical thinking, and reading and writing skills. In addition to the BFA track, students may pursue a BA degree with a concentration in Creative and Professional Writing. In the spring semester of their senior year, students in both tracks will enroll in English 498, the capstone course for BFA and BA Concentration students.

## STUDENT LEARNING OUTCOMES

At the completion of the Bachelor of Fine Arts degree, students will demonstrate:

1. proficient level critical thinking skills in the analysis of creative work, whether published or student work,
2. proficiency at sentence-level writing, including syntax and grammar,
3. proficiency with the basic elements of form in genres in which they studied,

4. an understanding of formal structure in the genres studied,
5. proficient ability to move work from draft through the stages of revision,
6. proficient knowledge of the literary traditions in which they write.

In addition to serving majors, the department offers ENG 101: Composition, as a service course for the College in which students gain writing experience, confidence and fluency.

The General Education Program is a requirement for all degrees. The requirements listed below are approved for the Bachelor of Arts, Bachelor of Science and Bachelor of Fine Arts.

ENG 101 .....	3 hours
Language and Culture .....	9 hours
MTH 108 or higher .....	3 hours
One course designated as	
Quantitative reasoning .....	3-4 hours
Health and Well-being Wellness .....	2 hours
Activity course.....	1-2 hours
Humanities.....	6 hours
Literature.....	3 hours
Fine Arts .....	6 hours
Natural Science .....	7-8 hours
Social Science .....	6 hours
<b>Total</b>	<b>49-52 hours</b>

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course
- Capstone experience.

For more information see the GEP requirements in this catalog.

## MAJOR AND MINOR GPA CALCULATION FOR DEPARTMENT OF ENGLISH

A minimum GPA of 2.0 is required to earn the following in the Department of English:

- Bachelor of Arts with an English Major;
- Bachelor of Arts with an English major and a concentration in Creative Writing;
- Bachelor of Fine Arts with a Creative Writing Major; and a minor in English.

The major GPA will include all courses taken in the English department at the level of 200 or higher including all major or minor requirements as well as courses required for any major or minor taken outside of the department. Transfer credits from other institutions do not figure in to the required calculation for the major and minor GPAs.

**BACHELOR OF ARTS WITH AN ENGLISH MAJOR**

A major in English must complete a minimum of 36 hours of coursework in English above the 100 level. The program of study includes the following requirements:

- ENG 201: Major British Writers I .....3 hours
- ENG 202: Major British Writers II ..... 3 hours
- ENG 203: Survey of American Literature I ...3 hours
- ENG 204: Survey of American

- Literature II .....3 hours
- Choose one .....3 hours

- ENG 290: Advanced Composition or
- ENG 292: Introduction to Creative Writing

- One additional course in American
- Literature .....3 hours

- One approved course on a major author 3 hours
- One course in British Literature

- before 1900.....3 hours
- ENG 394: Literary Criticism.....3 hours

(Should be taken semester after English major is declared)

- Electives .....6 hours
- ENG 496: BA Senior Seminar .....3 hours

**TOTAL HOURS FOR BACHELOR OF ARTS WITH AN ENGLISH MAJOR .....36 hours**

**BACHELOR OF ARTS WITH AN ENGLISH MAJOR AND A CONCENTRATION IN CREATIVE WRITING**

The Bachelor of Arts with a major in English and a concentration in creative writing requires 15 semester hours in writing in addition to the 24 hours of required literature and literary criticism courses already a part of the major in English. A minimum GPA of 2.75 in ENG 292: Introduction to Creative Writing is required as a prerequisite for the writing concentration. Thirty nine hours are required for a major in English with a concentration in creative writing. The program of study includes the following:

- ENG 201: Major British Writers I .....3 hours
- ENG 202: Major British Writers II ..... 3 hours
- ENG 203: Survey of American Literature I ...3 hours
- ENG 204: Survey of American Literature II.....3 hours

- One additional course in American
- Literature .....3 hours

- One approved course in a major
- English author.....3 hours

- One course in British Literature
- before 1900.....3 hours

- ENG 394: Literary Criticism.....3 hours

(Should be taken semester after English major is declared)

- ENG 292: Intro to Creative Writing.....3 hours
- ENG 392: Poetry Workshop.....3 hours
- ENG 393: Fiction Workshop .....3 hours

- Choose one of the following .....3 hours

- ENG 291: Introduction to Professional Writing
- ENG 398: SP: Creative Nonfiction
- ENG 397: SP: Advanced Tutorial in Creative Writing

- ENG 498: Senior Seminar .....3 hours

**TOTAL HOURS FOR BACHELOR OF ARTS WITH AN ENGLISH MAJOR WITH CONCENTRATION IN CREATIVE WRITING 39 hours**

**BACHELOR OF FINE ARTS WITH A CREATIVE AND PROFESSIONAL WRITING MAJOR**

The Bachelor of Fine Arts degree with a creative and professional writing major will provide serious, aspiring women writers an intensive and challenging apprenticeship in the writing arts, informed by the close study of literature. The program is designed to offer writing students an exciting, sound liberal arts education based on the belief that writers and artists need to be grounded in the cultural, historical and intellectual contexts of the tradition in which they work. The program will prepare students seeking careers as professional creative writers or in other literary professions, such as journalism, editing, publishing or arts management. The program also prepares students to pursue a master's degree in creative writing, communications or in other programs. The creative and professional writing major requires 42 hours in addition to the GEP requirements. Major requirements include 27 hours in writing, 12 hours in literature, and three hours in additional art areas. Students seeking admittance to the major in creative and professional writing must achieve at least a 2.75 in ENG 292: Introduction to Creative Writing and receive a recommendation from the creative writing faculty before being accepted into the major. Upon completion of ENG 292, students may apply for admission in the creative and professional writing major by sending a letter of application and a 10 page writing sample to the director of creative writing. Application to the creative and professional writing major must be submitted no later than the end of the spring semester of the junior year.

Required Courses:

- Core courses in writing .....18 hours
- ENG 291: Introduction to Professional Writing.....3 hours
- ENG 292: Introduction to Creative Writing.....3 hours

(Prerequisite for all 300 level creative writing courses in fiction and poetry)

- ENG 391: Feature Writing.....3 hours
- ENG 392: Poetry Workshop.....3 hours
- ENG 393: Fiction Workshop.....3 hours
- ENG 498: BFA Senior Seminar .....3 hours

Elective courses in writing  
 Selected from the following:.....9 hours  
 ENG 290: Advanced Composition.....3 hours  
 ENG 397: Special Topics in Writing .....3 hours  
 ENG 398: SP: Creative Nonfiction.....3 hours  
 ENG 491: SP: Advanced Tutorial: Fiction ...3 hours  
 ENG 492: SP: Advanced Tutorial: Poetry ....3 hours  
 ENG 493: Publication and  
 Media Internship .....3 hours  
 (may not be repeated for credit toward major)  
 THR 391: Playwriting.....3 hours  
 Required courses in literature .....12 hours  
 Six hours selected from:  
 ENG 201, 202, 203 or 204  
 Six hours selected from 300 level courses (one  
 course must be from before 1900, British or  
 American)  
 Required courses in the arts.....3 hours  
 ATM 265: Introduction to Arts Management  
 or ART 124: Graphic Design  
 TOTAL HOURS FOR BACHELOR OF  
 FINE ARTS DEGREE WITH A CREATIVE AND  
 PROFESSIONAL WRITING  
 MAJOR.....42 hours

#### THE ENGLISH MINOR

The department also encourages the election of English as a minor. Students who follow this course must complete a minimum of 18 hours of coursework above the 100 level. Although the minor in English does not need to follow the precise program of courses required of majors, students who minor in English must nevertheless arrange their course of study in consultation with the department chair.

#### COURSES OF INSTRUCTION

##### \*98, 99. ENGLISH AS A SECOND LANGUAGE/ THREE OR SIX CREDITS

*GEP credit.* This course is designed to aid international students with the English language and with the English-language educational style so that they might read, write, speak, and understand English sufficiently well to benefit from other classes and experiences.

##### \*101. COMPOSITION/THREE CREDITS

*GEP credit.* This course encourages the student's achievement of a clear and concise prose style by emphasizing expository and argumentative essay writing. The course includes readings in the essay, level-appropriate instruction in research, in-class exercises, discussions of the student's own writing, and conferences with the instructor. At minimum, students should produce 4-5 papers and 12 pages (3000 words) of thesis-centered writing.

##### \*102. INTRODUCTION TO LITERARY TYPES

###### THREE CREDITS

*GEP credit.* Readings in the major literary genres—poetry, fiction and drama. This course introduces critical concepts and vocabulary that enable students to analyze literature seriously and to create well-organized essays demonstrating their own competence in literary interpretation. Students will receive level-appropriate instruction in research.

##### 121. DIGITAL JOURNALISM PRACTICUM/ ONE CREDIT

*Elective credit. Prerequisite ENG 101 or permission of instructor.* This course is for students working on the *The Conversationalist*, the College's on-line newspaper. Students need not take the three hour ENG 220 to participate in the production of the newspaper, and this course will give the student a laboratory experience with digital media. *Pass/fail grading.*

##### \*125. FIRST YEAR SEMINAR/THREE CREDITS

*GEP credit.* First-Year Seminars constitute a common and academically significant experience in a student's first year at Converse College. All incoming first-year students are required to take a 3-credit hour FYS in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with the common course number (except for designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are required elements of the course.

##### \*150. STUDIES IN FILM/FOUR CREDITS

*GEP credit for Fine Arts.* A critical examination of notable examples of film. Films representing a variety of genres (comedy, film noir, musical) and countries will be viewed and analyzed. *Offered during Jan Term only.*

##### 190. WRITING CENTER PRACTICUM/ ONE CREDIT

This course is open to students who have been provisionally hired as Writing Center Peer Consultants. Students will complete readings in writing center theory and practice and improve knowledge of invention strategies, revision ideas, editing skills, writing in core academic disciplines, and integrating and citing sources. Readings, assignments, and responses will be conducted online, while an experiential learning component will be completed within the Writing Center. Successful completion of the course is a requirement for continued employment in the Writing Center. *Pass/fail grading.*

\*195. SPECIAL TOPICS/THREE CREDITS/  
FOUR CREDITS JAN TERM

*GEP credit.* A study of a theme, genre, or period; the course may include film, video, or other media in addition to printed text. Course is intended for non-majors; will not count toward the English major or minor.

\*199H. FRESHMAN HONORS SEMINAR/  
THREE CREDITS

*GEP, Elective credit.* A study of a selected subject within the discipline, which will vary from term to term. The course is designed to encourage student participation in the intellectual processes through class discussion, research and writing, special projects, problem solving and evaluation and defense of positions. When the subject matter duplicates that of another course, credit toward graduation will be granted for only one of the courses. Offered periodically in rotation with seminars in other disciplines.

\*201 MAJOR BRITISH WRITERS I/  
THREE CREDITS

*GEP, Major, Minor, Elective credit.* Selections from British literature beginning with the Anglo-Saxon period. The works of major writers are studied in chronological order and appropriate attention is given to backgrounds and characteristics of major literary periods. The first half studies the literature to 1660.

\*202 MAJOR BRITISH WRITERS II/  
THREE CREDITS

*GEP, Major, Minor, Elective credit.* The second half of the British Writers survey studies the literature from 1660 to the present.

\*203. SURVEY OF AMERICAN LITERATURE I/  
THREE CREDITS

*GEP, Major, Minor, Elective credit.* Selections from the body of American literature from the beginning to 1865. The works of representative writers are studied in chronological order and appropriate attention is given to backgrounds and characteristics of major literary periods.

\*204. SURVEY OF AMERICAN LITERATURE II/  
THREE CREDITS

*GEP, Major, Minor, Elective credit.* Selections from the body of American literature from 1865 to present. The works of representative writers are studied in chronological order and appropriate attention is given to backgrounds and characteristics of major literary periods.

220. DIGITAL JOURNALISM/THREE CREDITS  
*Major, minor, Elective credit. Prerequisite: ENG 101 or permission of the instructor.* This course will introduce

students to digital (i.e., online) journalism. The class will cover newswriting, editing, website content management, photography, videography, advertising, ethics and libel. Students will create a digital newspaper and participate in every aspect of newspaper production. This will not count as a writing elective but as a major or minor English elective.

290. ADVANCED COMPOSITION/  
THREE CREDITS

*Major, Minor, Elective credit.* A workshop approach to the writing of expository prose. The course is designed for levels of experience and is structured to give beginning and advanced practice in exposition, description, and argument. Advanced Composition will satisfy the GEP composition requirement only for those students who place in the course by a score of three or more on either the Literature/Composition or the Language/Composition Advanced Placement tests. *Writing Intensive.*

291. INTRODUCTION TO PROFESSIONAL  
WRITING/THREE CREDITS

*Major, Minor, Elective credit.* An introduction to the elements of professional news and public relations writing, including basic news stories, features, editorials, interviews, press releases and PSA's.

292. INTRODUCTION TO CREATIVE WRITING/  
THREE CREDITS

*Major, Minor, Elective credit.* Instruction in the writing of poetry and short fiction. Regular writing and reading assignments will be required. Student writing will be discussed in a "workshop" format.

\*299H. INTERDISCIPLINARY HONORS COURSE

*GEP, Major, Elective credit.* This course is team taught by members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office.

\*300. TOPICS IN MEDIEVAL LITERATURE/  
THREE CREDITS/FOUR CREDITS IN JAN TERM

*GEP, Major, Minor, Elective credit.* A study of selected topics in the literature of the middle ages with concentration on British literature. Topics may include individual authors, genres or periods.

\*301. CHAUCER/THREE CREDITS

*GEP, Major, Minor, Elective credit.* This course is a study of selected works of Geoffrey Chaucer. The concentration will be on his two major works: The Canterbury Tales and Troilus and Criseyde. While the concentration of classroom discussion will be

on the literary texts, an understanding of various 14th century concerns will be integral to the course.

**\*302. ARTHUR AND THE MATTER OF BRITAIN/  
THREE CREDITS**

*GEP, Major, Minor, Elective credit.* The story of Arthur and his followers has fascinated people for 1500 years. In the middle ages it was the most significant secular subject in "history" and literature, and its appeal to the imagination has persisted through the centuries down to our own time. This course is an introduction to the story of origins and development of the Arthurian legend as it has been presented in history and literature.

**\*303. ENGLISH LITERATURE TO 1500/  
THREE CREDITS**

*GEP, Major, Minor, Elective credit.* English Literature to 1500 is a study of Old and Middle English literature (exclusive of Chaucer) in translation. The course includes significant authors, works, themes, and genres of the two periods as well as important movements and events affecting that literature.

**\*305. WORLD LITERATURE/THREE CREDITS  
FOUR CREDITS JAN TERM**

*GEP, Major, Minor, Elective credit.* A study of literature from around the world. Course of study may look at specific geographical areas, such as Africa, or may more typically combine literature from a variety of cultures. *Non-European and non-Anglophone GEP requirement.*

**\*310. TOPICS IN RENAISSANCE STUDIES/  
THREE CREDITS**

*GEP, Major, Minor, Elective credit.* 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.

**\*315. ADOLESCENT LITERATURE/  
THREE CREDITS**

*GEP, Major, Minor, Elective credit.* 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.

**\*320. SHAKESPEARE/THREE CREDITS**

*GEP, Major, Minor, Elective credit.* A study of Shakespeare's major plays.

**\*325. STUDIES IN A SINGLE AUTHOR/  
THREE CREDITS**

*GEP, Major, Minor, Elective credit.* This course will focus on the works of a single important author (in fiction or poetry) in either British or

American Literature. The author's body of work will be considered alongside literary and cultural conditions that contribute to the significance of the writer. Writers may include F. Scott Fitzgerald, Virginia Woolf, Walt Whitman, Charles Dickens, James Joyce, Flannery O'Connor, among others.

**\*330. EIGHTEENTH CENTURY STUDIES/  
THREE CREDITS**

*GEP, Major, Minor, Elective credit.* A study of 18th century culture through literature. This look at the Enlightenment may include both English and American texts as well as selected European works.

**\*340. NINETEENTH CENTURY BRITISH  
LITERATURE/THREE CREDITS**

*GEP, Major, Minor, Elective credit.* A study of 19th century British literature. Topics may include Romanticism, Victorian literature and genre studies (i.e., novel, poetry, the essay).

**\*350. NINETEENTH CENTURY AMERICAN  
LITERATURE/ THREE CREDITS**

*GEP, Major, Minor, Elective credit.* 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.

**\*360. TWENTIETH CENTURY BRITISH FICTION/  
THREE CREDITS FOUR CREDITS IN  
JAN TERM**

*GEP, Major, Minor, Elective credit.* Study of major movements in British fiction since the end of the 19th century.

**\*361. TWENTIETH CENTURY AMERICAN  
FICTION/ THREE CREDITS FOUR CREDITS  
IN JAN TERM**

*GEP, Major, Minor, Elective credit.* Study of major movements in American Fiction since the end of the nineteenth century. Authors and texts will vary. Writing Intensive.

**\*365. TWENTIETH CENTURY POETRY/  
THREE CREDITS**

*GEP, Major, Minor, Elective credit.* Development of poetry since 1900, including such figures as Yeats, Eliot, Moore and Brooks.

**\*370. WOMEN WRITERS/THREE CREDITS**

*GEP, Major, Minor, Elective credit.* Topics in creative writing by women. Topics may include Feminist Literature, Reading and Writing Women, women writers within certain periods and cultural contexts, and specific themes such as women and art. *GEP Humanities/Women's Studies.*



**\*380. SPECIAL TOPICS IN LITERATURE/THREE CREDITS/FOUR CREDITS IN JAN TERM**

*GEP, Major, Minor, Elective credit.* A study of particular time periods, geographical areas, cultural milieus, writers, or themes. Examples of topics are Southern Literature, African-American Writers, Gendered Frontiers and Americans in Paris.

**390. STUDIES/THREE CREDITS**

*Major, Minor credit.* A concentrated study of a chosen literary genre.

**391. FEATURE WRITING/THREE CREDITS**

*Major, Minor credit. Prerequisite: ENG 291 or permission of instructor.* Study in advanced feature writing techniques (human interest story, personality profile, travel story, and special event story). Lecture/ workshop format. *Offered Spring Term.*

**392. CREATIVE WRITING: POETRY/ THREE CREDITS**

*Major, Minor credit. Prerequisite: ENG 292 or permission of the instructor.* Instruction in advanced techniques in the writing of poetry. Workshop format.

**393. CREATIVE WRITING: FICTION/ THREE CREDITS**

*Major, Minor, Elective credit. Prerequisite: ENG 292 or permission of the instructor.* Instruction in advanced techniques in the writing of fiction. Workshop format.

**394. LITERARY CRITICISM/THREE CREDITS**

*Major, Minor, Elective credit.* A study of the important texts of literary criticism and practice in research and theory. Should be taken as soon as possible following the declaration of an English major.

**395. HISTORY OF THE LANGUAGE/ THREE CREDITS**

*Major, Minor, Elective credit.* A study of the development and principles of the English language and the historical influences on its various forms.

**396. MODERN ENGLISH GRAMMAR/ THREE CREDITS**

*Major, Minor, Elective credit.* A linguistic approach to the study of English grammar. Students will be introduced to structural, descriptive, comparative, and historical linguistics. The main emphasis of the course will center on transformational or transformational- generative grammar.

**397. SPECIAL TOPICS IN WRITING/ THREE CREDITS**

*Major, Minor, Elective credit. Prerequisite: ENG 292 or equivalent.* An upper-level course for students who wish to focus on one aspect of writing. Topics

may include: Advanced Tutorials in fiction, poetry or creative non-fiction.

**398. CREATIVE WRITING NONFICTION/ THREE CREDITS**

*Major, Minor, Elective credit.* Instruction in advanced techniques in the writing of creative nonfiction.

**490. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/THREE CREDITS**

*Major, Minor, Elective credit.* This course allows students to pursue a course of study in literature and language not covered by the regular offerings in English. The student is responsible for devising the course of study and seeking a faculty sponsor and director. May be repeated for credit.

**491. ADVANCED TUTORIAL IN FICTION/ THREE CREDITS**

*Major, Minor, Elective credit. Prerequisite: ENG 292.* Instruction in advanced techniques in fiction writing with a focus on one-to-one tutorial instruction and masterclass workshops with the Distinguished Writer- in-Residence. The purpose of the course is to provide intensive study at an individual pace in order to help students develop writing of a publishable quality.

**492. ADVANCED TUTORIAL IN POETRY/ THREE CREDITS**

*Major, Minor, Elective credit. Prerequisite: ENG 292.* Instruction in advanced techniques in poetry writing with a focus on one-to-one tutorial instruction and master class workshops with the Distinguished Writer- Residence. The purpose of the course is to provide intensive study at an individual pace in order to help students develop writing of a publishable quality.

**493. PUBLICATIONS/MEDIA INTERNSHIP/ THREE CREDITS**

*May not be taken for Major credit. (BFA creative and professional writing students may take three hours for major credit). Prerequisite: ENG 291.* Designed to accommodate those students engaged in internships in publishing (newspaper, magazine, book), TV, radio and advertising. Generally requires assignment of a written project in addition to the internship work experience. May be taken more than once with the approval of the department. *Pass/fail grading.*

**496. BA SENIOR SEMINAR/THREE CREDITS**

*Prerequisite: A minimum 2.0 GPA in the major; completion of eight courses in English at the 200 level or higher, including Eng394 or have permission of the instructor in consultation with the department. Required of all Bachelor of Arts with an English major; offered in the fall term of the senior year.*

This course will provide the opportunity to develop a substantial scholarly project, as well as hone public speaking skills in the presentation of a semester-long research project. *Capstone. Writing Intensive.*

497. HONORS/THREE CREDITS

For qualified senior majors. Independent research and thesis written under the direction of a member of the English faculty. Students must be recommended by the department.

498. BFA SENIOR SEMINAR/THREE CREDITS

Required of all BFA creative and professional writing major and BA students with a concentration in creative writing. The seminar offers the opportunity to develop a book-length collection of poetry (35-45 pages) or prose (40-50 pages) along with a critical introduction to the work that details how the student author's writing fits into the contemporary literature scene. In addition, the student creates a reading list developed in consultation with the project director and completes a final oral defense of the senior project. Projects directed by faculty sponsors. *Capstone. Offered in the Spring Term of the senior year.*

# DEPARTMENT OF HISTORY & POLITICS

JOE P. DUNN, *chair*, JEFFREY POELVOORDE, JOHN M. THEILMANN, ANGELA E. ELDER, EDWARD C. WOODFIN

## DEPARTMENT MISSION STATEMENT

To develop students with the traditional liberal arts skills: to read and analyze challenging material within their discipline, to write coherently, and to articulate their views competently. Through this preparation, our students will have the skills to pursue graduate study in various fields or to enter the job market successfully.

## STUDENT LEARNING OUTCOMES FOR HISTORY MAJORS

Because no common core of specific content knowledge is expected, each student through the individual course curriculum that she selects will pursue a somewhat different path. However, whatever the mix of specific study in different time periods and geographical areas, she will develop the liberal arts skills designated in the department mission statement. We trust that each student enhances her capabilities in the learning outcomes as she gains experience through completion of individual courses. The department's assessment of the fulfillment of the learning outcomes resides in the Senior Capstone Seminar in which each student is expected to validate that she can:

1. Read and interpret historical material and demonstrate how a historian approaches the study of the past.
2. Conduct historical research by formulating valid research questions, identifying source materials, organizing data, and completing an article-length paper that reflects proper documentation and citation practices.
3. Demonstrate the oral skills to present and defend research conclusions in a presentation before peers.

Consistent with the emphasis on preparing students for graduate study in a diverse array of fields or for success in whatever vocational fields that they pursue, a secondary identification that reflects that the department's mission statement is being achieved is the annual record of our students' post undergraduate accomplishments. Traditionally our majors have pursued law, international diplomacy, public policy, public administration, business, public history, teaching at the secondary or college levels, the nonprofit sector, library science, and many other fields too numerous to list. The department maintains records of the next step in the life process for each member of each graduating class of majors.

The General Education Program is a requirement

for all degrees. The requirements listed below are approved for the Bachelor of Arts, Bachelor of Science and Bachelor of Fine Arts.

ENG 101 .....	3 hours
Language and Culture .....	9 hours
MTH 108 or higher .....	3 hours
One course designated as	
Quantitative reasoning .....	3-4 hours
Health and Well-being Wellness .....	2 hours
Activity course.....	1-2 hours
Humanities.....	6 hours
Literature.....	3 hours
Fine Arts .....	6 hours
Natural Science .....	7-8 hours
Social Science .....	6 hours
Total .....	49-52 hours

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course
- Capstone experience.

For more information see GEP requirements in this catalog.

## POLICY FOR CALCULATION OF MAJOR GPA HISTORY

The required GPA to graduate with a history major or minor is 2.0. The major or minor GPA calculation includes all courses taken under the designation History, no matter how many courses that may be. If a course is designated as cross-listed between history and politics and it is counted toward a history major, it is included in the major or minor GPA calculation, even if it was taken under the designation Politics. A student must have a 2.0 GPA in the major to enroll in the Senior Seminar and must pass the Senior Seminar to graduate with a history major (see the Senior Seminar course listing below).

## POLITICS

The required GPA to graduate with a politics major or minor is 2.0. The major or minor GPA calculation includes all courses taken under the designation Politics, no matter how many courses that may be. If a course is designated as cross-listed between history and politics and it is counted toward a politics major, it is included in the major or minor GPA calculation, even if it was taken under the designation History. A student must have a 2.0 GPA in the major to enroll in the Senior Seminar and must pass the Senior Seminar to graduate with

a politics major (see the Senior Seminar course listing below).

### HISTORY

The department offers a Bachelor of Arts with a history major that consists of a minimum of 36 credit hours as outlined below. HST 100 and/or HST 201, 202 are encouraged but not required.

Required history courses:

- Two upper-level (300-400)
- European history courses .....6 hours
- Two upper-level (300-400)
- American history courses .....6 hours
- One upper-level (300-400)
- non-Western or World history.....3 hours
- Additional history electives.....18 hours
- Senior Seminar (Capstone).....3 hours

TOTAL HOURS FOR BACHELOR OF ARTS WITH HISTORY MAJOR .....36 hours

Internships do not count toward the 36-hour minimum major requirements. Students who double major in history and politics may count no more than two departmental cross-listed courses toward each major, and they only take the Capstone course once. Except with specific department permission, no more than three courses taken at any place other than at Converse, including courses taken at Wofford, may count toward the minimum hours for the major.

Transfer students and students on approved study abroad programs (with prior authorization) may be given more latitude on this provision.

### THE HISTORY MINOR

The distribution requirements for a minor in history are the same as for the major, except that the student must take a minimum of 21 credit hours and the capstone course is not required.

### COURSES OF INSTRUCTION INTRODUCTORY

#### \*100. MAJOR TOPICS IN MODERN EUROPEAN HISTORY/THREE CREDITS

*GEP credit.* Examination of key issues in modern European history, such as the French Revolution, the Industrial Revolution, Marxism, Imperialism, the Russian Revolution, Stalin, Fascism, Cold War, and post-Cold War. Students who receive advanced placement exam credit in European history with a score of three or better may not enroll for credit in HST 100. AP hours do not count toward the minimum hours for a major or a minor.

#### \*110. WESTERN CIVILIZATION TO 1648/THREE CREDITS/FOUR CREDITS FOR JAN TERM

*GEP credit.* A broad survey of the early development of political, cultural, social and religious life in

the West. Topics will include studies of ancient Mesopotamia, Egypt, and Rome; medieval Europe and the Middle East; and Europe during the Renaissance and Reformation. Students who receive advanced placement exam credit in European history with a score of three or better may not enroll for credit in HST 110. AP hours do not count toward the minimum hours for a major or a minor.

#### \*125. FIRST YEAR SEMINAR IN HISTORY/ THREE CREDITS

*GEP, Major, Minor, Elective credit.* First-Year Seminars constitute a common and academically significant experience in a student's first year at Converse College. All incoming first-year students are required to take a 3-credit hour FYS in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with the common course number (except for designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are required elements of the course. A course on a special topic in history, designed to fulfill the FYS GEP requirement. *Open only to freshmen. Offered on demand.*

#### \*199H. FRESHMAN HONORS SEMINAR/ THREE CREDITS

*GEP, Minor credit.* A study of a selected subject within the discipline which will vary from term to term. The course is designed to encourage student participation in the intellectual processes through class discussion, research and writing, special projects, problem solving and evaluation and defense of positions. When the subject matter duplicates that of another course, credit toward graduation will be granted for only one of the courses. Offered periodically in fall in rotation with seminars in other disciplines.

#### \*299H. INTERDISCIPLINARY HONORS COURSE

*GEP, Major, Minor, Elective credit.* This course is team taught by members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office.

### AMERICAN HISTORY

#### \*201, 202. AMERICAN HISTORY THREE OR SIX CREDITS

*GEP, Major, Minor, Elective credit.* A survey of US History from colonial times to the present. HST 201 deals with the period before 1877; HST 202, the period since 1877. The department accepts AP

credit. AP credits do not count toward minimum hours for a major or minor. *Writing Intensive*.

\*295T. THE AMERICAN REVOLUTION IN THE SOUTHERN BACKCOUNTRY/FOUR CREDITS  
*GEP, Major, Minor, Elective credit*. This course explores the American Revolution with a particular focus on the war in the Southern backcountry. Travel fees.

\*306. AFRICAN-AMERICAN HISTORY/  
THREE CREDITS  
*GEP, Major, Minor, Elective credit*. A survey of African-American history from colonial times to the present. *Writing Intensive*.

\*345. WOMEN IN AMERICAN HISTORY/  
THREE CREDITS  
*GEP, Major, Minor, Elective, credit*. A study of women in American history from The Colonial Era to the present. *Writing Intensive. GEP Humanities/ Women's Studies*.

\*375. THE VIETNAM EXPERIENCE/  
THREE CREDITS  
*GEP, Major, Minor, Elective credit*. 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 its role in assessing contemporary military conflicts. Cross-listed with POL 375. *Also qualifies as non-Western major and Non-European/non-Anglophone. Writing Intensive*.

\*408. THE COLONIAL ERA/THREE CREDITS  
*GEP, Major, Minor, Elective credit*. A study of the founding and development of America. *Writing Intensive*.

\*412. THE NEW NATION, 1783-1840/  
THREE CREDITS  
*GEP, Major, Minor, Elective credit*. A study of the US from the end of the Revolution through the Jacksonian Era. *Writing Intensive*.

\*421. THE ERA OF THE CIVIL WAR, 1840-1876/  
THREE CREDITS  
*GEP, Major, Minor, Elective credit*. A study of Westward expansion, the Old South, the abolitionist crusade, the Civil War and Reconstruction. *Writing Intensive*.

\*425. AMERICAN WEST/THREE CREDITS  
*GEP, Major, Minor, Elective credit*. A survey of the era of European and American settlement, conquest and early development of the American West, from the sixteenth century to the early 20th century. Topics will include explorations; the experience of Native American peoples; the world of trappers,

cowboys, miners and wagon trains; and the impact of settlement on the environment.

\*430. THE SOUTH SINCE 1877/THREE CREDITS  
*GEP, Major, Minor, Elective*. A study of history of the Southern United States in the so-called New South period--the years from Reconstruction to the present. *Writing Intensive*.

\*441. RECENT UNITED STATES, 1945 TO THE PRESENT/ THREE CREDITS  
*GEP, Major, Minor, Elective credit*. A study of the US from the end of World War II to the present. Cross-listed with POL 441. Offered on demand. *Writing Intensive*.

\*442. THE CIVIL RIGHTS ERA/THREE CREDITS  
*GEP, Major, Minor, Elective credit*. A study of the black civil rights movement from the early 1950s through the 1970s and beyond. *Cross-listed with POL 442*.

\*455. AMERICAN FOREIGN POLICY/THREE CREDITS/FOUR CREDITS IN JAN TERM  
*GEP, Major, Minor, Elective credit*. A study of the institutions and functioning of foreign policy/national security decision-making as well as selected topics of the Cold War and contemporary events. Cross-listed with POL 455. Offered on demand. *Writing Intensive. Non-European/non-Anglophone*.

#### EUROPEAN HISTORY

\*318. ENGLISH HISTORY, 1450-1714/  
THREE CREDITS  
*GEP, Major, Minor, Elective credit*. From the late Medieval era through the end of the Stuart Dynasty.

\*319. ENGLISH HISTORY SINCE 1714/  
THREE CREDITS/FOUR CREDITS JAN TERM  
*GEP, Major, Minor, Elective credit*. A survey of the history of England from the beginning of the Hanoverian Dynasty to the present. *Writing Intensive*.

\*330. THE AGE OF SHAKESPEARE/  
THREE CREDITS  
*GEP, Major, Minor, Elective credit*. A study of a selection of Shakespeare's plays within the context of Tudor and early Stuart history. In addition to class lectures and discussions, students will attend productions of the Royal Shakespeare Company in London and Stratford and visit sites connected with the history of the time. *Cross-listed with ENG 330. Offered in the London Term*.

\*351. RENAISSANCE AND REFORMATION/  
THREE CREDITS  
*GEP, Major, Minor, Elective credit*. A survey of European history from 1350 to 1648. *Offered on demand*.

\*352. THE AGE OF THE ENLIGHTENMENT/  
THREE CREDITS

*GEP, Major, Minor, Elective credit.* A survey of European history from 1648 to 1789. *Offered on demand.*

\*361. THE MIDDLE AGES/THREE CREDITS

*GEP, Major, Minor, Elective credit.* A general survey of the Middle Ages from the fall of Rome to the Renaissance. Emphasis will be upon political, institutional, ecclesiastical and cultural history. *Offered on demand.*

\*362. NATIONALISM, IMPERIALISM, AND  
WORLD WAR I/THREE CREDITS

*GEP, Major, Minor, Elective credit.* An examination of the era surrounding the First World War. The course will include a study of Europe in the nineteenth and early twentieth centuries, concentrating on the rising power of nationalism and the drive for world conquest that is known as the New Imperialism. It will also focus on the war itself, from its causes to its conduct to its thunderous significance in shaping the modern world. *Writing Intensive.*

\*364. MODERN GERMAN HISTORY/  
THREE CREDITS

*GEP, Major, Minor, Elective credit.* Political, social and cultural history from 1815 to the present. *Writing Intensive.*

\*365. PROBLEMS IN BRITISH HISTORY  
THREE CREDITS/FOUR CREDITS  
FOR ON CAMPUS JAN TERM

*GEP, Major, Minor, Elective credit.* 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. *Offered on demand.*

\*366. BRITISH EMPIRE AND COMMONWEALTH/  
THREE CREDITS FOUR CREDITS IN JAN TERM

*GEP, Major, Minor, Elective credit.* A history of the British Empire in America, Asia, Africa and Australia/ New Zealand. *Also qualifies as non-Western/World history.*

\*420. MODERN RUSSIAN HISTORY AND  
POLITICS/THREE CREDITS

*GEP, Major, Minor, Elective credit.* A political history of the evolution of Russia from the early 19th century through the present and an analysis of contemporary Russian politics and foreign policy. Attention is also given to the contemporary politics of countries that were formerly part of the Soviet Union.

NON-WESTERN OR WORLD HISTORY

\*366. BRITISH EMPIRE AND COMMONWEALTH/  
THREE CREDITS

*GEP, Major, Minor, Elective credit.* A history of the British Empire in America, Asia, Africa and Australia/New Zealand. *Also qualifies as European history.*

\*375. THE VIETNAM EXPERIENCE/  
THREE CREDITS

*GEP, Major, Minor, Elective credit.* 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. *Cross-listed with POL 375. Also qualifies as American History. Writing Intensive. Non-European/non-Anglophone.*

\*402. WOMEN'S LIVES IN ASIAN AND AFRICAN  
CULTURES/THREE CREDITS

*GEP, Major, Minor, Elective credit.* A readings course on women's lives in various non-Western traditional cultures. *Cross-listed with POL 402. Writing Intensive. Non-European/non-Anglophone. GEP Humanities/Women's Studies.*

\*470. ISLAMIC AND MIDDLE EAST POLITICS/  
THREE CREDITS

*GEP, Major, Minor, Elective credit.* An introduction to Islamic politics and to the comparative and developmental issues of the Arab world and the larger Middle East. The approach will be historical as well as contemporary. *Cross-listed with POL 470 and REL 470. Writing Intensive. Non-European/ non-Anglophone.*

\*474. THE ARAB-ISRAELI CONFLICT/  
THREE HOURS

*GEP, Major, Minor, Elective credit.* A study of the modern conflict over the region of Palestine. The course will examine the religious, cultural, and historical background of the combatants; the troubled heritage of the Ottoman and British Empires in the region; Zionism; terrorism and counter-terrorism; the establishment and expansion of the state of Israel; the wars between Arabs and Israelis; the experience and resistance of Palestinian Arabs; and attempts to make peace. *Non-European/non-Anglophone credit.*

\*477. COLONIAL LATIN AMERICA/  
THREE CREDITS

*GEP, Major, Minor, Elective credit.* A study of Latin America from its pre-Columbian origins to the collapse of the Spanish Empire in the 1820s. *Writing Intensive. Non-European/non-Anglophone*

INTERNSHIPS, ADVANCED INDIVIDUAL STUDY AND SPECIAL TOPICS

\*291. SPECIAL TOPICS IN HISTORY/ FOUR CREDITS

GEP, Major, Elective credit. A course on a special topic not in the regular curriculum. HST 291 courses will introduce the methods of inquiry, analysis, and interpretation used in the discipline of history. If the topic is different, the course may be taken more than once. Offered In Jan Term.

480. SENIOR SEMINAR/THREE CREDITS

Major credit. A course in methodology, research, and writing for history and politics majors. Students will write a senior thesis in the course. Cross-listed with POL 480. Offered annually in Fall Term. A student must have a 2.0 GPA in her major to enroll in this course. Capstone.

490. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/THREE CREDITS

Major credit. Prerequisite: Permission of instructor. An independent course of study on selected topics. Offered on demand.

\*491. SPECIAL TOPICS IN HISTORY/THREE CREDITS/FOUR CREDITS IN JAN TERM

GEP, Major, Minor, Elective credit. A course on a special topic not in the regular curriculum. If the topic is different, the course may be taken more than once for credit. Offered on demand.

496. INTERNSHIP IN APPLIED HISTORY/THREE OR SIX CREDITS

Elective credit. Prerequisite: Permission of the department. Internships in archival administration, museum curatorship, management of historic properties, and historical restoration. Offered on demand. Pass/fail grading.

POLITICS

The department offers a Bachelor of Arts degree with a major in politics that consists of a minimum of 36 hours of course-work as distributed below. Internships do not apply to the 36 hour minimum.

STUDENT LEARNING OUTCOMES FOR POLITICS MAJORS

Because no common core of specific content knowledge is expected, each student through the individual course curriculum that she selects will pursue a somewhat different path. However, whatever the mix of specific study in the various areas and subfields of political science that she follows, she will develop the liberal arts skills designated in the department mission statement. We trust that each student enhances her capabilities in the learning outcomes as she gains experience through completion of individual courses. The

department's assessment of the fulfillment of the learning outcomes resides in the Senior Capstone Seminar in which each student is expected to validate that she can:

1. Read and interpret political science material and demonstrate how a student of political science approaches political phenomena.
2. Conduct research by formulating valid research questions, identifying source materials, organizing data, and completing an article length paper that reflects proper documentation and citation practices.
3. Demonstrate the oral skills to present and defend research conclusions in a presentation before peers.

Consistent with the emphasis on preparing students for graduate study in a diverse array of fields or for success in whatever vocational fields that they pursue, a secondary identification that reflects that the department's mission statement is being achieved is the annual record of our students' post undergraduate accomplishments. Traditionally our majors have pursued law, international diplomacy, public policy, public administration, business, teaching at the secondary or college levels, the nonprofit sector, library science, and many other fields too numerous to list. The department maintains records of the next step in the life process for each member of each graduating class of majors. The major requirements are as follows:

- POL 101: American Government .....3 hours
- National Affairs .....6 hours
- (Choose two courses and one must consist of the study of an institution)
- POL 301: The American Congress
- POL 308: Special Topics
- POL 311: The American Presidency
- POL 333: Southern Politics
- POL 335: Constitutional Law
- POL 350: Elections and Political Parties
- POL 441: Recent US History
- POL 442: The Civil Rights Era
- POL 448: Public Administration
- Political Theory .....6 hours
- (Choose two, one of which must be POL 300, 310 or 312)
- POL 300: Scripture and Politics
- POL 310: Ancient, Medieval, and Renaissance Political Theory
- POL 312: Early Modern and Modern Political Theory
- POL 316: American Political Thought
- POL 317: Gender and Politics
- POL 415: Special Topics in Political Theory
- Foreign Policy and International Relations
- Comparative Government .....9 hours
- (Choose three with at least one from each of the

two categories. See course descriptions below for which courses correspond to each category)

POL 375: The Vietnam Experience	
POL 402: Women's Lives in Asian and African Cultures	
POL 405: Studies in World Affairs	
POL 420: Modern Russian History and Politics	
POL 455: American Foreign Policy	
POL 465: Comparative Government and Politics	
POL 470: Islamic and Middle Eastern Politics	
Additional Electives.....	9 hours
Senior Seminar.....	3 hours
TOTAL HOURS FOR A BACHELOR OF ARTS WITH A POLITICS MAJOR.....	36 hours

Students who double major in history and politics may count no more than two departmental cross-listed courses toward each major. Except with specific department permission, no more than three courses taken at any place other than at Converse, including courses taken at Wofford, may count toward the minimum hours for the major. Transfer students and those in approved study abroad programs (with prior authorization) may be given more latitude on this provision.

#### THE POLITICS MINOR

A politics minor consists of a minimum of 21 credit hours of course-work. Students with a minor in politics must take at least one course in National Affairs, Political Theory and at least two courses in Foreign Policy and International Relations/Comparative Government. The capstone course is not required.

#### COURSES OF INSTRUCTION INTRODUCTORY

##### \*101. INTRODUCTION TO AMERICAN GOVERNMENT/THREE CREDITS

*GEP, Major, Minor, Elective credit.* A survey of policy-making, institutions and controversial issues in American National Government. *Offered Fall and Spring Terms. The department accepts AP credit. AP hours do not count toward the minimum hours for a major or minor.*

##### \*102. INTRODUCTION TO INTERNATIONAL RELATIONS/THREE CREDITS/ JAN TERM FOUR CREDITS

*GEP, Major, Minor, Elective credit.* An introduction to foreign affairs and current world events. Special attention is given to the Post-Cold War, Middle East conflicts and Third World issues. *Offered annually. Non-European/non-Anglophone.*

##### \*125. FIRST YEAR SEMINAR IN POLITICS/ THREE CREDITS

*GEP, Major, Minor, Elective credit.* A course on a special topic in politics, designed to fulfill the FYS

GEP requirement. First-Year Seminars constitute a common and academically significant experience in a student's first year at Converse College. All incoming first-year students are required to take a 3-credit hour FYS in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with the common course number (except for designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are required elements of the course. Open only to freshmen. Offered on demand.

##### \*199. FRESHMAN HONORS SEMINAR/ THREE CREDITS

*GEP credit.* A study of a selected subject within the discipline which will vary from term to term. The course is designed to encourage student participation in the intellectual processes through class discussion, research and writing, special projects, problem solving, and evaluation and defense of positions. When the subject matter duplicates that of another course, credit toward graduation will be granted for only one of the courses. Offered periodically in rotation with seminars in other disciplines. Offered Fall Term.

\*299H. INTERDISCIPLINARY HONORS COURSE  
*GEP, Major, Minor, Elective credit.* This course is team taught by members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office.

#### NATIONAL AFFAIRS

##### \*301. THE AMERICAN CONGRESS/ THREE CREDITS

*GEP, Major, Minor, Elective credit.* A study of the legislative process and its relationship to the other branches of government, political parties, interest groups and the electorate.

##### \*308. SPECIAL STUDIES IN THE POLITICAL PROCESS/THREE CREDITS FOUR CREDITS IN JAN TERM

*GEP, Major, Minor, Elective credit.* 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. *Writing Intensive.*



\*311. THE AMERICAN PRESIDENCY/  
THREE CREDITS

*GEP, Major, Minor, Elective credit.* A study of presidential elections, presidential power, and the role of the federal bureaucracies. *Writing Intensive.*

\*333. SOUTHERN POLITICS /THREE CREDITS

*GEP, Major, Minor, Elective credit.* An examination of the role the South plays in American political development, i.e. how southern political developments influence national politics and how national politics affects the South.

\*335. CONSTITUTIONAL LAW/THREE CREDITS

*GEP, Major, Minor, Elective credit. Prerequisite: POL 101.* A review of benchmark 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.

\*350. ELECTIONS AND POLITICAL PARTIES/  
THREE CREDITS

*GEP, Major, Minor, Elective credit.* A study of the electoral process in the US. Emphasis will be placed on political parties, voting decisions, and political campaigns.

\*441. RECENT UNITED STATES, 1945 TO THE  
PRESENT/THREE CREDITS

*GEP, Major, Minor, Elective credit.* A study of the US from the end of World War II to the present. *Cross-listed with HST 441. Writing Intensive.*

\*442. THE CIVIL RIGHTS ERA/THREE CREDITS

*GEP, Major, Minor, Elective credit.* A study of the black civil rights movement from the early 1950s through the 1970s and beyond. *Cross-listed with HST 442.*

448. PUBLIC ADMINISTRATION/  
THREE CREDITS/FOUR CREDITS IN JAN TERM

*Major, Minor, Elective credit.* A study of the various aspects of public administration, i.e. organizational theory, personnel policy, public finance and budgeting, policy analysis, and selected other topics such as ethics or administrative law. *Offered on demand.*

POLITICAL THEORY

\*300. SCRIPTURE AND POLITICS/  
THREE CREDITS

*GEP, Major, Minor, Elective credit.* An examination of the foundational texts of Western Revelation that undergird the political vision of Western humanity: the Hebrew Bible/Old Testament, the New Testament and the Qur'an.

\*317. GENDER AND POLITICS/THREE CREDITS

*GEP, Major, Minor, Elective credit.* 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.

\*415. SELECTED TOPICS IN POLITICAL  
THOUGHT/ THREE CREDITS/FOUR CREDITS IN  
JAN TERM

*GEP, Major, Minor, Elective credit.* A study of selected texts, concepts, doctrines, or ideologies. Since the content will vary, it may be taken more than once for credit.

FOREIGN POLICY AND INTERNATIONAL  
RELATIONS

\*375. THE VIETNAM EXPERIENCE/  
THREE CREDITS

*GEP, Major, Minor, Elective credit.* 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. *Cross-listed with HST 375. Writing Intensive. Non-European/non-Anglophone.*

\*405. STUDIES IN WORLD AFFAIRS/THREE  
CREDITS/ FOUR CREDITS IN JAN TERM

*GEP, Major, Minor, Elective credit.* A study of selected topics in foreign affairs and current events. Since the content will vary, it may be taken more than once for credit. *Offered on demand. Non-European/non-Anglophone.*

\*455. AMERICAN FOREIGN POLICY/THREE  
CREDITS/FOUR CREDITS IN JAN TERM

*GEP, Major, Minor, Elective credit.* A study of the institutions and functioning of the American foreign policy/national security decision-making as well as of selected topics of the Cold War and contemporary events. *Cross-listed with HST 455. Writing Intensive. Non-European/non-Anglophone.*

COMPARATIVE GOVERNMENT  
AND POLITICS

\*402. WOMEN'S LIVES IN ASIAN AND AFRICAN  
CULTURES/THREE CREDITS

*GEP, Major, Minor, Elective credit.* A readings course on women's lives in various non-Western traditional cultures. *Cross-listed with HST 402. Non-European/non-Anglophone. GEP Humanities/ Women's Studies. Writing Intensive.*

\*420. MODERN RUSSIAN HISTORY AND  
POLITICS/THREE CREDITS

*GEP, Major, Minor, Elective credit.* A political history of the evolution of Russia from the early 19th century through the present and an analysis of

contemporary Russian politics and foreign policy. Attention is also given to the contemporary politics of countries that were formerly part of the Soviet Union.

**\*465. COMPARATIVE GOVERNMENT AND POLITICS/ THREE CREDITS**

*GEP, Major, Minor, Elective credit.* A comparative political analysis of ideologies, systems, institutions, politics, and current affairs of selected western and non-western nations. *Writing Intensive and Non-European/non-Anglophone.*

**\*470. ISLAMIC AND MIDDLE EAST POLITICS/ THREE CREDITS**

*GEP, Major, Minor, Elective credit.* An introduction to Islamic politics and to the comparative and developmental issues of the Arab world and the larger Middle East. The approach will be historical as well as contemporary. *Cross-listed with HST 470 and REL 470. Writing Intensive. Non-European/non-Anglophone.*

**INTERNSHIPS, ADVANCED INDIVIDUAL STUDY, AND SPECIAL TOPICS**

**\*220. SPECIAL TOPICS IN POLITICS/ THREE CREDITS**

*GEP, Major Minor credit.* Special topics in politics at the introductory level.

**303. SOCIAL STATISTICS/FOUR CREDITS**

*Major, Elective credit.* A study of statistical techniques commonly used in the analysis of data in politics and economics as well as the sciences. Students will become familiar with the use of statistical packages in data analysis. *Offered Fall, Jan Term or Spring. Quantitative GEP requirement. Can be cross-listed with ECN/BAD 300.*

**480. SENIOR SEMINAR/THREE CREDITS**

*Major credit.* A course in methodology, research, and writing for history and politics majors. Cross-listed with HST 480. *Offered on demand. Capstone.* A student must have a 2.0 GPA in her major to enroll in this course.

**490. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/ONE TO SIX CREDITS**

*Prerequisite: Permission of instructor.* An independent course of study on selected topics. *Offered on demand.*

**491.MODEL UNITED NATIONS ONE OR TWO CREDITS**

*Elective credit.* Preparation for and participation in Model UN by members of the Converse delegation. *Offered on demand.*

**492.MODEL ARAB LEAGUE/ONE TO THREE CREDITS PER YEAR**

*Elective credit.* Preparation for and participation in Model Arab League by members of the Converse delegation. *Offered annually during Fall, Jan, or Spring Term.*

**493.MODEL NATO/ONE OR TWO CREDITS PER YEAR**

*Elective credit.* Preparation for and participation in Model NATO by members of the Converse delegation. *Offered annually during Jan or Spring Term.*

**494.THE CONGRESSIONAL INTERNSHIP/ THREE OR SIX CREDITS**

*Elective credit. Prerequisites: POL 101 completed with B- or better or POL 101 completed with a C- or better AND a B- or better in a 300 or 400 level National Affairs course; 2.5 GPA; consent of instructor.* A program of work in the office of a US Senator or Representative. Interested students should see the instructor early in the Fall Term. *Pass/fail grading.*

**495. STATE LEGISLATIVE INTERNSHIP/ THREE OR SIX CREDITS**

*Elective credit. Prerequisites: POL 101 completed with B- or better or POL 101 completed with a C- or better AND a B- or better in a 300 or 400 level National Affairs course; 2.5 GPA; consent of instructor.* A program of work in the office of a state legislator. Interested students should see the instructor early in the Fall Term. *Offered Jan Term. Pass/fail grading.*

**496.PUBLIC ADMINISTRATION AND PUBLIC POLICY INTERNSHIP/THREE OR SIX CREDITS**

*Elective credit. Prerequisites: POL 101 completed with B- or better or POL 101 completed with a C- or better AND a B- or better in a 300 or 400 level National Affairs course; one other relevant course as approved by the instructor; 2.5 GPA; consent of instructor.* Work in a public agency or in a private organization with an interest in public policy. Interested students should see the instructor early in the fall term to arrange proper placement. *Offered Jan Term. Pass/fail grading.*

**498. COURT AND LAW OFFICE INTERNSHIP/ THREE OR SIX CREDITS**

*Elective credit. Prerequisites: POL 101 completed with a B- or better, OR POL 101 completed with a C- or better AND a B- or better in a 300 or 400 level National Affairs course; 2.5 GPA; consent of instructor or recommendation of a pre-law adviser.* A program of work in a local law office. Interested students should see the instructor early in the fall term to arrange proper placement. *Offered Jan Term. Pass/fail grading.*

# DEPARTMENT OF LANGUAGES, CULTURES AND LITERATURES

## MISSION

The mission of the Department of Languages, Cultures and Literatures is to enable Converse students to embrace diversity and complexity in the world through communication in other languages and knowledge of other cultures. The department will achieve this goal by preparing students in the following areas:

1. competence in oral comprehension, speaking, reading, and writing of the target language;
2. knowledge of the culture and literature of the major language;
3. preparation to enter an advanced degree program, public service, business, or the professions.

The Department of Languages, Cultures and Literatures offers a Bachelor of Arts degree with the majors of German Studies and Spanish. Students majoring in German Studies or Spanish must complete 30 credit hours in courses numbered 202 and above.

The General Education Program is a requirement for all degrees. The requirements listed below are approved for the Bachelor of Arts, Bachelor of Science and Bachelor of Fine Arts.

ENG 101 .....	3 hours
Language and Culture .....	9 hours
MTH 108 or higher .....	3 hours
One course designated as	
Quantitative reasoning .....	3-4 hours
Health and Well-being Wellness .....	2 hours
Activity course.....	1-2 hours
Humanities.....	6 hours
Literature.....	3 hours
Fine Arts .....	6 hours
Natural Science .....	7-8 hours
Social Science .....	6 hours
<b>Total</b> .....	<b>49-52 hours</b>

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive
- Non-European/non-Anglophone course
- Capstone experience.

For more information see GEP requirements in this catalog.

## CALCULATION OF MAJOR AND MINOR GPA IN LANGUAGES, CULTURES AND LITERATURES

To earn a major or minor in German Studies or Spanish, or a minor in French, students must have

a minimum GPA of 2.0 across all of their required and elective courses on the Degree Completion Form for that specific program.

Elective credits beyond the required number may not be considered in the calculation.

For the major in German Studies, this GPA includes the allowance of two elective courses from other departments with a substantial Germanic component. For the major in Spanish, this GPA includes the allowance of one elective course, either SPN 400 or HST 477. Transfer credits from other institutions do not figure into the calculation for major or minor GPAs.

## BACHELOR OF ARTS IN GERMAN STUDIES STUDENT LEARNING OUTCOMES

1. Students will demonstrate proficiency in German (B2 level) according to the Common European Framework of Reference for Languages.
2. Students will evaluate artifacts and developments in the cultural history of German-speaking Central Europe with sensitivity to their aesthetic, sociopolitical, and multicultural contexts.
3. Students will produce clear written communication through texts that are supported by scholarly analysis and evidence.
4. Students will demonstrate awareness of similarities and differences between their own culture and those of German-speaking Central Europe.

The requirements for the major are as follows:

GER 202: Intermediate German .....	3 hours
GER 302: Germany Today .....	3 hours
GER 303: Introduction to	
German Literature .....	3 hours
GER 304: German Cinema .....	3 hours
GER 499: Senior Seminar .....	3 hours
Additional Electives.....	15 hours
Allowance of two courses with a substantial Germanic component in other departments for the major only.	

**TOTAL HOURS FOR A BACHELOR OF ARTS WITH GERMAN STUDIES MAJOR.....30 hours**

BACHELOR OF ARTS IN SPANISH  
STUDENT LEARNING OUTCOMES

1. Students will demonstrate proficiency in Spanish (Intermediate High level) according to the ACTFL proficiency guidelines.
2. Students will evaluate developments in the cultural history of Spain/Spanish America with sensitivity to their multicultural, sociopolitical, and literary contexts.
3. Students will produce clear written communication through texts that are supported by scholarly analysis and evidence.
4. Students will demonstrate awareness of similarities and differences between their own culture and those of Spain/Spanish America.

Required courses:

SPN 202: Intermediate Spanish .....	3 hours
SPN 300: Spanish Peninsular Culture.....	3 hours
SPN 301: Latin American Culture .....	3 hours
SPN 304: Survey of Spanish Literature	3 hours
SPN 305: Survey of Modern Latin American Literature.....	3 hours
SPN 499: Senior Seminar .....	3 hours
Additional Electives.....	12 hours
Allowance of either SPN 400 or HIS 477 for the major only.	

TOTAL HOURS FOR A BACHELOR OF ARTS WITH A SPANISH MAJOR.....30 hours

It is strongly recommended that all majors and minors participate in at least one internship and one study abroad program.

LANGUAGES, CULTURES AND LITERATURES MINOR

A minor in French, German Studies, or Spanish consists of 18 credit hours of courses at the level of 202 and above.

French Minor

FRN 202: Intermediate French .....	3 hours
FRN 303: A Survey of French Literature I...	3 hours
FRN 304: A Survey of French Literature II ..	3 hours
Three electives from 300 and 400 level French courses: .....	9 hours
Total hours for French minor.....	18 hours

German Studies Minor

GER 202: Intermediate German .....	3 hours
GER 302: Germany Today .....	3 hours
GER 303: Introduction to German Literature .....	3 hours
GER 304: German Cinema .....	3 hours
Two electives from 300 and 400 level German courses .....	6 hours
Total hours for German Studies minor.....	18 hours

Spanish Minor

SPN 202: Intermediate Spanish .....	3 hours
Three courses from the following .....	9 hours
SPN 300: Spanish Peninsular Culture	
SPN 301: Latin American Culture	
SPN 304: Survey of Spanish Literature	
SPN 305: Survey of Modern Latin American Literature	
Two electives from 300 and 400 level Spanish courses.....	6 hours
Total hours form Spanish minor .....	18 hours

COURSES OF INSTRUCTION

Students are highly advised against registering for the next level in a foreign language without having earned a grade of C- or higher in the prerequisites course(s).

ARABIC

\*101–102. ARABIC I AND II/SIX CREDITS

*GEP, Elective credit.* Courses for beginners designed to initiate a student not only into a foreign language, but also into a new and exciting culture. Up-to-date teaching methods and techniques are employed throughout the courses. *Non-European/non-Anglophone.*

314. SPECIAL TOPICS/THREE OR FOUR CREDITS

*Elective credit.* This course will introduce students to various aspects of the social and cultural realities of the target cultures using historical readings and literary selections supported by film and/or travel. Topics of consideration may include history, women, the media, immigrants and racism, and colonialism.

CHINESE

Through the Converse-Wofford Cooperative program, Converse students may enroll in Chinese language and cultural courses at Wofford.

FRENCH

\*101–102. ELEMENTARY FRENCH/SIX CREDITS  
*GEP credit.* A course for beginners designed to initiate students not only into a foreign language, but also into a new and exciting culture. Up-to-date teaching methods and techniques are employed throughout the program.

\*125. FIRST-YEAR SEMINAR/ THREE CREDITS

*GEP credit.* First-Year Seminars constitute a common and academically significant experience in a student's first year at Converse College. All incoming first- year students are required to take a 3-credit hour FYS in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with the common course number (except for

designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are required elements of the course.

\*199H. FRESHMAN HONORS SEMINAR/  
THREE CREDITS

*GEP, Minor, Elective credit.* A study of a selected subject within the discipline that will vary from term to term. The course is designed to encourage student participation in the intellectual processes through class discussion, research and writing, special projects, problem solving, and evaluation and defense of positions. When the subject matter duplicates that of another course, credit toward graduation will be granted for only one of the courses. Offered periodically in rotation with seminars in other disciplines.

\*201. INTERMEDIATE FRENCH/THREE CREDITS

*GEP credit. Prerequisites: French 101-102, or placement in FRN 201.* This course is a structural review of the language.

202. INTERMEDIATE FRENCH/THREE CREDITS

*Minor credit. Prerequisites: FRN 201 or placement in FRN 202.* This course will emphasize speaking and listening with progressively increased practice in reading and writing.

\*210. TOPICS IN READING, WRITING AND CONVERSATION/THREE CREDITS

*GEP credit. Prerequisite FRN 201.* A study of a particular topic of French culture selected by the instructor. Subjects will vary from year to year. *Non-European/non-Anglophone.*

\*265. LANGUAGE, CULTURE, AND LITERATURE STUDY SEMINAR/THREE CREDITS

*GEP credit.* Students will study the target language and enroll in a foreign study program or participate in a Converse designed program, studying the language and discussing important topics on culture and contemporary life. Grades in the course will be determined either by the native language teacher or by a Converse professor, based on class participation, tests and graded assignments. *Offered during Jan Term or Summer Terms, contingent upon sufficient enrollment. Non-European/non-Anglophone.*

\*299H. INTERDISCIPLINARY HONORS COURSE/  
THREE CREDITS

*GEP, Minor, Elective credit.* This course is team taught by members in two departments and is open to Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office.

\*303, 304. A SURVEY OF FRENCH LITERATURE/  
THREE OR SIX CREDITS

*GEP, Minor, Elective credit. Permission of instructor.* A study of selected themes in French literature from the beginning to the present time. The first term treats French literature from the beginnings to the revolutionary period; the second term from the French Revolution to the present. *Writing Intensive.*

309. FRANCOPHONE LITERATURE OF AFRICA  
AND THE CARIBBEAN/THREE CREDITS

*Minor, Elective credit. Prerequisite: Permission of instructor.* This course is a study of African and Caribbean literature. Consideration of social, political and economic dimensions of African and Caribbean cultures. May include an optional travel component. *Non-European/non-Anglophone.*

310. COMMERCIAL FRENCH/THREE CREDITS

*Elective credit. Prerequisite: FRN 202 or equivalent.* This is an introductory course into the everyday business language used in France. It consists of the study of oral and written texts dealing with such subjects as applications for jobs, interviews, business correspondence, advertising, etc., and includes structural exercise dealing with grammar difficulties and typical commercial terminology.

312. CONTEMPORARY FRENCH CULTURE/  
THREE CREDITS

*Minor, Elective credit. Prerequisite: FRN 202 or equivalent.* An introduction to present-day France that explores its political, socio-cultural and educational institutions through films, the media and literary works.

314. SPECIAL TOPICS/THREE CREDITS

*Minor credit. Prerequisite: FRN 202 or approval of department chair.* This course will introduce students to various aspects of the social and cultural realities of the target cultures using historical readings and literary selections supported by films and travel. Topics of consideration may include history, women, the media, immigrants and racism, and colonialism. *Non-European/non-Anglophone.*

\*365. LANGUAGE, CULTURE, AND LITERATURE STUDY SEMINAR/THREE CREDITS

*GEP credit.* Students will study the target language and enroll in a foreign study program or participate in a Converse designed program, studying the language and discussing important topics on culture and contemporary life. Grades in the course will be determined either by the native language teacher or by a Converse professor, based on class participation, tests and graded assignments. *Offered during Jan Term or Summer Terms, contingent upon sufficient enrollment. Non-European/non-Anglophone.*

490. DIRECTED INDEPENDENT STUDY/  
THREE CREDITS

This course allows students to pursue a course of study not covered by regular offerings in French. Both teacher and student will select the topic of study according to the student's needs and interests. *Non-European/non-Anglophone.*

496. FOREIGN LANGUAGE INTERNSHIP/  
THREE OR SIX CREDITS

*Minor credit. Prerequisite: One course numbered 300 or above and permission of the instructor.* An internship in business or a public or private agency requiring the use of the student's foreign language skills. *Pass/fail grading.*

GERMAN STUDIES

\*101–102. ELEMENTARY GERMAN/SIX CREDITS  
*GEP credit.* A course for beginners designed to initiate students not only into a foreign language, but also into a new and exciting culture. Up-to-date teaching methods and techniques are employed throughout the program.

\*125. FIRST-YEAR SEMINAR/THREE CREDITS  
*GEP.* First-Year Seminars constitute a common and academically significant experience in a student's first year at Converse College. All incoming first-year students are required to take a 3-credit hour FYS in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with the common course number (except for designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are required elements of the course.

\*199H. FRESHMAN HONORS SEMINAR/  
THREE CREDITS

*GEP, Minor, Elective credit. Offered periodically in rotation with seminars in other disciplines.* A study of a selected subject within the discipline that will vary from term to term. The course is designed to encourage student participation in the intellectual processes through class discussion, research and writing, special projects, problem solving, and evaluation and defense of positions. When the subject matter duplicates that of another course, credit toward graduation will be granted for only one of the courses. Offered periodically in rotation with seminars in other disciplines.

\*201. INTERMEDIATE GERMAN/  
THREE CREDITS

*GEP credit. Prerequisites: GER 101–102, or placement in GER 201.* This course is a structural review of the language.

202. INTERMEDIATE GERMAN/THREE CREDITS  
*Major, Minor credit. Prerequisites: GER 201 or placement in GER 202.* This course will emphasize speaking and listening with progressively increased practice in reading and writing.

\*265. LANGUAGE, CULTURE AND LITERATURE  
STUDY SEMINAR/THREE OR SIX CREDITS

*GEP credit.* Students will study the target language and enroll in a foreign study program or participate in a Converse designed program, studying the language and discussing important topics on culture and contemporary life. Grades in the course will be determined either by the native language teacher or by a Converse professor, based on class participation, tests and graded assignments. *Offered during Jan Term or Summer Terms, contingent upon sufficient enrollment.*

\*299H. INTERDISCIPLINARY HONORS COURSE

*GEP, Major, Minor, Elective credit.* This course is team taught by members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office.

301. GERMAN COMPOSITION AND  
CONVERSATION/THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: GER 202 or the equivalent.* This course expands communicative competence in German and provides a review of advanced grammar concepts. Discussions and compositions are based on selected topics in contemporary German culture. *Writing Intensive.*

\*302. GERMANY TODAY/THREE CREDITS

*GEP, Major, Minor, Elective credit. Prerequisite: GER 202 or the equivalent.* An interdisciplinary survey of contemporary German society and its multicultural and transnational influences. Emphasis is placed on post-unification cultural, political, and social issues. *Taught in German.*

\*303. INTRODUCTION TO GERMAN  
LITERATURE/THREE CREDITS

*GEP, Major, Minor, Elective credit. Prerequisite: GER 202 or the equivalent.* A general introduction to German literature (poetry, drama and prose) and its socio-historical contexts from the Enlightenment to the present. Emphasis is placed on developing techniques for close reading and literary-cultural interpretation. *Taught in German. Writing Intensive.*

\*304. GERMAN CINEMA/THREE CREDITS

*GEP, Major, Minor, Elective credit. Prerequisite: GER 202 or the equivalent.* A close analysis of select feature films from German-speaking countries. Films are studied as both an aesthetic practice and

a medium of cultural history. Special emphasis is placed on developing techniques for critical visual literacy. *Taught in German. Fine Arts Film credit.*

**\*305. GERMAN INTELLECTUAL HISTORY  
THREE CREDITS**

*GEP, Major, Minor, Elective credit.* An interdisciplinary seminar that investigates some of the key intellectual discussions surrounding critique, praxis and emancipation in the German-speaking world since the Enlightenment. Focuses on theoretical texts that explore prominent issues in aesthetics, philosophy, and politics as well as the rhetorical strategies of knowledge production. *Humanities credit. Cross-listed with PHI 230.*

**\*314. SPECIAL TOPICS/THREE CREDITS**

*GEP, Major, Minor, Elective credit.* This interdisciplinary seminar explores a special topic in the cultures of German-speaking countries. Particular emphasis is placed on the increasingly transnational and multicultural contexts of German cultural studies. Topics may include German cultural history, intellectual history, literature, media studies, and sound studies. Writing Intensive. Conducted in English. Does not satisfy the GEP language requirement.

**\*365. LANGUAGE, CULTURE AND LITERATURE  
STUDY SEMINAR/THREE CREDITS**

*GEP, Major credit.* Students will study the target language and enroll in a foreign study program or participate in a Converse designed program, studying the language and discussing important topics on culture and contemporary life. Grades in the course will be determined either by the native language teacher or by a Converse professor, based on class participation, tests and graded assignments. *Offered during Jan Term or Summer Terms, contingent upon sufficient enrollment.*

**490. DIRECTED INDEPENDENT STUDY/  
THREE CREDITS**

This course allows students to pursue a course of study not covered by regular offerings in German. Both teacher and student will select the topic of study according to the student's needs and interests.

**496. FOREIGN LANGUAGE INTERNSHIP/  
THREE OR SIX CREDITS**

*Major, Minor credit. Prerequisite: One course numbered 300 or above and permission of the instructor.* An internship in business or a public or private agency requiring the use of the student's foreign language skills. *Pass/fail grading.*

**499. SENIOR SEMINAR/THREE CREDITS**

*Major, Minor credit.* Students complete a bilingual portfolio—including personal statement, indepen-

dent research project, and public presentation—that highlights their experiences, accomplishments, and scholarly work in the program. *Capstone.*

**ITALIAN**

**\*101–102 ELEMENTARY ITALIAN/SIX CREDITS**  
*GEP credit.* A course for beginners. *Offered every other year.*

**\*201–202. INTERMEDIATE ITALIAN/  
SIX CREDITS**

*GEP credit.* This course is a structural review of the language. *Not offered regularly.*

**\*265. LANGUAGE, CULTURE AND LITERATURE  
STUDY SEMINAR/THREE CREDITS**

*GEP credit.* Students will study the target language and enroll in a foreign study program or participate in a Converse designed program, studying the language and discussing important topics on culture and contemporary life. Grades in the course will be determined either by the native language teacher or by a Converse professor, based on class participation, tests and graded assignments. *Offered during Jan Term or Summer Terms, contingent upon sufficient enrollment.*

**314. SPECIAL TOPICS/THREE CREDITS**

*Elective credit. Prerequisite: ITL 202 or approval of the department chair.* This course will introduce students to various aspects of the social and cultural realities of the target cultures using historical readings and literary selections supported by film and/or travel. Topics of consideration may include history, women, the media, immigrants and racism, and colonialism.

**\*365. LANGUAGE, CULTURE AND LITERATURE  
STUDY SEMINAR/THREE CREDITS**

*GEP credit.* Students will study the target language and enroll in a foreign study program or participate in a Converse designed program, studying the language and discussing important topics on culture and contemporary life. Grades in the course will be determined either by the native language teacher or by a Converse professor, based on class participation, tests and graded assignments. *Offered during Jan Term or Summer Terms, contingent upon sufficient enrollment.*

**490. DIRECTED INDEPENDENT STUDY/  
THREE CREDITS**

*Elective credit.* This course allows students to pursue a course of study not covered by regular offerings in Italian. Both teacher and student will select the topic of study according to the student's needs and interests.

## JAPANESE

### JPN 101–102. AN INTRODUCTION TO JAPANESE LANGUAGE AND CULTURE/THREE CREDITS

*Elective credit. Offered periodically.* This course provides students the opportunity to learn about the history, language, and culture of Japan. Special emphasis will be given to learning how to deal with Japanese businesses. Students do not have to speak or write Japanese to take this course. *Non-European/non-Anglophone.*

### JPN 201. INTERMEDIATE JAPANESE LANGUAGE AND CULTURE II/THREE CREDITS

*Elective credit.* A course for students who have basic foundations of Japanese language. The course strengthens these foundations in order to enable students to develop proficiencies in writing, reading listening and speaking. Students also learn about the Japanese mind as it relates to key concepts of Japanese culture. *Non-European/non-Anglophone. Offered periodically.*

### JPN 202. INTERMEDIATE JAPANESE CULTURE III/THREE CREDITS

*Elective credit.* A course for students who have basic foundations of Japanese language. The course continues to strengthen these foundations in order to enable students to develop proficiencies in writing, reading, listening, and speaking. Students also learn about the Japanese mind as it relates to key concepts of Japanese culture. *Non-European/non-Anglophone. Offered periodically.*

## SPANISH

### \*101–102. ELEMENTARY SPANISH/SIX CREDITS

*GEP credit.* A course for beginners designed to initiate students not only into a foreign language, but also into a new and exciting culture. Up-to-date teaching methods and techniques are employed throughout the program.

### \*125. FIRST-YEAR SEMINAR/THREE CREDITS

*GEP credit.* First-Year Seminars constitute a common and academically significant experience in a student's first year at Converse College. All incoming first-year students are required to take a 3-credit hour FYS in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with the common course number (except for designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are required elements of the course.

### \*199H. FRESHMAN HONORS SEMINAR/THREE CREDITS

*GEP, Minor, Elective credit.* The course is designed to encourage student participation in the intellectual processes through class discussion, research and writing, special projects, problem solving, and evaluation and defense of positions. When the subject matter duplicates that of another course, credit toward graduation will be granted for only one of the courses.

### \*201 INTERMEDIATE SPANISH/THREE CREDITS

*GEP credit. Prerequisites: Spanish 101-102, or placement in SPN 201.* This course is a structural review of the language.

### 202. INTERMEDIATE SPANISH/THREE CREDITS

*Major, Minor credit. Prerequisites: SPN 201 or placement in SPN 202.* This course will emphasize speaking and listening with progressively increased practice in reading and writing.

### \*210 TOPICS IN READING, WRITING AND CONVERSATION/THREE CREDITS

*GEP credit. Prerequisite: SPN 201.* A study of a particular topic in Spanish culture selected by the instructor. Subjects will vary from year to year. *Non-European/non-Anglophone.*

### \*265. LANGUAGE, CULTURE AND LITERATURE STUDY SEMINAR/THREE CREDITS

*GEP credit.* Students will study the target language and enroll in a foreign study program or participate in a Converse designed program, studying the language and discussing important topics on culture and contemporary life. Grades in the course will be determined either by the native language teacher or by a Converse professor, based on class participation, tests and graded assignments. Offered during Jan Term or Summer Terms, contingent upon sufficient enrollment. *Non-European/non-Anglophone.*

### \*299H. INTERDISCIPLINARY HONORS COURSE

*GEP, Major, Minor, Elective credit.* This course is team taught by members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office.

### 300. SPANISH PENINSULAR CULTURE/THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: SPN 202, or permission of instructor.* Study of the origin, formation and manifestations of the values of the people of Spain and the institutions which reflect them. Emphasizes history, geography, environment,



social trends, and sociopolitical events. Class held in Spanish with opportunity for oral, written, reading and comprehension skill building. *Offered every other Fall Term. Writing Intensive.*

301. LATIN AMERICAN CULTURE/  
THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: SPN 202, or permission of instructor.* Study of the origin, formation and manifestations of Latin American values and the institutions which reflect them in the Americas and the Caribbean. Emphasizes history, geography, environment, contemporary trends, and sociopolitical events. Class held in Spanish with opportunity for oral, written, reading and comprehension skill building. *Offered every other Fall Term. Non-European/non-Anglophone. Writing Intensive.*

302. CONVERSING AND WRITING ON SPANISH  
AND LATIN AMERICAN LITERATURES/  
THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: SPN 202, or permission of instructor.* Helps to develop further, through conversation and composition, the facility in the language necessary to study literature in courses in which lectures, readings, discussion, and papers are in Spanish. Emphasizes analysis and criticism of Spanish and Latin American literatures. *Non-European/non-Anglophone.*

303. CONVERSING AND WRITING ON THE  
PROFESSIONS/THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: SPN 202, or permission of instructor.* Helps to develop further, through conversation and composition, the ability in the language necessary to function in professional fields such as banking, law, medicine, social services, education, architecture, planning, sales, economics and business.

\*304. SURVEY OF SPANISH LITERATURE:  
AN INTRODUCTION TO THE  
SPANISH MIND/THREE CREDITS

*GEP, Major, Minor, Elective credit. Prerequisite: Permission of instructor.* A study of Spanish literature through the centuries in its historical, artistic, and philosophical context. Class held in Spanish with opportunity for oral, written, reading, and comprehension skill building. Centuries and readings will vary. *Writing Intensive.*

\*305 SURVEY OF MODERN LATIN AMERICAN  
LITERATURE: REFLECTIONS ON ARTISTIC,  
SOCIAL, AND POLITICAL TRENDS/THREE  
CREDITS

*GEP, Major, Minor, Elective credit. Prerequisite: Permission of instructor.* An introduction to the

main movements, authors, and works of Spanish American literature from Modernism to the present. Class held in Spanish with opportunity for oral, written, reading, and comprehension skill building. *Writing Intensive. Non-European/non-Anglophone.*

\*306 DON QUIJOTE/THREE CREDITS

*GEP, Major, Minor, Elective credit. Prerequisite: Permission of instructor.* A thematic and textual study of Cervantes's masterpiece, Don Quijote. Discuss Cervantes's work through narrative elements explored by other authors of the Baroque period and through modern critical approaches. The novel will be read in its entirety and the course will be conducted in Spanish. *Writing Intensive.*

\*307. SPAIN: "ENLIGHTENED, ROMANTIC,  
REAL"/THREE CREDITS

*GEP, Major, Minor, Elective credit. Prerequisite: Permission of instructor.* A study of the eighteenth and nineteenth century Spain through its literature, art, history and philosophy. Class held in Spanish with opportunity for oral, written, reading, and comprehension skill building.

\*308. CONTEMPORARY SPAIN/THREE CREDITS

*GEP, Major, Minor, Elective credit. Prerequisite: Permission instructor.* Themes and aesthetic trends in film and literature of Spain. Readings, viewings, lectures, and discussions will examine the social, historical and political forces shaping Spain's contemporary cultural production. This course is conducted in Spanish. *Writing Intensive.*

\*309. MODERN LATIN AMERICA: THE NOVEL  
OF THE "BOOM" AND THE POLITICAL DRAMA/  
THREE CREDITS

*GEP, Major, Minor, Elective credit. Prerequisite: Permission of instructor.* Latin American literature of the last fifty years. Emphasis will be placed on artistic and historical events and on the novels and plays by the writers of the literary "boom," including masterpieces by Nobel Prize winners. Class held in Spanish with opportunity for oral, written, reading, and comprehension skill building. *Non-European/non-Anglophone.*

\*310. MODERN LATIN AMERICA: IMAGES AND  
SYMBOLS OF CHANGE IN POETRY AND SHORT  
STORY/THREE CREDITS

*GEP, Major, Minor, Elective credit. Prerequisite: Permission of instructor.* Latin American literature of the last fifty years. Emphasis will be placed on the poems and short stories by the writers of the literary "boom," including masterpieces by Nobel Prize winners. Class held in Spanish with opportunity for oral, written, reading, and comprehension skill building. *Non-European/non-Anglophone.*

#### 314. SPECIAL TOPICS/THREE CREDITS

*Major, Minor credit. Prerequisite: SPN 202 or approval of department chair.* This course will introduce students to various aspects of the social and cultural realities of the target cultures using historical readings and literary selections supported by films and travel. Topics of consideration may include history, women, the media, immigrants and racism, and colonialism. *Non-European/non-Anglophone.*

#### \*365. LANGUAGE, CULTURE AND LITERATURE STUDY SEMINAR/THREE OR SIX CREDITS

*GEP credit.* Students will study the target language and enroll in a foreign study program or participate in a Converse designed program, studying the language and discussing important topics on culture and contemporary life. Grades in the course will be determined either by the native language teacher or by a Converse professor, based on class participation, tests and graded assignments. *Offered during Jan Term or Summer Terms, contingent upon sufficient enrollment.*

#### 400. HISPANIC CULTURE AND LITERATURE IN THE UNITED STATES/THREE CREDITS

*Major, Elective credit.* The societal experiences of Hispanics in the US have produced a distinctive literature, rooted in their culture and written English, that has already earned wide recognition among critics and the public. Students will read and discuss representative novels that will put them in contact with the diversity of the Hispanic world in the US. Class held in English.

#### 415. ADVANCED GRAMMAR/THREE CREDITS

*Major, Minor credit. Prerequisite: SPN 202 and required entrance exam.* A study of more complex grammatical structures and vocabulary usage. Class held primarily in Spanish with emphasis on integrating the material into appropriate oral and written context.

#### 490. DIRECTED INDEPENDENT STUDY/THREE CREDITS

This course allows students to pursue a course of study not covered by regular offerings in Spanish. Both teacher and student will select the topic of study according to the student's needs and interests. *Non-European/non-Anglophone.*

#### 496. FOREIGN LANGUAGE INTERNSHIP/THREE OR SIX CREDITS

*Major, Minor credit. Prerequisite: One course numbered 300 or above and permission of the instructor.* An internship in business or a public or private agency requiring the use of the student's foreign language skills. *Pass/fail grading.*

#### 499. SENIOR SEMINAR/THREE CREDITS

*Major, Minor credit.* A final course for majors treating topics in Spanish language and contemporary Spanish and Latin American cultures and literatures. Students complete a bilingual portfolio—including personal statement, independent research project, and public presentation—that highlights their experiences, accomplishments, and scholarly work in the program. *Non-European/non-Anglophone. Capstone.*

# DEPARTMENT OF MATHEMATICS AND COM-

## MATHEMATICS

The mission of the mathematics major is to provide the student with the opportunity to study the classical mathematics curriculum with the following student learning outcomes:

1. Students will demonstrate the perspectives and the analytical skills required for efficient use and understanding of mathematics,
2. Students will demonstrate the ability to read, communicate, and understand mathematical ideas in a variety of settings, both verbally and in writing, making use of numerical, graphical, and symbolic viewpoints,
3. Students will formulate and produce valid mathematical proofs, and
4. Students will demonstrate a basic historical perspective of mathematics.

The General Education Program is a requirement for all degrees. The requirements listed below are approved for the Bachelor of Arts, Bachelor of Science and Bachelor of Fine Arts.

ENG 101 .....	3 hours
Language and Culture .....	9 hours
MTH 108 or higher .....	3 hours
One course designated as	
Quantitative reasoning .....	3-4 hours
Health and Well-being Wellness .....	2 hours
Activity course.....	1-2 hours
Humanities.....	6 hours
Literature.....	3 hours
Fine Arts .....	6 hours
Natural Science .....	7-8 hours
Social Science .....	6 hours
Total .....	49-52 hours

Graduation requirements but not a separate course:  
 First Year Seminar  
 Writing Intensive  
 Non-European/non-Anglophone course  
 Capstone experience.

For more information see the GEP requirements in this catalog.

A student completing a bachelor's degree with a mathematics major must take a minimum of 35 credit hours of coursework above MTH 115.

### Calculation of GPA for Mathematics Major or Minor

To earn a degree in mathematics or complete a minor in mathematics a student must have a minimum GPA of 2.0 in all required mathematics

coursework. Grades in required non-mathematics courses (CSC 201, PHY 251) are not included in the GPA calculation.

For the Bachelor of Arts degree, only twelve elective credits will be included in the GPA calculation. For the Bachelor of Science degree, only six elective credits will be included in the GPA calculation.

If the student has more than the minimum required number of elective credits, the credits with the highest grades will be used in the GPA calculation.

### BACHELOR OF ARTS WITH A MAJOR OF MATHEMATICS

Required Courses:

MTH 120: Calculus and Analytic Geometry I.....	3 hours
MTH 210: Calculus and Analytic Geometry II.....	3 hours
MTH 220: Calculus and Analytic Geometry III .....	3 hours
MTH 351: Linear Algebra.....	3 hours
MTH 410: Differential Equations.....	3 hours
MTH 413: Algebraic Structures .....	3 hours
MTH 499: Senior Seminar.....	1 hour
CSC 201: Introduction to Computing .....	4 hours
MTH Electives .....	12 hours
TOTAL HOURS FOR BACHELOR OF ARTS WITH A MATHEMATICS MAJOR.....	35 hours

### BACHELOR OF SCIENCE WITH A MAJOR OF MATHEMATICS

Required Courses:

MTH 120: Calculus and Analytic Geometry I.....	3 hours
MTH 210: Calculus and Analytic Geometry II.....	3 hours
MTH 220: Calculus and Analytic Geometry III .....	3 hours
MTH 351: Linear Algebra.....	3 hours
MTH 400: Real Analysis .....	3 hours
MTH 410: Differential Equations.....	3 hours
MTH 413: Abstract Algebra.....	3 hours
MTH 423: Probability and Statistics .....	3 hours
MTH 499: Senior Seminar.....	1 hour
CSC 201: Introduction to Computing .....	4 hours
PHY 251: Essentials of Physics I.....	4 hours
Math Electives: 200 and above with the approval of the department chair.....	6 hours
TOTAL HOURS FOR BACHELOR OF SCIENCE WITH MATHEMATICS MAJOR .....	39 HOURS

Majors who plan to be certified as secondary teachers of mathematics must take MTH 311: Survey of Geometry as one of their electives.

#### THE MATHEMATICS MINOR

A minor in mathematics consists of any 24 hours of mathematics credit excluding MTH 108. CSC 201 may also count toward the minor.

A student may not receive credit for any 100-level mathematics course if she has previously received credit (with a C- or higher) for a higher level mathematics course. Exceptions to this rule may be allowed with the approval of the department chair.

#### COURSES OF INSTRUCTION

##### \*108. FINITE MATHEMATICS/THREE CREDITS

*GEP credit.* A study of selected topics from finite mathematics. The topics may include probability, statistics, systems of linear equations, linear programming and the mathematics of finance. *Offered most terms. Quantitative GEP requirement.*

##### \*110. ELEMENTARY FUNCTIONS/ THREE CREDITS

*GEP credit. Prerequisite: High School Algebra.* A study of elementary functions and their graphs and applications, including polynomials, rational and algebraic functions, exponential, logarithmic, and trigonometric functions. *Offered most terms. Quantitative GEP requirement.*

##### \*113. INTRODUCTION TO STATISTICS/ FOUR CREDITS

*GEP credit. Prerequisite: High School Algebra.* This course will provide a comprehensive introduction to the models and methods used in statistics. *Quantitative GEP requirement.*

##### \*115. SURVEY OF CALCULUS/FOUR CREDITS

*GEP, Minor credit. Prerequisite: MTH 110, or equivalent.* A one-term introduction to the elements of the differential and integral calculus, intended for students majoring in other departments. *Offered on demand in Jan Term. Quantitative GEP requirement.*

##### \*120. CALCULUS AND ANALYTIC GEOMETRY I/ THREE CREDITS

*GEP, Major, Minor, Elective credit. Prerequisite: MTH 110, or equivalent.* A study of the differential and integral calculus. *Offered Fall and Spring Terms. Quantitative GEP requirement.*

##### \*125. FIRST-YEAR SEMINAR/THREE CREDITS

*GEP.* First-Year Seminars (FYS) constitute a common and academically significant experience in a student's first year at Converse. All incoming first-year students are required to take a 3 credit-hour FYS course in the fall semester, choosing from a variety of discipline specific topics. Each FYS

carries the corresponding departmental prefix, but with a common course number (except designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are elements of the course.

##### \*205. DISCRETE MATHEMATICS/ THREE CREDITS

*Major, Minor, Elective credit. Prerequisites: CSC 201 and MTH 110 or consent of the instructor.* The course will introduce students to topics and techniques of discrete methods and combinatorial reasoning. Methods for approaching problems in counting, logic, and other Computer Science related topics will be accumulated. A wide variety of applications will be incorporated into the mathematics. *Offered alternate years. Quantitative GEP requirement.*

##### \*210. CALCULUS AND ANALYTIC GEOMETRY II/THREE CREDITS

*GEP, Major, Minor, Elective credit. Prerequisite: MTH 120, or equivalent.* A continuation of MTH 120. *Offered every year. Quantitative GEP requirement.*

##### \*220. CALCULUS AND ANALYTIC GEOMETRY III/THREE CREDITS

*GEP, Major, Minor, Elective credit. Prerequisite: MTH 210, or equivalent.* A continuation of MTH 210. *Offered every year. Quantitative GEP requirement.*

##### \*299H. INTERDISCIPLINARY HONORS/ THREE CREDITS

*GEP, Major, Elective credit.* This course is team taught by members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office. *Quantitative GEP requirement.*

##### \*301. MATHEMATICS OF GAMES AND GAMBLING/FOUR CREDITS

*Major, Elective credit. Prerequisite: Permission of the instructor.* This course is a study of the mathematics involved in games of chance and gambling. Topics in probability, statistics and combinatorics will be covered. *Offered on demand in Jan Term. Quantitative GEP requirement.*

##### \*303. NUMBER THEORY/THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: Consent of the instructor.* A study of the integers and their divisibility properties with particular emphasis on the theory of congruencies, prime numbers, Diophantine equation, and quadratic residues. *Offered on demand. Quantitative GEP requirement.*

\*311. SURVEY OF GEOMETRY/THREE CREDITS  
Major, Minor, Elective credit. Prerequisite: Consent of the instructor or MTH 351. A study of the foundation of Euclidean and non-Euclidean geometry. Offered alternate years. Quantitative GEP requirement.

\*315. MATHEMATICAL SOFTWARE/ FOUR CREDITS  
Major, Elective credit. Prerequisite: MTH 120 or permission of the instructor. This course will introduce the student to the various mathematical software packages that are commercially available. Lectures and laboratory. Cross-listed with CSC 315. Quantitative GEP requirement.

\*330. INTRODUCTION TO ANALYSIS/ THREE CREDITS  
Major, Minor, Elective credit. See CSC 330. Offered on demand. Quantitative GEP requirement.

\*340. INTRODUCTION TO GRAPH THEORY/ FOUR CREDITS  
Major, Minor, Elective credit. Prerequisite: MTH 351 or permission of the instructor. This course is an introduction to a relatively new area of mathematics study. A diverse collection of applications includes operations research, sociology and chemistry. An introduction to mathematical proofs is included, and various proof techniques are illustrated while developing the theory itself. Offered on demand in Jan Term. Quantitative GEP requirement.

\*351. LINEAR ALGEBRA/THREE CREDITS  
Major, Minor, Elective credit. Prerequisite: MTH 210. A study of linear equations and matrices, vector spaces, determinants, linear mappings, inner products, and cross products of vectors. Offered alternate years. Quantitative GEP requirement.

\*400. REAL ANALYSIS/THREE CREDITS  
Major, Minor, Elective credit. Prerequisite: MTH 220. A study of selected topics from real analysis. Offered on demand. Quantitative GEP requirement.

\*410. DIFFERENTIAL EQUATIONS/ THREE CREDITS  
Major, Minor, Elective credit. Prerequisite: MTH 220 or consent of the instructor. A study of differential equations and their physical applications. Offered alternate years. Quantitative GEP requirement.

\*413. ABSTRACT ALGEBRA/THREE CREDITS  
Major, Minor, Elective credit. Prerequisite: MTH 210. A study of groups, rings, integral domains, and fields. Offered alternate years. Quantitative GEP requirement.

\*423. PROBABILITY AND STATISTICS/ THREE CREDITS  
Major, Minor, Elective credit. Prerequisite: MTH 210, or equivalent. A study of probability, distributions,

sampling distribution theory, and estimation. Offered alternate years. Quantitative GEP requirement.

\*480. SPECIAL TOPICS IN MATHEMATICS/ ONE TO FOUR CREDITS  
Prerequisite: Consent of the instructor. Each offering will cover a topic of mathematics that is not in the regular curriculum. Quantitative GEP requirement.

\*490. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/ONE TO THREE CREDITS  
Prerequisite: Consent of the instructor and department chair. Intensive independent study of a topic in mathematics which is not in the regular curriculum. This study will be directed by a cooperating faculty member. May be repeated for credit. Offered on demand. Quantitative GEP requirement.

499. SENIOR SEMINAR/ONE CREDIT  
Required of all majors. This course allows the student to investigate a topic of particular interest in mathematics or computer science. The student will have the opportunity to present a written and oral report on her topic. Offered every year. Quantitative GEP requirement. Capstone.

COMPUTER SCIENCE  
THE COMPUTER SCIENCE MINOR  
The department offers a minor in computer science. The minor consists of 20 credit hours. The requirements for a minor in computer science are as follows:

- CSC 201: Introduction to Computing ..... 4 hours
- CSC 202: Data Structures.....4 hours
- CSC 305: Database Design ..... 3 hours
- CSC Electives - Choose from the following:..9 hours
  - CSC 280H: Computers and Society
  - CSC 290: Software Workshops
  - CSC 304: Visual Basic Programming
  - CSC 321: Essential Architectures I
  - CSC 322: Essential Architecture II
  - CSC 330: Introduction to Numerical Analysis
  - CSC 350: Principles of Programming Languages
  - CSC 355: Computer Graphics
  - CSC 392: Software Development
  - CSC 400: Special Topics in Computer Science
  - CSC 430: Theory of Computation
  - CSC 440: Algorithm Analysis
  - MTH 205: Discrete Mathematics
  - ECN/BAD 300: Descriptive and Inferential Statistics or PSY 303: Social Statistics
- Total Hours for Computer Science
- Minor:.....20 hours

No more than 3 hours in CSC 290 may count towards the electives in the computer science minor. CSC 450: Programming Internship, and CSC 460: Data Processing Internship may not count for minor credit.

## MINOR IN APPLIED COMPUTING WEB DESIGN CONCENTRATION

In addition to the minor in traditional computer science, the department offers a concentration within the minor in applied computing. As computing transforms the ways in which we live and think, hybrid disciplines are emerging that combine computing with a more traditional discipline: digital studies, digital art, digital music, Web entrepreneurship, and so on. The minor in applied computing is designed for students who wish to explore one of these new fields in combination with a more traditional major.

The department offers only one concentration of the minor of Applied Computing: Web Design. This minor consists of 19 credit hours.

The requirements are as follows:

One course from the following: .....3 hours

CSC 125: First-Year Seminar

CSC 126 Navigating the Revolution:

An Introduction to Digital Studies

CSC 201: Introduction to Computing .....4 hours

CSC 235: Web Applications I .....3 hours

CSC 305: Database Design .....3 hours

CSC 335: Web Applications II .....3 hours

One further elective chosen from

the following: .....3 hours

A CSC course numbered above 210

ART 124: Graphic Design I

Total hours for the Minor in Applied

Computing Web Design .....19 hours

## COURSES OF INSTRUCTION

### 101. COMPUTER LITERACY/THREE CREDITS

*Elective credit.* Students will discover the practical use of computers to acquire, manage, and use information in the remainder of their education and throughout their career. This course introduces the basics of computer technology and provides hands-on experience with applications software for word processing, electronic spreadsheets, graphics, data communication and networks. Students who have successfully passed any 200-level Computer Science course must have the approval of the department chair to take CSC 101. *Pass/fail grading.*

### \*125. FIRST-YEAR SEMINAR/THREE CREDITS

*GEP.* First-Year Seminars (FYS) constitute a common and academically significant experience in a student's first year at Converse. All incoming first-year students are required to take a 3 credit-hour FYS course in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with a common course number (except designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in

some designated category of the General Education Program. Strong writing and speaking components are elements of the course.

### \*126. NAVIGATING THE REVOLUTION:

#### AN INTRODUCTION TO DIGITAL STUDIES THREE CREDITS

*Minor credit.* Gives students a broad introduction to uses of computing across the curriculum, and to some of the ways in which computing is transforming both the curriculum and society at large. Topics of particular interest will include the ways in which computers represent data; the ways in which computers change our methods of communication; and the ways in which computing technology raises societal issues not previously seen. *CSC 125 and CSC 126 may not both be taken for credit. Quantitative GEP requirement.*

### \*199H. FRESHMAN HONORS SEMINAR/ THREE CREDITS

*GEP, Elective credit.* A study of a selected subject within the discipline which will vary from term to term. The course is designed to encourage student participation in the intellectual processes through class discussion, research and writing, special projects, problem solving, and evaluation and defense of positions. When the subject matter duplicates that of another course, credit toward graduation will be granted for only one of these courses. *Offered periodically in rotation with seminars in other disciplines. Quantitative GEP requirement.*

### \*201. INTRODUCTION TO COMPUTING/ FOUR CREDITS

*Minor, Elective credit. Prerequisite: MTH 108 or equivalent.* A study of computer systems, program development techniques, and basic programming concepts; emphasis on good programming style; introduction to a high-level programming language. *Lectures and laboratory. Quantitative GEP requirement.*

### \*202. DATA STRUCTURES/FOUR CREDITS

*Minor, Elective credit. Prerequisite: CSC 201.* To continue the study of the fundamental concepts of programming applied to problem solving and to introduce students to the major data structures (arrays, records, stacks, queues, and lists) and their use in Computer Science and classical Computer Science algorithms including searching, sorting, recursion, and pattern matching. *Lectures and laboratory. Quantitative GEP requirement.*

### \*208. DATA FOR BUSINESS/ THREE CREDITS

*GEP, Minor, Elective credit. No pre-requisites.* This course covers the use of spreadsheets and databases to process and analyze data in a business context.

The emphasis is not on simple calculation, but on using data, including large data sets, to generate insight. *Quantitative GEP requirement.*

**\*209. SPREADSHEETS IN DEPTH/  
THREE CREDITS**

*Elective credit.* Using examples from a variety of disciplines, students will learn the use of spreadsheets in support of work in the sciences, the social sciences, or business. Among the topics covered will be basic spreadsheet operations; spreadsheet formulas; graphing for communications and clarity; and the proper use of spreadsheets for basic statistical analysis. *Quantitative GEP requirement.*

**235. WEB APPLICATIONS I/ THREE CREDITS**

*Minor. Prerequisite: CSC 201 or permission of instructor.* This course provides a solid introduction to the client-side programming of Web applications. The first part will focus on Web design: markup languages (such as HTML and XHTML) and controlling presentation (such as CSS). This part does not require any programming background. The second part will focus on creating dynamic Web content using small programs embedded in Web pages. The course will introduce a scripting language executed within the Web browser, and cover the use of that scripting language to create dynamic, interactive Web pages.

**\*280H. COMPUTERS AND SOCIETY/  
FOUR CREDITS**

*Humanities GEP credit, Elective credit.* A study of the societal effects of the rise of computing technology, centering on the ethical implications of several currently controversial issues. The course is built around discussions and papers. *Writing Intensive.*

**\*290. SOFTWARE WORKSHOP/ ONE CREDIT**

*Minor, Elective credit. Prerequisite: Consent of the instructor.* A supervised workshop designed to develop competence and proficiency in using some commercial software product. This course may be taken more than once, provided that it is taken to learn different software and skills. No more than 6 credit hours in this course may be applied toward graduation requirements. May be offered any term. *Pass/fail grading. Quantitative GEP requirement.*

**\*299H. INTERDISCIPLINARY HONORS COURSE  
GEP, Elective credit.** This course is team taught by members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office. *Quantitative GEP requirement.*

**\*304. VISUAL BASIC PROGRAMMING/  
THREE CREDITS**

*Elective credit. Prerequisite: CSC 202.* An introduction to developing applications using Visual Basic. This course is designed to show how to analyze problems, design solutions, and implement applications that use Visual Basic. *Quantitative GEP requirement.*

**\*305. DATABASE DESIGN/THREE CREDITS**

*Minor, Elective credit. Prerequisite: CSC 201 or equivalent.* Fundamental principles of database models and database management systems design, implementation, and application. *Quantitative GEP requirement.*

**\*315. MATHEMATICAL SOFTWARE/  
FOUR CREDITS**

*Elective credit. Prerequisite: MTH 120 or permission of the instructor.* This course will introduce the student to the various mathematical software packages that are commercially available. Lectures and laboratory. *Quantitative GEP requirement.*

**321. ESSENTIAL ARCHITECTURES I:  
COMPUTER ORGANIZATION AND  
OPERATING SYSTEMS/ THREE CREDITS**

*Minor credit. Prerequisite: CSC 202, equivalent or permission of the instructor.* This course provides a solid introduction to the fundamental hardware architecture of computers in common use, and an introduction to basic operating systems concepts. Computer-architecture concepts covered include assembly language, numeric representations addressing techniques, and subroutines. Operating-systems concepts covered include basic operating-systems structures, processes and process control, and inter-process communication.

**322. ESSENTIAL ARCHITECTURES II:  
OPERATING SYSTEMS AND NETWORKING/  
THREE CREDITS**

*Minor credit. Prerequisite: CSC 321 or permission of the instructor.* This course continues the introduction to operating systems begun in CSC321, and adds coverage of the basic building blocks of computer networks. Operating systems concepts covered include scheduling, synchronization, memory management, and security. Networking concepts covered include the layered model of networking, switching, error correction and flow control, addressing and datagrams, routing, the Domain Name System, major protocols (TCP, UDP, ICMP) and performance issues.

**\*330. INTRODUCTION TO NUMERICAL  
ANALYSIS/THREE CREDITS**

*Elective credit. Prerequisites: CSC 201 and MTH 351.* This is a first course in numerical analysis with the emphasis more on intuition, experimentation, and

error assessment than on rigor. Students will be expected to program and run a number of problems on a computer, and considerable time will be spent analyzing the results of the programs. In particular, the analysis of round off and discretization errors, as well as the efficiency of algorithms, should be stressed. Topics will include the solution of linear systems, the solution of a single, nonlinear equation, interpolation and approximation (including least squares approximation), differentiation and integration, and elements of the numerical solution of eigenvalue problems. *Quantitative GEP requirement.*

### 335. WEB APPLICATIONS II/THREE CREDITS

*Minor credit. Prerequisite: CSC 235 or permission of the instructor.* This course builds on the material in CSC 235 to explore more advanced topics in the development of Web applications. Topics to be covered in this connection include AJAX, JQuery, and Web application frameworks. In addition, there will be substantial coverage of topics from software development practice, as applied to Web programming in a team. The class will implement, as a team, a substantial Web-programming project for a client who is not the professor.

### \*350. PRINCIPLES OF PROGRAMMING LANGUAGES/ THREE CREDITS

*Minor, Elective credit. Prerequisite: CSC 202 or permission of instructor.* A comparative study of the syntax and semantics of programming languages; topics include data types, data control, sequence control, run-time storage, language translation, and semantics; actual programming languages are used to illustrate the concepts and virtual architectures of procedural, logic, functional, and object-oriented paradigms. *Quantitative GEP requirement.*

### 355. COMPUTER GRAPHICS/THREE CREDITS

*Minor. Prerequisite: CSC 202 or permission of the instructor.* This course offers a hands-on introduction to 3-D computer graphics, including modeling, viewing transformations, lighting and color theory, interactivity using events and callbacks, and animation.

### \*392. SOFTWARE DEVELOPMENT/ THREE CREDITS

*Minor, Elective credit. Prerequisite: CSC 202.* Combines a range of topics integral to the design, implementation, and testing of a medium-scale software system with the practical experience of implementing such a project as a member of a programmer team. In addition to material on software engineering, this course also includes material on professionalism and ethical responsibilities in software development and

human- computer interaction. *Quantitative GEP requirement.*

### \*400. SPECIAL TOPICS IN COMPUTER SCIENCE/ ONE TO THREE CREDITS

*Minor credit. Prerequisite: Consent of instructor.* Each offering will deal with a topic selected from various fields of computer science. May be repeated for credit on a different topic. *Quantitative GEP requirement depending on the topic.*

### \*430. THEORY OF COMPUTATION/ THREE CREDITS

*Minor, Elective credit. Prerequisites: CSC 202 and MTH 205.* Introduction to automata theory, formal languages, and complexity. Introduction to the mathematical foundations of computer science: finite state automata, formal languages and grammars, Turing machines, computability, unsolvability, and computational complexity. *Quantitative GEP requirement.*

### \*440. ALGORITHM ANALYSIS/THREE CREDITS

*Minor, Elective credit. Prerequisites: CSC 202 and MTH 205.* Qualitative and quantitative analysis of algorithms and their corresponding data structures from a precise mathematical point of view. Performance bounds, asymptotic and probabilistic analysis, worst case and average case behavior. Correctness and complexity. *Quantitative GEP requirement.*

### 450. PROGRAMMING INTERNSHIP THREE OR SIX CREDITS

*Prerequisite: CSC 202, or equivalent.* A program of work and study in which the student is accepted as a programming trainee by a local industry. *Pass/fail grading.*

### 460. DATA PROCESSING INTERNSHIP THREE OR SIX CREDITS

*Prerequisite: CSC 450, or equivalent.* A program of work and study in which the student is accepted as an apprentice in data processing by a local industry. She is expected to be a productive member of the data processing staff and have some programming responsibilities. *Pass/fail grading.*

### \*490. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/ONE TO THREE CREDITS

*Prerequisite: Consent of the instructor and the department chair.* Intensive independent study of a topic in computer science which is not in the regular curriculum. This study will be directed by a cooperating faculty member. May be repeated for credit. *Offered on demand. Quantitative GEP requirement depending on topic.*



## ENGINEERING FUNDAMENTALS OF ENGINEERING ANALYSIS/ FOUR CREDITS

*Major.* Engineers are creative problem solvers. They apply various aspects of math and the physical sciences to resolve technical issues, taking into account a wide range of specifications. They are frequently asked to lead or be part of multidisciplinary teams where good communication skills are essential. The objectives of this course are to: introduce students to engineering analysis and design techniques; introduce the teamwork approach to engineering, and to let students work on engineering type problems in a team setting.

Converse Clemson Dual-Degree Program Students enrolled in a liberal arts or science program at Converse who wish to prepare for a career in engineering may, upon successful completion of an approved three- year pre-engineering curriculum, transfer to Clemson University to complete requirements for the Bachelor of Science degree in an engineering curriculum from Clemson and the Bachelor of Arts (or Science) degree from Converse. The College of Engineering and Science at Clemson recommends a program of pre-engineering study to include the general education courses required by an engineering curriculum. The details of the program and the understanding are as follows:

During the first three terms at Converse, the student participating in the pre-engineering program must complete and send to the Associate Dean of the College of Engineering and Science at Clemson University the form "Intention to Pursue the Dual Degree Program at Clemson University." The Associate Dean at Clemson will appoint an academic advisor for the student and will forward the name and address of the appointed advisor to the student and to the Converse pre-engineering program director.

A three-year pre-engineering program of study will be developed by the Converse faculty in consultation with the Clemson Associate Dean of Engineering and Science from courses offered at Converse. This program of study shall include the general education courses required by Converse and by the engineering curricula at Clemson. A list of basic course requirements recommended by Clemson may be obtained from the pre-engineering program director. However, the specific course requirements to best prepare and facilitate progress toward graduation varies with engineering major. Specific pre- engineering programs recommended for various Clemson engineering majors are available at [www.clemson.edu/ces/psu/trans\\_dual.html](http://www.clemson.edu/ces/psu/trans_dual.html).

The total study program at Converse shall include a minimum of 90 semester hours. Dual-degree candidates shall complete all basic requirements at Converse for the Bachelor of Arts or the Bachelor of Science degree before transfer to Clemson.

The student will apply to the Clemson University Office of Admissions after completion of the second academic year at Converse. A student with grades no lower than "C" in all courses in the pre- engineering program, and a grade point average of at least 2.5/4.0, is assured of admission into the Clemson engineering program of her choice. Students not meeting these requirements will be considered for admission under Clemson's general transfer student admissions standards. Prior to enrollment at Clemson, the student must be certified by the Converse College academic official as having satisfactorily completed the academic requirements of Converse as stated above.

Credit for courses in the approved pre- engineering program at Converse College and passed with a grade of "C" or higher will be transferred to Clemson University. It shall be the joint responsibility of the Clemson University and Converse College academic advisors to coordinate the transfer equivalency of the Clemson and Converse courses in the pre- engineering program.

Upon completion of an engineering curriculum at Clemson University, the student will be awarded a Bachelor of Science degree in an engineering discipline from Clemson. Converse students enrolled in this program will receive their Converse Bachelor of Arts or Bachelor of Science degree after completing a minimum of 90 hours of study at Converse, a total of 120 hours of study combined at Converse and Clemson, and the General Education and major program requirements of Converse as specified by Converse. The student must apply to the Converse College Registrar for her diploma.

Converse College will provide academic advising to assist students in the pre-engineering program with all matters related to their transfer to Clemson University. The Associate Dean of Engineering and Science, or duly appointed representative, at Clemson University will cooperate in the advising of these students. While advice and counsel will be offered, the final responsibility with regard to transfer remains with the student.

Pre-engineering students at Converse will be encouraged to attend summer school at Clemson (or another engineering college) and take certain basic engineering courses in order to ease the transition into engineering coursework and facilitate timely completion of the engineering program. A list of recommended courses for each Clemson University

engineering program is maintained at [www.clemson.edu/ces/psu/trans\\_dual.html](http://www.clemson.edu/ces/psu/trans_dual.html).

Conferences between the Clemson University engineering and Converse College pre-engineering advisors will be held regularly to review the curricula and all matters related to the dual-degree agreement.

Dual-degree candidates from Converse College are eligible to seek Bachelor of Science degree in the following majors at Clemson University: Biosystems Engineering, Computer Engineering, Chemical Engineering, Electrical Engineering, Ceramic and Materials Engineering, Industrial Engineering, Civil Engineering and Mechanical Engineering.

# DEPARTMENT OF PSYCHOLOGY

MONICA L. McCOY, *chair*; RICHARD G. KEEN, JANET R. LEFRANCOIS, MARIE L. LePAGE, SHANNON MARTIN, MARGARET MOORE, CHRISTOPHER VARNON

## MISSION

The mission of the Department of Psychology is to teach students the empirical, conceptual, and theoretical approaches to understanding animal and human behavior. Further, we strive to develop students who are competent producers and critical consumers of psychological research. Finally, it is our goal to graduate students who are skilled in the ability to communicate effectively, both orally and in writing, about the field.

## STUDENT LEARNING OUTCOMES:

1. Students will analyze and evaluate the procedures of experimental design and statistical analysis.
2. Students will be able to summarize the history of the discipline.
3. Students will be able to apply the principles of operant and respondent conditioning to animal and human behavior.
4. Students will be able to apply the major theories in psychology to identify normal | and abnormal behavior.
5. Students will write effectively in APA (American Psychological Association) style.

Students planning to major in psychology should declare the major by late in the spring of the sophomore year. The major is a two-year program of study involving prerequisites among several of the core courses. Majors are expected to stand the Area Concentration Achievement Tests in Psychology in the spring of the senior year. This is done as part of the College assessment program. The fee for the test is paid by the College.

The General Education Program is a requirement for all degrees. The requirements listed below are approved for the Bachelor of Arts, Bachelor of Science and Bachelor of Fine Arts.

ENG 101 .....	3 hours
Language and Culture .....	9 hours
MTH 108 or higher .....	3 hours
One course designated as	
Quantitative reasoning .....	3-4 hours
Health and Well-being Wellness .....	2 hours
Activity course.....	1-2 hours
Humanities.....	6 hours
Literature.....	3 hours
Fine Arts .....	6 hours
Natural Science .....	7-8 hours
Social Science .....	6 hours
Total .....	49-52 hours

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive
- Non-European/non-Anglophone course
- Capstone experience.

For more information see the GEP requirements in this catalog .

Major and Minor Calculation for the Department of Psychology

In order to earn a minor or a major in psychology, students must have a minimum GPA of 2.0 across all of their psychology courses.

Minor and major GPAs are based on the grades earned in all psychology classes taken at Converse College.

Transfer credits from other institutions do not figure into the required calculation for minor or major GPAs.

The major must consist of at least 31 credit hours.

Required Courses:

PSY 100: General Psychology .....	3 hours
PSY 233: Psychology of Learning.....	4 hours
PSY 310: Statistics and Experimental	
Design I.....	3 hours
PSY 311: Statistics and Experimental	
Design II .....	3 hours
PSY 405: History and Philosophy	
of Psychology .....	3 hours
PSY 480: Psychology Seminar.....	3 hours
One of the following clinical courses: .....	3 hours
PSY 201: Psychology of Relationship	
PSY 204: Abnormal Psychology	
PSY 211:Behavior Modification	
PSY 410: Counseling and Psychotherapy	
Additional Psychology Electives .....	9 hours
TOTAL HOURS FOR BACHELOR	
OF ARTS WITH A PSYCHOLOGY	
MAJOR.....	31 hours
THE PSYCHOLOGY MINOR	
The minor must consist of at least 21 credit hours.	
Required Courses:	
PSY 100: General Psychology .....	3 hours
PSY 310: Statistics and Experimental	
Design I .....	3 hours
PSY 311: Statistics and Experimental	
Design II .....	3 hours
PSY 405: History and Philosophy	
of Psychology .....	3 hours

One of the following clinical courses: .....3 hours  
PSY 201: Psychology of Relationship  
PSY 204: Abnormal Psychology  
PSY 211: Behavior Modification  
PSY 410: Counseling and Psychotherapy  
Additional Psychology Electives .....6 hours  
Total Hours for the Psychology

Minor.....21 hours  
Students preparing for graduate study are advised to enroll in as many psychology courses as College regulations will permit.

#### COURSES OF INSTRUCTION \*100. GENERAL PSYCHOLOGY/ THREE CREDITS

*GEP credit.* A survey of the areas which define psychology. Special emphasis will be given to conditioning phenomena. *Offered Fall and Spring Terms.*

\*125. FIRST- YEAR SEMINAR/THREE CREDITS  
*GEP.* First-Year Seminars constitute a common and academically significant experience in a student's first year at Converse College. All incoming first-year students are required to take a 3-credit hour FYS in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with the common course number (except for designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are required elements of the course.

\*150. SPECIAL TOPICS IN PSYCHOLOGY/  
ONE TO FOUR CREDITS  
*GEP, Major, Minor, Elective credit.* Selected topics in psychology. The topics in this course will vary depending on the available faculty and the interest of the students.

\*199H. FRESHMAN HONORS SEMINAR/  
THREE CREDITS  
*GEP credit.* A study of a selected subject within the discipline which will vary from term to term. The course is intended to encourage student participation in the intellectual process through class discussion, structured experiences, and the writing of short papers. *Offered periodically in rotation with seminars in other disciplines.*

201. PSYCHOLOGY OF RELATIONSHIPS/  
THREE CREDITS  
*Elective credit.* This course presents what is known about successful relationships with a significant other. Skills in successfully maneuvering such a relationship will be examined, with an emphasis on communication skills.

204. ABNORMAL PSYCHOLOGY/  
THREE CREDITS  
*Major, Minor, Elective credit. Prerequisite: PSY 100.* A study of the changing meanings of the concept of abnormal behavior and the accompanying changes in methods of treatment. *Offered Fall and Spring Terms.*

211. BEHAVIOR MODIFICATION/  
THREE CREDITS  
*Major, Minor, Elective credit. Prerequisite: PSY 100 or the permission of the instructor.* A study of the effects of operant and respondent conditioning in changing and influencing human behavior. Students will do a project in which they apply the principles to some aspect of their own behavior. The population most emphasized by the text is children in an institutional setting. *Offered Fall Term.*

231. SOCIAL PSYCHOLOGY/THREE CREDITS  
*Major, Minor, Elective credit.* A course designed to investigate the manner in which the behavior, feelings, and thoughts of one individual are influenced and determined by the behavior and/or characteristics of others. Selected topics include attraction, social influence, attitudes, aggression and violence, altruism, sexual behavior, group influences, and person perception. *Offered in alternate years. Spring Term.*

232. PSYCHOLOGY IN THE WORKPLACE/  
THREE CREDITS  
*Major, Minor, Elective credit.* This course is designed to introduce students to methods of managing behavior in the workplace. Specifically, students will learn to apply behavioral principles derived from the laboratory to all levels of performance in the organization. Topics to be covered include screening job applicants, on- the-job training, assessment of work performance, and methods of providing performance feedback to workers. *Offered in alternate years. Fall Term.*

233. PSYCHOLOGY OF LEARNING/  
FOUR CREDITS  
*Major, Minor, Elective credit. Prerequisite: PSY 100 or the permission of the instructor.* A study of the learning process, both through the examination of the experimental literature and through the completion of laboratory exercises. Lecture and laboratory. *Offered Fall and Spring Terms.*

236. THEORIES OF PERSONALITY AND  
EMOTIONAL DISTURBANCES/THREE CREDITS  
*Major, Minor, Elective credit. Prerequisite: PSY 100.* A study of theories of personality and the research that supports those theories. Students will take some personality questionnaires and incorporate this material into a summary of some aspect of their personalities. *Offered alternate years. Spring Term.*

240. FORENSIC PSYCHOLOGY/  
FOUR CREDITS JAN TERM

*Major, Minor, Elective credit.* A study of the major areas of forensic psychology, including (but not limited to) mental health law, forensic assessment, criminal behavior and theories thereof, criminal profiling, and law enforcement psychology.

\*280. HEALTH PSYCHOLOGY/THREE CREDITS  
*Major, Minor, Elective credit.* The aims of this course are to understand the psychological factors involved in health and in illness, to study interventions to help people get over illness and stay well, and to consider the health care system and its policies. Finally, a sample of the popular literature on the mind-body issue as it relates to health will be considered relative to the existing scientific literature. *GEP for Health and Wellness requirement. Offered in Fall or Jan Term.*

\*281. YOGA AND STRESS MANAGEMENT/  
FOUR CREDITS

*GEP, Elective credit.* This course will study stress management from the perspectives of western science and the eastern practice of yoga. A portion of the class will include study of scientific findings concerning stress and its management, some study of yoga philosophy, and a consideration of the existing scientific studies of yoga. Another portion of the class will involve practice of yoga postures and methods of breathing. *GEP for Health and Wellness requirement. Non-European/non-Anglophone.*

\*299H. INTERDISCIPLINARY HONORS COURSE  
*GEP, Major, Minor, Elective credit.* This course is team taught by members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office.

302. PSYCHOLOGY OF WOMEN/  
THREE CREDITS

*Major, Minor, Elective credit.* 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. *Offered alternate years. Spring Term.*

310. STATISTICS AND EXPERIMENT DESIGN I/  
THREE CREDITS

*Major, Minor, Elective credit.* Enrollment in this course is limited to Psychology majors and minors. This course sets the foundation for how statistics

and experimental design are used in psychology. Statistical topics of central tendency, variability, distribution, hypothesis testing, and correlation will be covered. In addition, the methodological topics of the philosophy of science, the ethics of experimentation, and controlling variables will be addressed. Students will learn to analyze data using SPSS and to write research papers in APA format. *A grade of C- or better is required in order to advance to PSY 311. Offered Fall and Spring Terms. Quantitative GEP requirement.*

311. STATISTICS AND EXPERIMENTAL  
DESIGN II/THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: A grade of C- or better in PSY 310.* This course builds upon the basics of statistics and experimental design covered in PSY 310. More complex research designs including two or more groups and one or more factors (between, within, and mixed subject designs) will be explored. This course will make use of the descriptive statistics taught in PSY 310 and add inferential statistics. Students will learn to compute statistics by hand and using SPSS. Finally, this course involves writing research papers about complex research designs in APA format. *Offered Fall and Spring Terms. Quantitative GEP requirement.*

332. PSYCHOLOGICAL TESTS/THREE CREDITS

*Major, Minor, Elective credit.* A study of the psychological evaluation, the tests used for such an evaluation, and the procedures required for such tests to be valid and reliable. There will be an emphasis on personality tests. Each student will do two evaluations, one on herself and one on another student.

350. SPECIAL TOPICS IN PSYCHOLOGY ONE  
TO THREE CREDITS

*Major, Minor, Elective credit.* The topics in this course will vary depending on available faculty and the interest of the students. Selected topics of in advanced psychological study: Body Image, Eating Disorders and Obesity. *Women's Well-being and Yoga meets GEP for Health and Wellness requirement.*

360. INTIMATE RELATIONSHIPS AND HUMAN  
SEXUALITY/4 CREDITS JAN TERM

*Major, Minor, Elective Credit.* This course explores human sexuality emphasizing the psychological aspects of intimate relationships. We will cover attraction, sexual attitudes and behavior, gender, the development of sexual relationships, love and communication in intimate relationships, sexual orientation, and sexual difficulties and therapy. Attention will also be paid to the methods for gathering data in this field.

### 370. CHILD ABUSE AND NEGLECT/ THREE CREDITS

*Major, Minor, Elective credit.* 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 in child abuse and neglect. *Offered in alternate years. Spring Term.*

### \*380. HUMAN GROWTH AND DEVELOPMENT/ THREE CREDITS

*GEP, Major, Minor, Elective credit.* The study of development and behavior throughout the lifespan. *Offered Fall and Spring Terms.*

### 402. ANIMAL BEHAVIOR/FOUR CREDITS

*Major, Minor, Elective credit.* This course is intended to familiarize the student with the field of animal behavior. The course objectives are to instill in the student a knowledge and understanding of: 1) the various subject realms of animal behavior, 2) the methodological approaches used in studying behavior, and 3) the current conceptual perspectives from which various behavioral phenomena are interpreted by ethologists and psychologists. These objectives will be reached through lectures, readings, films, field trips and assigned exercises.

### 405. HISTORY AND PHILOSOPHY OF PSYCHOLOGY/THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: PSY 100 or the permission of the instructor.* A study of the history of psychology with emphasis on the modern period and on the special contribution which philosophy makes to the viewpoint of a discipline which conducts an experimental analysis of behavior. *Offered Fall and Spring Terms.*

### 410. COUNSELING AND PSYCHOTHERAPY/ THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: PSY 204 or permission of the Instructor.* This course serves as an introduction to the study of psychotherapeutic interventions in clinical/counseling psychology. The majority of the course is focused on examining the defining characteristics, efficacy, and effectiveness of various psychotherapies. Although specific techniques are reviewed, this course will in no way prepare students to conduct psychotherapy. Rather, the course serves as a good foundation for future study in the field. In addition to learning about psychotherapy approaches, this course also focuses on understanding the ethical practice of psychotherapy, future trends and issues in the

field of psychotherapy, options for careers in psychotherapy.

### 480. SENIOR SEMINAR/THREE CREDITS

*Major credit. Prerequisites: PSY 233, 310, and 311.* Each student will write a library research paper that all students will read and discuss. *Offered Fall and Spring Terms. Writing Intensive. Capstone*

### 490. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/ONE TO THREE CREDITS

*Prerequisite: Consent of the instructor. Prerequisite: PSY 100 or the permission of the instructor.* A course designed to allow the student to engage in a concentrated experimental or library research in an area of personal interest. *May be repeated for credit.*

### 499. INTERNSHIP IN PROFESSIONAL PSYCHOLOGY/THREE CREDITS

*Major credit. Prerequisites: A 3.0 average in the major. PSY 204, 231, 310 and 332.* In exceptional cases, consent of the department staff will permit enrolling in the course in the absence of some of the course prerequisites. It is intended for senior psychology majors. The course will offer experience in an applied setting. Students will be placed with local social agencies or other dispensers of psychological services (out-of-town placement is also possible) who have agreed to accept and evaluate them on an internship basis. The course will also involve weekly seminars with the departmental staff and other interns for examination of problems that have arisen in the work situation. In the case of out-of-town placement, a paper will be required instead of the seminars. The course is intended for those psychology majors who wish to seek employment at the Bachelor of Arts level. It is not recommended for those who plan to pursue an advanced degree program. *Pass/fail grading.*

### HEALTH AND PHYSICAL EDUCATION

The mission of Health and Physical Education at Converse is to provide as broad and varied a curriculum as possible to aid students in developing skills, knowledge, and understanding that will lead to participation in lifetime sports and/or fitness activities.

### REQUIREMENTS AND RECOMMENDATIONS

It is recommended that all physical education requirements be completed by the end of the student's junior year.

Every new student, by July 1, must be examined by her own physician. The report must be sent to the director of health services.

Students are required to take HPE 255: Introduction to Fitness and Wellness or one of the following or

BIO 105 Human Biology; BIO 150 SP: Nutrition; PSY 350: SP: Body Image; PSY 350: SP: Women's Wellbeing; PSY 280: Health Psychology; or PSY 281: Yoga and stress management, and one activity course. The activity course is selected from one of three areas: team sport, individual sport, or dance. HPE 256: Concepts and Approaches also includes the activity requirement. Courses are graded conventionally and will be counted in the grade average of the student. Dance courses are listed in the Department of Theatre and Dance section of the Catalog.

Students who are not safe in deep water are encouraged to take a swimming course. Beyond the one course physical education requirement, a student will be allowed to take 10 additional physical education activity courses. Only three of these additional courses will count toward the total of 120 hours required for graduation.

#### COURSES OF INSTRUCTION

##### INDIVIDUAL SPORTS

##### \*120-126. BEGINNING/ADVANCED BEGINNING INDIVIDUAL SPORTS/ONE CREDIT

*GEP, Elective credit.* HPE 123: Fencing, HPE 124: Golf, HPE 126: Tennis. Offered during Fall or Spring Term. Green fee for golf payable at the course is \$10.00. Beginning level activities are designed for the student who has little or no experience in this activity.

##### \*140. SWIMMING/ONE CREDIT

*GEP, Elective credit.* Beginning swimming is designed for students who feel unsafe in the water or for those students who would like to learn how to swim. Offered in the Fall Term.

##### \*150-154. FITNESS/ONE CREDIT

*GEP, Elective credit.* HPE 150: Aerobics, HPE 151: Walk/Swim, HPE 152: Fitness Approaches, HPE 153: Introduction to Yoga, HPE 154: Weight Training. Offered during Fall and/or Jan and/or Spring Term.

##### \*155. INTRODUCTION TO PILATES/ ONE CREDIT

*GEP, Elective credit.* Pilates is a course designed to provide a working knowledge of and the essential exercises involved in establishing core strength and stability. The course will help heighten mind-body awareness. Offered Fall and/or Spring Terms.

\*160. SPECIAL TOPICS IN HEALTH AND PHYSICAL EDUCATION/ONE TO FOUR CREDITS  
*GEP credit.* The topics in this course will vary depending on the available staff and the interest of the students.

\*245. LIFEGUARD TRAINING /TWO CREDITS  
*GEP, Elective credit.* The American Red Cross Lifeguarding course covers the skills and knowledge required for effective lifeguarding at swimming pools. Certifications include Lifeguard Training, CPR for the Professional Rescuer, AED and Lifeguard Management. Offered during Spring Term. Fee payable to Red Cross through instructor is \$79.00, including books, pocket mask, cards and equipment. The fee is subject to change.

\*254. INTERMEDIATE YOGA/ONE CREDIT  
*GEP, Elective credit. Prerequisite: HPE 154 or permission of instructor.* This course is a continuation of the work done in Beginning Yoga. Intermediate Yoga will focus on more advanced yoga postures, including standing and seated poses, twists, supine and prone poses, inversions, balancings, and backbends. Yoga philosophy is studied to a greater degree.

##### \*255. INTRODUCTION TO FITNESS AND WELLNESS/ TWO CREDITS

*GEP credit.* This course encompasses areas of fitness, fitness, nutritional health, and general wellness principles. Topics to be discussed will include but are not limited to nutrition, stress management, alcohol education, sexually transmitted diseases, food and the consumer, and physical activity. Students will also participate in a variety of lifetime activities that promote health and well-being. Offered Fall and Spring Terms.

##### \*256. CONCEPTS AND APPROACHES TO A FIT AND WELL WAY OF LIFE/THREE CREDITS

*GEP credit for Fitness and 1 PE activity. May not take both HPE 255 and 256 for credit.* This course is designed for Jan Term to give students a knowledge of fitness, nutritional health and general wellness. Students will also participate in a variety of daily lifetime fitness activities such as aerobics, yoga, pilates and water aerobics. Offered Jan Term only.

##### 360. SPECIAL TOPICS IN HEALTH AND PHYSICAL EDUCATION /ONE TO FOUR CREDITS

*Elective credit.* The topics in this course will vary depending on available staff and the interest of the students.

##### \*361. WOMEN IN SPORT: A STRUGGLE FOR EQUALITY/THREE CREDITS

*GEP credit.* For years women have had to fight for gender equality, especially in the male dominated area of sports. This course will closely examine the obstacles women have had to overcome in their quest for equality in sports throughout history. The course will be comprised of lectures, readings

and discussions from assigned articles, video presentations in class, and student presentations on issues related to the struggle for women to compete in sports.

#### TEAM SPORTS

\*134. BEGINNING TEAM SPORTS/ ONE CREDIT  
*GEP, Elective credit. HPE 134: Volleyball. Offered during Fall and/ or Jan and/or Spring Term.* Beginning level activities are designed for the student who has little or no experience in this activity.

#### RELATED COURSES

\*125. FIRST- YEAR SEMINAR/THREE CREDITS  
*GEP.* First-Year Seminars constitute a common and academically significant experience in a student's first year at Converse College. All incoming first-year students are required to take a 3-credit hour FYS in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with the common course number (except for designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are required elements of the course.

#### 180. STANDARD FIRST AID AND PERSONAL SAFETY/CARDIO-PULMONARY RESUSCITATION/ TWO CREDITS

*Elective credit.* A study of first aid, including thorough knowledge and skill development to meet the needs of most situations when emergency first-aid care is needed and medical assistance is not excessively delayed. *Offered on demand.*

#### 195. ATHLETIC TRAINING/THREE CREDITS

*Elective credit. Prerequisites: BIO 100 or permission of the instructor.* This course focuses on causes, symptoms, emergency care, treatment, rehabilitation and diagnostic training for sports injuries. *Offered on demand. Special fee: \$20.00 for training.*

#### 355. ISSUES IN WOMEN'S HEALTH/ FOUR HOURS IN JAN TERM

*GEP credit.* Although men and women have many similar health problems, women also face issues that are unique to them. Though out history, women have been subjected to many misconceptions relating to their health and their ability to be a functioning part of society. Additionally, they have experienced discrimination in their daily lives and in the area of healthcare. Not only are women living longer now, but they are experiencing more healthcare problems due to increased lifespan. In this course topics will be introduced to provide

students with knowledge related to the wide spectrum of women's health issues and how they might deal with them. Possible topics include; history of women's healthcare, the economics of women's healthcare, preventing cardiovascular disease and cancer, nutrition and exercise, chronic diseases for women, sexual and reproductive health, HIV/sexually transmitted infections, violence against women, mental health issues of female aging and the impact of the workplace on women's health. *Meets the Wellness and Humanities Women Studies GEP requirements.*

393. HEALTH AND PHYSICAL EDUCATION FOR ELEMENTARY TEACHERS/THREE CREDITS  
*Required for elementary majors, elective for special education majors.* Recommended to take during the Junior or Senior year. Designed to meet certification requirements of the South Carolina State Department of Education. A study of the developmental characteristics of the elementary child and planned activities in health and physical education that meet these needs. *Offered during Fall, Jan, Spring and Summer I and II Terms.*

#### 490. DIRECTED INDEPENDENT STUDY/ ONE OR TWO CREDITS

*Elective credit.* This course is designed as an individual study of a topic chosen by the student and approved by the instructor or as a group study designed to complement the physical education curriculum or a specific course offered by another department. *Offered on demand.*



# DEPARTMENT OF RELIGION AND PHILOSOPHY

KEVIN DeLAPP, *chair*; JEFFREY H. BARKER, SHERRY FOHR, KYLE KEEFER

The study of religion and philosophy provides a means for understanding human history, experience, and society through the examination of religious and philosophical traditions and other forms of meaning-making. Students are challenged to reflect upon broad questions of human society and culture, as well as personal questions of ethics and responsibility.

Thus, studying religion and philosophy is by nature interdisciplinary and complements the study of other areas of the humanities, arts and sciences. Women's issues and gender analysis are given particular attention and student research is emphasized.

The General Education Program is a requirement for all degrees. The requirements listed below are approved for the Bachelor of Arts, Bachelor of Science and Bachelor of Fine Arts.

ENG 101 .....	3 hours
Language and Culture .....	9 hours
MTH 108 or higher .....	3 hours
One course designated as	
Quantitative reasoning .....	3-4 hours
Health and Well-being Wellness .....	2 hours
Activity course.....	1-2 hours
Humanities.....	6 hours
Literature.....	3 hours
Fine Arts .....	6 hours
Natural Science .....	7-8 hours
Social Science .....	6 hours
Total .....	49-52 hours

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course
- Capstone experience.

For more information see GEP requirements in this catalog.

## THE PHILOSOPHY MAJOR

The Department of Religion and Philosophy offers a Bachelor of Arts degree with a major in philosophy. Students majoring in philosophy should develop some knowledge of the history and current state of the discipline, a grasp of representative philosophical issues and ways of dealing with them, a capacity to apply philosophical methods to intellectual problems, and a sense of how philosophy bears on other disciplines and on human life more generally. Studies leading to a philosophy major should

also develop a critical mind, a balance of analytic and interpretive abilities, and a capacity for the imaginative development of abstract formulations and their concrete applications.

## STUDENT LEARNING OUTCOMES

1. Demonstrate a well-developed ability to make and recognize conceptual definitions and distinctions and be capable of identifying assumptions (explicit or otherwise), conclusions, and inferences in both formal and informal arguments.
2. Creatively and charitably juxtapose different perspectives.
3. Engage in professional research at the level of an advanced undergraduate in a way that effectively communicates their ideas.
4. Recognize and negotiate at an intermediate level major debates and theoretic positions in academic philosophy.
5. Proficiently integrate famous epochs, movements, and individuals within the history of philosophy.
6. Accurately contextualize an individual thinker within his or her cultural and historical milieu, and develop sensitivity to the methods, assumptions, and perspectives of different societies.

## Major and Minor GPA calculation for Bachelor of Arts in Philosophy

To earn a major or minor in philosophy, students must have a minimum GPA of 2.0 across all of their philosophy courses. Minor and major GPAs are based on the grades earned in all PHI courses that count in the Converse GPA. Transfer credits from other institutions do not figure into the calculation for major or minor GPAs; approved philosophy courses taken at Wofford do count within the major and minor GPA, under the Converse-Wofford program.

The major consists of 30 credit hours and the successful completion of the following courses:

One course in logic or critical thinking.....	3 hours
Two courses in the history of philosophy .....	6 hours
One course in ethics or value theory .....	3 hours
Three additional courses at any level .....	9 hours
Two additional courses at the 300	
or 400-level.....	6 hours
PHI 400: Senior Capstone .....	3 hours
TOTAL HOURS FOR BACHELOR OF ARTS	
WITH A PHILOSOPHY MAJOR.....	30 hours

Up to six semester hours in philosophy taken at Wofford may also count toward the major, with the approval of the Program Coordinator. Transfer credit in philosophy from other accredited institutions must be approved by the Office of the Registrar as well as the Program Coordinator.

#### THE PHILOSOPHY MINOR

The minor is very flexible and can be a profitable complement to any major in the College. Students in religion, English, psychology, and politics will find it especially beneficial. To minor in philosophy, a student must take six courses for a total of 18 credit hours. The minor requirements are as follows:

At least one 200-level course .....3 hours  
At least one 300-level course .....3 hours  
Four additional elective courses

(any level) .....12 hours  
Total Hours for Philosophy Minor .....18 hours  
Certain courses offered by other departments in the College, as well as certain philosophy courses offered at Wofford, may count toward the minor. Generally, no more than two such substitutions will be allowed. Courses for the minor program should be selected in consultation with the philosophy adviser.

#### COURSES OF INSTRUCTION

##### \*100. INTRODUCTION TO LOGIC/ THREE CREDITS

*GEP, Major, Minor, Elective credit.* A study of the fundamental principles of correct reasoning directed toward improving reading, writing, speaking, listening and thinking. Students learn to recognize, analyze, evaluate, construct and refute arguments. Attention is given to both informal modes of reasoning as well as the basics of formal and symbolic systems. *Quantitative GEP requirement.*

##### \*125. FIRST YEAR SEMINAR/THREE CREDITS

*GEP, Major, Elective credit.* The purpose of this course is to expose first-year students to a specific interdisciplinary theme or topic using the methods of philosophy, and within connection with related material in other fields. Specific emphasis is given to cultivating critical thinking, effective speaking and writing skills. Such a course is required for all first-year students, and may be taken with a corresponding Student Success Seminar. Past offerings have included courses on cross-cultural philosophy, philosophy and mythology, and the philosophy of monsters. This course qualifies as Interfaith Studies when taught as Cross-Cultural Philosophy.

##### \*150T. PHILOSOPHY STUDY TRAVEL/ FOUR CREDITS

*GEP, Major, Minor, Elective credit.* A study of selected topics in philosophy utilizing the unique opportunities of a study-travel experience. Past offerings have included: "Ancient Theories of Emotions" taught in Greece and Italy and focusing on historical conceptions of emotions and moral psychology; "I Think, Therefore..." taught in Spain and France, focusing on Medieval and Early Modern conceptions of human rationality; and "Philosophy of the Undead" taught in Eastern Europe.

##### \*180. PROBLEMS OF PHILOSOPHY/ THREE CREDITS

*GEP, Major, Minor, Elective credit.* This course introduces students to particular debates, issues, and methodologies in philosophy, such as the nature of knowledge, the relationship between the mind and the body, personal identity, free will human nature, or the principles of ethical responsibility and action.

##### \*199H. FRESHMAN HONORS SEMINAR/ THREE CREDITS

*GEP credit.* A study of a selected subject within the discipline which will vary from term to term. The course is designed to encourage student participation in the intellectual processes through class discussion, research, writing, special projects, problem solving, and evaluation and defense of positions. When the subject matter duplicates that of another course, credit toward graduation will be granted for only one of the courses. Offered periodically in rotation with seminars in other disciplines.

##### \*200. PHILOSOPHICAL ETHICS/ THREE CREDITS

*GEP, Major, Minor, Elective credit.* Careful study of the major philosophical texts of various historical and contemporary ethical traditions. Attention is given to specific contemporary moral issues (such as abortion, capital punishment, the ethical treatment of animals, etc.) as well as historically influential normative theories and frameworks. Emphasis on textual analysis and on developing the skills needed to conduct philosophical discussions in writing and in the classroom. *Writing Intensive.*

##### \*205. BIOMEDICAL ETHICS/THREE CREDITS

*GEP, Major, Minor, Elective credit.* In this course the student will become familiar with the ethical theories that philosophers, physicians, biomedical researchers, and other thinking people have used in coming to understand themselves and their world. Students will have the opportunity to apply these theories to some of the most important

moral problems in medicine and the biomedical sciences. Emphasis on critical reasoning and analysis, with the goal of developing the ability to distinguish well-supported from poorly supported positions. With exploration of the life and death issues of biomedicine, the student should begin to understand the complexity of our moral problems and the need for a careful, rigorous, and sensitive approach to these problems. *Interfaith Studies*.

**\*215. ANCIENT GREEK PHILOSOPHY/  
THREE CREDITS**

*GEP, Major, Minor, Elective credit.* A study of the very beginnings of Western philosophical thought. Emphasis on the relationship between philosophy and mythology, the birth of science, and the influence of classical systems of thought on later philosophical traditions. Readings will focus on Plato and Aristotle, but may also include Pre-Socratic and Hellenistic figures.

**\*220. EARLY MODERN PHILOSOPHY/  
THREE CREDITS**

*GEP, Major, Minor, Elective credit.* This course examines key philosophical figures, texts and debates from the European Enlightenment. Specific figures may include Hobbes, Descartes, Locke, Berkeley, Spinoza, Hume and Kant and special attention may be devoted to issues central to the period, such as the rise of mechanistic science and the relationship between reason and emotion.

**\*230. GERMAN INTELLECTUAL HISTORY  
THREE CREDITS**

*GEP, Major, Minor, Elective credit.* This interdisciplinary seminar investigates some of the key intellectual discussions surrounding critique, praxis and emancipation in the German-speaking world since the Enlightenment. Focusing on short theoretical texts from Kant to Habermas, the course explores prominent issues in aesthetics, philosophy, and politics as well as the narrative and rhetorical strategies of knowledge production. This course also provides a general outline of the major developments in German cultural history during this period as well as the continued relevance of these texts in the new millennium. This course counts as one of the history of philosophy requirements for the major.

**\*265. CHINESE THOUGHT/THREE CREDITS**

*GEP, Major, Minor, Elective credit.* This course explores the intellectual texts and traditions of China in the classical period, with an emphasis on Confucianism, Mohism, Daoism, and Legalism. Special attention may be devoted to comparing these Chinese traditions with dominant Western interpretations and alternative philosophies and religions. Supplemental material may explore

artistic representations of classical Chinese thought, as well as the continuing relevance of such traditions in contemporary Chinese society. *Non-European/ non- Anglophone. Cross-listed with REL 265. Interfaith Studies.*

**\*299H. INTERDISCIPLINARY HONORS COURSE  
*GEP, Elective credit.*** This course is team taught by members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office.

**\*300. METAPHYSICS/THREE CREDITS**

*GEP, Major, Minor, Elective credit.* Metaphysics refers to the study of the nature of existence and reality. Specific topics that may be addressed include, but are not limited to, the relationship between mind and body, the persistence of the self throughout time, the nature of change and causation, the existence of supernatural entities, the meaning of "truth", and the distinction between facts and values.

**\*305. GENDER AND SEXUAL IDENTITY/  
THREE CREDITS**

*GEP, Major, Minor, Elective credit.* A study of philosophical views of gender and sexual identity. Specific authors, texts, and topics will vary and may include historical as well as contemporary perspectives. Typical issues covered include the following: women's and men's natures; the nature and causes of gender expectations, sexism and sexual inequalities; the ways in which gender and sexuality intersect with other aspects of identity, such as race, class, and culture; theories of love and sexual relationship; feminist analyses of traditional philosophical issues in metaphysics, epistemology, and ethics. *Writing Intensive. Counts toward Women's Studies credit.*

**\*315. AESTHETICS /THREE CREDITS**

*GEP, Major, Minor, Elective credit.* A philosophical study of the nature of beauty, art, and artistic experience. Special attention may also be devoted to the social, political, and economic contexts of art and aesthetic experience, various modes of interpreting the "meaning" of artworks, and the relationships between different artistic media. *Writing Intensive.*

**320. PHILOSOPHY AND LAW/THREE CREDITS**

*GEP, Major, Minor, Elective credits.* This course will explore the philosophical underpinnings of law and cultivate an informed and critical attitude toward the theories and expressions of law. Readings from a variety of historical, philosophical, legal and

literacy sources will look at the nature of law, liberty, liability and responsibility, crime and punishment, insanity and excuse in the law, as well as attempts to use law to limit liberty and enforce morality. This course will satisfy the "values" requirement for the philosophy major.

**\*325. ANCIENT, MEDIEVAL, AND RENAISSANCE POLITICAL PHILOSOPHY/THREE CREDITS**

*GEP, Major, Minor, Elective credit.* A survey of the major works in the Western tradition of political thought from Plato to Machiavelli. Cross-listed with POL 310.

**\*330. MODERN POLITICAL PHILOSOPHY/THREE CREDITS**

*GEP, Major, Minor, Elective credit.* A survey of the major works in the Western tradition of political thought from Hobbes to Marx. Cross-listed with POL 312.

**\*340. SPECIAL TOPICS IN PHILOSOPHY/THREE CREDITS**

*GEP, Major, Minor, Elective credit.* Intensive study of a specific topic or area in philosophy. Offerings have included such courses as philosophy of technology, philosophy of film, existentialism and German intellectual history. May be repeated for credit if topic changes.

**\*341. ADVANCED ETHICS/THREE CREDITS**

*GEP, Major, Minor, Elective credit. Prerequisite: PHI 200 or permission of instructor.* Intensive study of a topic or an area in moral philosophy such as comparative ethics, virtue ethics, moral psychology, or metaethics. May be repeated for credit if topic changes.

**\*342. PHILOSOPHY OF RELIGION/THREE CREDITS**

*GEP, Major, Minor, Elective credit.* A study of philosophical problems relevant to religious belief. Topics to be considered may include proofs for the existence of God, the problem of evil, miracles, the nature of religious belief, the relation of religion and morality, and the nature of God. Cross-listed with REL 342.

**\*360. PHILOSOPHY OF EDUCATION/THREE CREDITS**

*GEP, Major, Minor, Elective credit.* This course will survey a range of classical and contemporary philosophers who have developed philosophical concepts for educational programs and practices. Philosophers include Socrates, Plato, Aristotle, Rousseau, Herbart, Dewey, McPeck, Kohlberg and others while topics include Analytical Philosophy, Critical Thinking, Epistemology and Moral Education.

**\*400. SENIOR CAPSTONE/THREE CREDITS**

The purpose of this course is to develop an original research project that integrates the breadth of undergraduate curricula in philosophy and exposes students to the methodologies of graduate and professional work in philosophy. Students meet weekly to develop their research agendas, participate in peer review of drafts, and reflect on the connections among prior philosophy coursework. This course is a graduation requirement for all students majoring in philosophy and must be taken in the senior year. *Capstone.*

**\*401. STUDIES IN HUMANITIES: PHILOSOPHY/THREE CREDITS**

*GEP, Major, Minor, Elective credit.* Exploration of philosophical and humanistic issues as they relate to the modern world. May be taken more than once with the approval of the instructor.

**491. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/THREE CREDITS**

*Major, Minor, Elective credit.* Intensive study of a topic of the student's choice under the direction of a faculty member whose course or courses are listed in the philosophy curriculum.

**495. INTERNSHIP IN PHILOSOPHY/THREE OR SIX CREDITS**

*Major, Minor, Elective credit. Prerequisite: permission of department.* Exposure to duties and responsibilities of academic philosophers. Assignments may include creation of a philosophy graduate school application, exploration of the nature and industry of philosophy publication, assisting teaching and grading, and /or the preparation of introductory philosophy lectures. *Pass/fail grading.*

**497. HONORS IN PHILOSOPHY/THREE CREDITS**

*Major credit. Prerequisite: at least 15 hours of major coursework, senior class standing, and approval by the Philosophy program coordinator and instructor.* This course is for qualified students pursuing honors in philosophy. (You do not have to be in the Nisbet Honors Program to pursue this.) Students perform independent research and write a thesis under the direction of a philosophy faculty supervisor.

**RELIGION**

The Department of Religion and Philosophy offers a Bachelor of Arts degree with a major in Religion. The religion graduate is expected to have an appreciation of the diversity of humanity's religious traditions. It is acknowledged that no student will recall all the factual information relating to any religious tradition. What is expected of the religion graduate is that he or she will have enough knowledge to form a general picture of

each religious tradition he or she has studied. In addition, the religion graduate is expected to have a broad understanding of the academic study of religion, which stands outside particular religious traditions and studies religions by means of the methods and standards of the secular academy.

#### STUDENT LEARNING OUTCOMES

1. Demonstrate general knowledge of the basic tenets and/or the particular manifestations of at least one Western religious tradition (e.g., Judaism, Christianity, Islam).
2. Demonstrate general knowledge of the basic tenets and/or the particular manifestations of at least one Eastern religious tradition (e.g., Buddhism, Confucianism, Taoism).
3. Engage in critical, comparative study of two or more major religious traditions.
4. Understand and explain a variety of methodological approaches to religion.
5. Demonstrate critical interpretive skills with regard to the investigation of religious texts.

#### Major and Minor GPA calculation for Bachelor of Arts in Religion

To earn a major or minor in religion, students must have a minimum GPS of 2.0 across all of their religion courses.

Minor and major GPAs are based on the grades earned in all Religion courses (REL) that count in the Converse GPA.

Transfer credits from other institutions do not figure into the calculation for major or minor GPAs; approved religion courses taken at Wofford do count with in the major and minor GPA under the Converse –Wofford program.

A major in religion consists of 33 hours of coursework. The major requires one course (no more than two) at the 100-level; three courses at the 200 level (covering at least two religious traditions); and three courses at the 300/400-level. Majors must also complete REL 391 or its equivalent in the sophomore or junior year after having completed one 100-level course. Senior majors must complete REL 491. The religion classroom is a locus of learning, but not its limit. Extra- classroom activities that enhance course learning are often offered through department forums, speakers, and field trips, or opportunities for research. Majors are expected to take part in departmental functions and projects whenever possible and are welcomed to participate in departmental decision-making. With exception of REL 391 and REL 491, religion courses count for GEP credit unless otherwise

indicated. Students are encouraged however, to enroll primarily in 100 and 200-level courses to meet the GEP requirement. The Religion Department will accept six hours of transfer credits (or more at the discretion of the program coordinator) toward the major or minor. No more than six internship hours may be applied toward the major. The Department will accept no more than one course in biblical language toward the major or minor.

The rationale for the numbering of courses in religion is as follows:

100-level courses are fundamental courses that;

1. Introduce students to aspects of the study of religion as humanism discipline in an academic setting and employ materials from a variety of religious traditions.
2. are skills-oriented courses most suitable for first and second-year students.

200 level courses introduce students to the fundamental history, literature or interpretation of one or more religious traditions. They are more focused than 100 level courses, and yet often cover the breadth of an historical or literary tradition.

300 level courses are more specific, thematic, often comparative across traditions, focus on a specific aspect of a tradition or traditions, often interdisciplinary and stress the application of methodology to specific problems or issues.

#### THE RELIGION MINOR

A minor in religion consists of 18 hours of coursework. No more than two 100-level courses count toward the minor. Minors must also take at least two 200-level courses, covering at least two religious traditions. Minors are also encouraged to take part in departmental activities outside of regular course requirement.

#### THE INTERFAITH STUDIES MINOR

Dr. Sherry Fohr, *curricular director*

Rev. Jason Loscuito, *co-curricular director*

The Interfaith Studies Program is designed to prepare students for interfaith dialogue and cooperation in whatever field they choose for their careers in light of the growing presence of interfaith dynamics in different professional settings. An interfaith minor may be paired with a variety of majors related to fields in which interfaith skills are in demand, such as politics, international affairs, counseling, business, medicine, law, the military, etc. Interfaith dialogue is defined as constructive, positive, and cooperative communication/interaction between people of different religious traditions and/or spiritual or humanistic beliefs (including those

who are not affiliated with a particular religion). Interfaith dialogue may happen between individuals or between institutions. It is often done to promote understanding and acceptance between those of different beliefs (not to adopt others' beliefs), or to engage in reciprocally inspiring relationships with people of various backgrounds. Interfaith cooperation refers to people and/or communities of different faith and non-faith traditions uniting toward social action for the common good. For example, there has been interfaith cooperation toward ending human trafficking and protecting minorities against violent extremism. A minor in the Interfaith Studies program consists of 18 hours of coursework. It is also recommended, but not required, to complete the IFYC (Interfaith Youth Core) student leadership program to the 2.0 level.

#### Student Learning Outcomes

A course contributing to one or more of the following learning outcomes, and which also has at least one assignment tied to at least one outcome, may qualify for the Interfaith Studies Program (IFS).

1. Develop basic appreciative knowledge of multiple religious and/or spiritual or humanistic traditions.
2. Develop knowledge of theologies/ethics of interfaith cooperation and/or issues in negotiating cultural interactions and conflicts.
3. Demonstrate effective communication and facilitate dialogue by juxtaposing perspectives and holding conflicting beliefs in tension.
4. Demonstrate adept skills in interfaith dialogue among diverse participants, including the ability to navigate differences among participants to foster pluralism.
5. Recognize and explain the ways in which religious traditions and interreligious encounters are embedded within cultural, political, educational, therapeutic, gendered, and/or economic systems.

The following three courses are required to complete the minor. It is strongly recommended that these courses be taken in the order listed below.

REL 104: World Religions .....3 hours  
 REL 310: Interfaith Cooperation.....3 hours  
 REL/ATH 406: Interfaith Field Studies.....3 hours

The following courses fulfill remaining 9 hours of coursework. The minor requires that at least two of these courses be non-religion courses:

- HST 474: The Arab-Israeli Conflict .....3 hours  
 HST/POL/REL470 Islamic and  
 Middle East Politics .....3 hours  
 HST/POL 402 Women's Lives in Asian  
 and African Cultures .....3 hours  
 HST/POL 375 The Vietnam Experience.....3 hours  
 MUH 332: Diverse Cultures

- and their Music .....3 hours  
 PHI 125: Cross-Cultural Philosophy.....3 hours  
 PHI 205: Biomedical Ethics .....3 hours  
 PHI/REL: 265 Classical Chinese Thought ...3 hours  
 POL 102: Introduction to  
 International Relations .....3 hours  
 REL 341: American Film and  
 Religious Pluralism.....3 hours  
 REL 301: Special Topics in  
 Interfaith Studies.....3 hours  
 REL 354: Interfaith Internship.....3 hours  
**TOTAL HOURS FOR MINOR IN  
 INTERFAITH STUDIES.....18 hours**

#### COURSES OF INSTRUCTION

##### \*100. INTRODUCTION TO RELIGION/ THREE CREDITS

*GEP, Major, Minor, Elective credit.* This course is an introductory study of human religious beliefs and practices, including ritual, myth, symbol, and the sacred. The application of these concepts to the contemporary world is emphasized.

##### \*104. INTRODUCTION TO WORLD RELIGIONS/ THREE CREDITS

*GEP, Major, Minor, Elective credit.* A study of the basic forms of religious belief, activity, and experience in the major world religions. Traditions to be discussed may include tribal religions, Hinduism, Buddhism, Chinese religion, Judaism, Christianity, and Islam. *Non-European/non-Anglophone. Interfaith Studies.*

##### \*125. FIRST YEAR SEMINAR/THREE CREDITS

*GEP, Major, Elective credit.* The purpose of this course is to expose first-year students to a specific interdisciplinary theme or topic using the methods of philosophy, and within connection with related material in other fields. Specific emphasis is given to cultivating critical thinking, effective speaking and writing skills. Such a course is required for all first-year students, and may be taken with a corresponding Student Success Seminar.

##### \*199H. FRESHMAN HONORS SEMINAR/ THREE CREDITS

*GEP credit.* A study of a selected subject within the disciplines which will vary from term to term. The course is designed to encourage student participation in the intellectual processes through class discussion, research and writing, special projects, problem solving, and evaluation and defense of positions. When the subject matter duplicates that of another course, credit toward graduation will be granted for only one of the courses. Offered periodically in rotation with seminars in other disciplines.

**\*200. THE CHRISTIAN TRADITION/  
THREE CREDITS**

*GEP, Major, Minor, Elective credit.* This course is an introduction to Christianity that focuses on examination of the major theological themes and problems that have commonly occupied Christians and how these issues have developed over time. We will use primary sources for the most part in our explorations. While this course focuses on Christian thought (theology), we will also make connections between theology and worship, ethics, and other aspects of Christianity.

**\*205. INTRODUCTION TO HEBREW BIBLE AND  
EARLY JEWISH LITERATURE/THREE CREDITS**

*GEP, Major, Minor, Elective credit.* A survey of the historical development of the ancient Hebrews and their writings (Old Testament/Hebrew Bible and extra-canonical texts).

**\*206. INTRODUCTION TO THE NEW  
TESTAMENT AND EARLY CHRISTIANITY/  
THREE CREDITS**

*GEP, Major, Minor, Elective credit.* A survey of New Testament and other early Christian writings and the contexts in which they were produced.

**\*250. APOCALYPTIC LITERATURE AND  
MOVEMENTS/THREE CREDITS**

*GEP.* A study of the origins of apocalyptic thinking in Judaism and Christianity with a subsequent exploration of the influences of the apocalyptic worldview in contemporary contexts. Students will investigate ancient texts, modern movements, films and novels. *Writing Intensive.*

**\*261. INTRODUCTION TO BUDDHISM/  
THREE CREDITS**

*GEP, Major, Minor, Elective credit. Prerequisites: Either REL 100 or REL 104.* An introduction to Buddhism as it has developed in various world contexts. *Non-European/non-Anglophone.*

**\*262. JUDAISM AS A CIVILIZATION:  
AN INTRODUCTORY COURSE IN  
JEWISH CULTURE, HISTORY AND TRADITION/  
THREE CREDITS**

*GEP, Major, Minor, Elective credit.* An introduction to Judaism across historical and cultural contexts.

**\*263. JAINISM/THREE CREDITS**

*GEP, Major, Minor, Elective credit. Prerequisites: Either REL 100 or REL 104.* This course approaches the minority Indian religion of Jainism through textual, historical, and anthropological information concerning ethics, narratives, festivals, rituals, worldview, and the various roles and practices of men and women in different sects and sub-sects. *Non-European/non-Anglophone. Cross-listed with ATH 263.*

**\*264. HINDU RELIGION AND CULTURE/  
THREE CREDITS**

*GEP, Major, Minor, Elective credit.* This course approaches Hinduism not merely as a religion within a culture, but as coextensive with a culture of great diversity. There will be examinations of textual, narrative, historical, sociopolitical and anthropological information concerning gods and goddesses, festivals, rituals, renunciation and various roles and practices of different Hindu men and women. *Non-European/non-Anglophone. Cross-listed with ATH 264.*

**\*265. CHINESE THOUGHT/THREE CREDITS**

*GEP, Major, Minor, Elective credit.* This course explores the intellectual texts and traditions of China in the classical period, with an emphasis on Confucianism, Mohism, Daoism, and Legalism. Special attention may be devoted to comparing these Chinese traditions with dominant Western interpretations and alternative philosophies and religions. Supplemental material may explore artistic representations of classical Chinese thought, as well as the continuing relevance of such traditions in contemporary Chinese society. *Non-European/non-Anglophone. Cross listed with PHI 265. Interfaith Studies.*

**\*299H. INTERDISCIPLINARY HONORS COURSE**

*GEP, Major, Elective credit.* This course is team taught by members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office.

**\*300. STUDIES IN SACRED TEXTS/  
THREE CREDITS**

*GEP, Major, Minor, Elective credit.* An intensive study of a selected portion of a sacred text. May be repeated for credit if subject matter is not duplicated.

**\*301. SPECIAL TOPICS IN INTERFAITH  
STUDIES/THREE CREDITS**

*GEP, Major, Minor, Elective credit.* Studies in selected topics concerning interfaith literacy, dialogue and/or cooperation. May be repeated for credit if subject matter is not duplicated. *Interfaith Studies.*

**\*302. FROM CREED TO CHRISTENDOM:  
CHRISTIANITY FROM 300-1300/  
THREE CREDITS**

*GEP, Major, Minor, Elective credit.* A survey of the history of Christianity from the fourth century to the late Middle Ages. This course will focus on the issues, thought, and historical events which shaped Christianity, and on its contribution to western culture.

**\*303. THEMES IN RELIGIOUS ETHICS/  
THREE CREDITS**

*GEP, Major, Minor, Elective credit.* Studies in selected ethical problems and the process of making decisions in religious contexts. May be repeated for credit if subject matter is not duplicated.

**\*304. REFORMATIONS OF EARLY MODERN  
CHRISTIANITY/THREE CREDITS**

*GEP, Major, Minor, Elective credit.* This course is a survey of the development of Christianity from the late Middle Ages through the Early Modern period, covering institutional and theological developments, spirituality, and popular movements. The course will focus on various types of reform during this period.

**\*305. WOMEN AND RELIGION/THREE CREDITS**

*GEP, Major, Minor, Elective credit. Prerequisites: Either REL 100 or REL 104.* A survey of important themes significant to the impact of religion on women and women on religion, historically and in the modern world. A variety of religious traditions and cultures will be discussed. A special focus of the course is recovering the narratives of women's religious experience. *GEP Humanities/Women's Studies.*

**\*306. FIELD STUDIES IN RELIGION/  
THREE CREDITS**

*GEP, Major, Minor, Elective credit.* Field studies courses focus on significant investigation of religious phenomena outside as well as in the classroom. Travel may be involved in some field studies. May be repeated for credit if subject matter is not duplicated. *Cross-listed with ATH 306.*

**\*307. CHRISTIANITY IN THE MODERN WORLD/  
THREE CREDITS**

*GEP, Major, Minor, Elective credit.* A survey of the history of Christianity from 1650 to the present, with focus on the issues, thought, and events which shape Christianity in its present forms. A special focus of the course will be the development of Christianity beyond Europe and North America.

**\*308. RELIGION IN AMERICA/THREE CREDITS**

*GEP, Major, Minor, Elective credit.* Historical survey of religious life and thought in America, with attention given to the diversity of religious experience in the United States. Emphasis is given to the role of religion in American life and the impact of the American experience on religious traditions. *Writing Intensive.*

**\*309. STUDIES IN RELIGIOUS TRADITIONS/  
THREE CREDITS**

*GEP, Major, Minor, Elective credit.* Studies in selected topics in religious thought, culture and history.

May be repeated for credit if subject matter is not duplicated.

**310. INTERFAITH COOPERATION/  
THREE CREDITS**

*Major, Minor, Elective credit* This course will explore the knowledge and skills needed to foster interfaith literacy and cooperation. Interfaith literacy is approached as an essential characteristic of leadership in a religiously diverse world. Interfaith cooperation is approached through service-learning beyond the classroom by planning an interfaith event for the Converse community. *Interfaith Studies.*

**\*313. STUDIES IN RELIGIOUS THOUGHT/  
THREE CREDITS**

*GEP, Major, Minor, Elective credit. Prerequisites: Either REL 100 or REL 104.* Studies in selected issues, figures or movements in religious thought. May be repeated for credit if subject matter is not duplicated.

**\*330. STUDIES IN RELIGION AND CULTURES/  
THREE CREDITS/FOUR CREDITS IN JAN TERM**

*GEP, Major, Minor, Elective credit. Prerequisites: Either REL 100 or REL 104.* Studies of significant humanistic issues in religion. May be repeated for credit if subject matter is not duplicated. *Cross-listed with ATH 330.*

**\*331. STUDIES IN RELIGION THREE CREDITS/  
FOUR CREDITS**

*GEP, Major, Minor, Elective credit.* Studies of significant humanistic issues in religion. May be repeated for credit if subject matter is not duplicated.

**\*340. RELIGION AND LITERATURE/  
THREE CREDITS**

*GEP, Major, Minor, Elective credit. Prerequisites: Either REL 100 or REL 104.* A study of religious thought and problems reflected in the writing of selected authors. May be repeated for credit if subject matter is not duplicated. *Only the topic of Women in Asian Traditions through Fiction and Film meets the Non-European/non-Anglophone.*

**\*341. AMERICAN FILM AND  
RELIGIOUS PLURALISM**

*GEP, Major, Minor, Elective credit.* This course explores how religion has appeared in a variety of American films with regard to questions of how various forms of religious identity interact with American culture and how various religions can coexist with one another. *Interfaith Studies*

**\*342. PHILOSOPHY OF RELIGION/  
THREE CREDITS**

*GEP, Major, Minor, Elective credit.* A study of philosophical problems relevant to religious belief.



Topics to be considered may include proofs for the existence of God, the problem of evil, miracles, the nature of religious belief, the relation of religion and morality, and the nature of God. *Cross listed with PHI 342.*

**\*346. JESUS IN ANCIENT AND MODERN MEDIA/ THREE CREDITS**

*GEP, Major, Minor, Elective credit.* An investigation of the historical Jesus and of the interpretation of Jesus in a variety of cultural contexts. Christian scriptures will be central, but the course will also explore Jesus as he is portrayed in fiction, film and popular religion.

**350. RELIGION INTERNSHIPS  
THREE OR SIX CREDITS**

*Major credit. Prerequisite: permission of the department. Pass/fail grading. Offered as needed.*

**354. INTERFAITH INTERNSHIP/  
THREE TO SIX CREDITS**

*Major, Minor credit. Prerequisite: permission from a co-director of interfaith studies.* Students enrolled in this internship will work with either a local, national, or international organization and/or through the Converse Chaplain's office. *Interfaith Studies*

**\*355. THE BIBLE, GENDER, AND SEXUAL LITERACY/THREE CREDITS.**

*GEP, Major, Minor, Elective credit.* An exploration of the influence of the Bible upon the construction and understanding of gender roles, identities, and sexual mores. The dual emphases will be both the text itself and the history of its interpretations. *GEP Humanities/ Women's Studies.*

**\*380. RESEARCHING ASIAN TRADITIONS/  
THREE CREDITS**

*GEP, Major, Minor, Elective credit. Prerequisites: REL 104, 260, 261, 263 or 264 or permission of the instructor.* In this course students will conduct independent research on a topic of their choice concerning Hinduism, Buddhism or Jainism and formally present their findings in oral and written form. *Non-European/non-Anglophone. Writing Intensive.*

**391. THEORY AND METHOD IN THE STUDY OF RELIGION/THREE CREDITS**

*Major credit. Prerequisites: REL 100 or REL 104.* A survey of important theories and methods in the academic study of religion for sophomore and junior majors.

**\*406. INTERFAITH FIELDS STUDIES/  
THREE CREDITS**

*GEP, Major, Minor, Elective credit. Prerequisites: REL 100 or REL 104.* This course requires students to conduct original ethnological field research with an area religious community that is different from their

own, teach other students in the class about these communities, and write advanced-level papers about this research and issues concerning interfaith dialogue. *Cross listed with ATH 406. Interfaith Studies. Writing Intensive.*

**\*470. ISLAMIC AND MIDDLE EAST POLITICS/  
THREE CREDITS**

*GEP, Major, Minor, Elective credit.* An introduction to Islamic politics and to the comparative and developmental issues of the Arab world and the larger Middle East. The approach will be historical as well as contemporary. *Cross-listed with HST 470 and POL 470. Non-European/non-Anglophone. Interfaith Studies.*

**490. DIRECTED INDEPENDENT STUDY IN  
SELECTED TOPICS/THREE CREDITS**

*Prerequisite: permission of the instructor.* An independent course of study in a topic not covered by regular course offerings. *May be repeated for credit.*

**491. SENIOR PROJECT IN RELIGION/  
THREE CREDITS**

*Major credit.* In consultation with religion faculty, the senior student will choose a topic on which to conduct a major research project. While all capstone projects will ultimately culminate in written form, the form might vary: classic senior research thesis, sophisticated analytical article, written research talk or position paper are some possibilities. Whatever the format, the project should reflect the student's development in coursework and independent research. Each senior will present her project in some form in the spring of her senior year. *Capstone.*

# THE SCHOOL OF THE ARTS

BOONE HOPKINS, *dean* RUTH BEALS, DAVID BERRY, ANDREW BLANCHARD, MARY CARLISLE, NAINA DEWAN, NICOLE DE ARMENDI, ANDREA ELLIOTT, PATRICIA S. FOY, SUSANNE GUNTER, CHANDRA OWENBY HOPKINS, GRETCHEN HURLBUT, SARAH JOHNSON, KEITH JONES, SUSANA LALAMA, SUSAN LYLE, VALERIE MACPHAIL, MELISSA OWENS, SIEGWART REICHWALD, SCOTT ROBBINS, CAROL SHULTIS, JENA THOMAS, MEG HANNA TOMINAGA, REBECCA TURNER, CHRIS VANEMAN, KELLY VANEMAN, DOUGLAS WEEKS, ELIZABETH YORK

## MISSION STATEMENT

The School of the Arts at Converse College inspires, teaches, and trains artists by fostering communication, creativity and scholarship, and nurtures appreciation for the visual and performing arts.

## CORE VALUES

The School of the Arts (SOA) at Converse College values and believes in the Arts as a path to: Passion, Inspiration, Imagination, Discovery, Expression, Transformation, and Joy.

## ARTS FOUNDATIONS:

### CREATIVITY THAT WORKS

The faculty in Art and Design, Theatre and Dance, and the Petrie School of Music train students to be working professionals in the arts. All students in the School of the Arts will take the following interdisciplinary courses in collaboration, personal brand development, and professionalization:

### ATM 100: INTERDISCIPLINARY ARTS FOUNDATIONS I/TWO CREDITS

*Prerequisite for ATM 200, and all SOA courses at the 300-level or above.* An introduction to the commonality that unite all artist/performers across the Arts. Including a look at the creative process, collaboration, and performance; professional aspects of the arts including presentation of self and networking; and then looking for and finding your path through the arts into a successful career.

### ATM 200: INTERDISCIPLINARY ARTS FOUNDATIONS I/ONE CREDIT

*Prerequisite ATM 100. Prerequisite for all SOA Capstone experiences.* To be taken in the second year of study in the School of the Arts, this course builds on the ideas introduced in ATM 100 and looks more deeply at the creative process, collaboration, and artistic creation in all three arts areas. This course will also explore the varied paths artists follow in developing their own career paths, both within the Converse community and beyond.

# DEPARTMENT OF ART AND DESIGN

SUSANNE GUNTER, *chair*, RUTH BEALS, ANDREW BLANCHARD, MARY CARLISLE, NICOLE DE ARMENDI, ANDREA ELLIOTT, GRETCHEN HURLBUT, JENA THOMAS

## MISSION

The mission of the Department of Art and Design is to provide for our students a dynamic visual art and design education that fosters creativity and scholarship, develops skills and nurtures appreciation of the visual arts.

To best serve our majors the Department of Art and Design has established the following goals:

1. To provide a comprehensive curriculum that is built upon a strong foundation in studio art, art history, and current trends within the various fields of study.
2. To incorporate critical thinking and creative expression in all areas of study.
3. To provide external educational experiences that enrich the overall learning process.
4. To promote skill proficiency in the use of innovative equipment and techniques.
5. To provide career advisement and guidance for students.

Beyond training the student in the practice of her art, the department also fosters professional development through the inclusion of internships, exhibitions, liberal arts study, and membership in professional organizations. This type of preparation, both aesthetic and practical, best serves Converse students as they prepare for careers in the arts.

## DEGREE PROGRAMS AND ACCREDITATIONS

Accredited by the National Association of Schools of Art and Design (NASAD) and the Council for Interior Design Accreditation (CIDA), the Department of Art and Design offers both the Bachelor of Arts degree and the Bachelor of Fine Arts degree. For the BA degree, students may choose a major in art history, art therapy, studio art, or art education. The Bachelor of Fine Arts degree is a content-laden degree in studio art or interior design. Early declaration of a Bachelor of Fine Arts major is required due to the rigorous requirements

of the programs. Students with majors in areas other than art may need to consult the Department of Art and Design chair for guidance in a double major or a minor in art history, studio art, or arts management.

Calculation of GPA for degrees in the Department of Art

The GPA for the Bachelor of Arts with a major of Art Education major is calculated using all required courses for the major. Students must have a minimum GPA of 2.0 in the major to graduate, but must have at least a 2.75 cumulative GPA to enter the Teacher Education Program.

The GPA for the Bachelor of Arts with an Art History major, Art Therapy major, Studio Art major, BFA Studio Art major, and the BFA Interior Design major is calculated using all required courses for the major. The GPA for the Art History minor and Studio Art minor is calculated using all required courses for the minor.

Students must have a minimum GPA of 2.0 in the major or minor to graduate.

#### MINORS

Minors are offered in art history and studio art, as well as an arts management minor, which is interdisciplinary between art, music, and theatre. The arts management minor is highly recommended for all majors in the School of the Arts. It is particularly useful for BA Studio Art, BA Art History, or BFA Studio Art degree majors. Like all art and design minors, arts management is available to all Converse students. For complete information on the arts management minor, please refer to the section on Interdisciplinary Minors in this catalog.

All students majoring in the Department of Art and Design must take the Senior Seminar in their respective majors, and all majors except art history must take ART 415: Senior Exhibition during their senior year. These courses are designed to assist seniors in developing career preparation skills and in preparation for their senior graduation exhibitions.

The General Education Program is a requirement for all degrees. The requirements listed below are approved for the Bachelor of Arts and Bachelor of Fine Arts in the School of the Arts.

ENG 101 .....	3 hours
Language and Culture .....	9 hours
MTH 108 or higher .....	3 hours
One course designed as	
Quantitative reasoning .....	3-4 hours
Health and Well-being Wellness .....	2 hours

Activity course.....	1-2 hours
Humanities.....	6 hours
Literature.....	3 hours
Fine Arts .....	6 hours
ATM 100 : Interdisciplinary	
Foundations I.....	2 hours
ATM 200: Interdisciplinary	
Foundations II .....	1 hour
(ATM 100 and ATM 200 are required and satisfy 3 hours of Fine Arts GEP credit	
Natural Science .....	7-8 hours
Social Science .....	6 hours
Total	49-52 hours

#### THE BACHELOR OF ARTS DEGREE PROGRAM

Students in the Bachelor of Arts degree program have the option of majors in art history, studio art, art education, or art therapy.

#### ART EDUCATION

The mission of the Bachelor of Arts in Art Education program is to prepare college students for initial certification in art at the elementary through secondary school levels, and to develop art educators who are also competent artists that exhibit creativity and skill in a variety of studio media.

Upon graduation, the art education major will be able to demonstrate:

1. Competencies in art production in a variety of media, art history, aesthetics, and art criticism.
2. An understanding of art education theory and mastery of teaching including best practices in curriculum development and implementation, instructional strategies and procedures, and assessment techniques.
3. An understanding of artistic styles and principles in all major visual arts media and their relationship to other arts areas and to other content areas including the human, social, economic, and cultural components that give individual communities their identities.
4. The highest qualities and attributes of a professional art educator as they assume the role as an advocate in the field of art education both in and out of the classroom.

#### STUDENT LEARNING OUTCOMES

Students will demonstrate competencies in art production and art history.

1. Students will demonstrate competencies in art education by advancing through the education component benchmarks.
2. Students will articulate verbal and written mastery of an understanding artistic styles and principles.

3. Students will model the professional components of the field of art education.

In order to become certified in art education (PreK–12) the prospective art teacher must complete the Bachelor of Arts degree with a major in art education. Art Education majors must pass Core Praxis before moving to Benchmark II and the second clinical. Beginning in Fall 2020, in order to be placed for student teaching, teacher candidates must pass the state required PRAXIS II exams in the area of student teaching.

#### Required Courses in Art:

ART 201: Introduction to History of Western Art I.....	3 hours
ART 202: Introduction to History of Western Art II .....	3 hours
Choose two: .....	6 hours
ART 200: Introduction to Art Beyond the West ..	
ART 290: Special Topics in Art History	
ART 306: Twentieth Century Art Before 1945	
ART 309: Art Since 1945	
ART 310: American Art	
ART 315: Women and Art	
ART 325: Special Topics in Non-Western Art	
ART 111 or Art 125: 2-D Design .....	3 hours
ART 112 or Art 125: 3-D Design .....	3 hours
ART 113: Drawing I .....	3 hours
ART 213: Drawing II .....	3 hours
ART 120: Printmaking I.....	3 hours
ART 130: Ceramics I .....	3 hours
ART 150: Sculpture I.....	3 hours
ART 170: Painting I.....	3 hours
ART 414: Senior Seminar .....	1 hour
ART 415: Senior Exhibition.....	1 hour
Total Major Hours .....	38 hours

#### Required Courses in Art Education:

ART 300: Art for the Elementary School.....	3 hours
ART 300L: Art for the Elementary School Lab Clinical I** .....	1 hour
ART 314: School Art Curriculum and Methods .....	3 hours
ART 316: Art for the Secondary School .....	3 hours
ART 316L: Art for the Secondary School Lab Clinical II** .....	2 hours
Total Art Education Requirements .....	12 hours

Students should also consult *A Handbook for Prospective Teachers* which is available in the Education Department or the student may visit: [www.converse.edu/program/education/](http://www.converse.edu/program/education/)

#### Required Courses in Education and Psychology:

EDU 360: Introduction to Education.....	3 hours
*EDU 425: Teaching Reading in the Content Area.....	3 hours

EDU 412h: Directed Student Teaching: Art** .....	12 hours
PSY 380: Human Growth and Development.....	3 hours
Total Education and Psychology Hours .....	21 hours
TOTAL HOURS FOR BACHELOR OF ARTS WITH ART EDUCATION MAJOR.....	71 hours

\*Must be taken concurrently with Art 316 and 316L

\*\*Indicates experiential learning course requirement. All are required for this degree program.

#### ART HISTORY

The mission of the Bachelor of Arts degree in Art History is to provide students with an understanding of visual culture through the ages, a knowledge of the major artists and artworks and their historical context with an emphasis on the West, and the ability to analyze, write and discuss the style, content, theory, and historical context of specific periods and artists.

The major in art history provides students with an understanding of visual culture through lecture and discussion, field trips to museums, internships and travel study opportunities. The art history degree provides a strong liberal arts education and prepares the student for graduate programs in art history as well as entry-level positions in galleries, museums and art auction houses. Students of art history have careers as diverse as managing a private art collection to becoming assistant to the White House art curator.

#### ART HISTORY MAJOR PROGRAM GOALS:

Upon graduation, the art history major will be able demonstrate:

1. A broad understanding art history movements and historical context of significant artworks and artists.
2. Critical thinking, research, writing and oral presentation skills with technical abilities to do online research and develop PowerPoint presentations.

#### STUDENT LEARNING OUTCOMES

1. Students will explain art history based on research.
2. Students will critically analyze the art by proving a thesis.
3. Students will employ oral presentation skills.

The Bachelor of Arts with a major in art history is offered in cooperation with the Department of Art

History at Wofford College. Converse art history majors should expect to take at least two art history courses on the Wofford campus. The program requires a total of 33 credit hours.

Students in the art history major are urged to take their electives in such liberal arts areas as philosophy, history, religion, humanities, or literature, and have a strong background in French, Italian, German or Spanish. A double major is a possible option with an art history major.

**Required Courses in Art:**

Choose one of the following: .....3 hours

ART 111 or Art 125: 2-D Design

ART 112 or Art 125: 3-D Design

ART 113: Drawing I

ART 150: Sculpture I

ART 170: Painting I

ART 200: Art Beyond the West .....3 hours

ART 201: Introduction to History  
of Western Art I .....3 hours

ART 202: Introduction to History  
of Western Art II .....3 hours

Choose one of the following .....3 hours

ART 308: Museum Internship

ART 307: Art History Travel Aesthetics or

Phi 315: Aesthetics or Art Historiography  
(taught at Wofford)

ART 306: Twentieth Century Art  
Before 1945 .....3 hours

ART 309: Art Since 1945 .....3 hours

ART 460: Art History Senior Seminar\* 3 hours

Plus three additional courses from the  
following areas: .....9 hours

American

Nineteenth Century

Non-Western Art

Special Topics

Women in Art

Decorative Arts

Available Wofford Courses:

Ancient and Classical Art

Italian Renaissance

Baroque and Rococo

Medieval Asian Art

TOTAL HOURS FOR BACHELOR OF ARTS  
WITH ART HISTORY MAJOR .....36 hours

\*Indicates experiential learning requirement for  
degree program.

**THE ART HISTORY MINOR**

The requirements for a minor in art history consist of 18 credit hours including ART 201–202: Introduction to History of Western Art I and II, plus four additional upper-level art history courses in four different subject areas (not including art history travel programs or museum internships).

**ART THERAPY**

The mission of the art therapy major is to provide a basic overview of the profession of art therapy and a strong preparatory base for graduate study in that field. Within the liberal arts curriculum, art therapy majors will combine elements from the behavioral sciences and the visual arts in a study of theory, methods, and presentation of art materials to stimulate free expression of the creative process within a wide range of treatment settings.

Four art therapy courses prepare students for ART 390: Art Therapy Internship, in a clinical or educational setting. The Internship can be completed either over two semesters of 120 hours for three credits each or over one semester of 240 hours for six credits. This combination of courses provides theory, methods, and hands-on experience for the student interested in the art therapy profession.

A student majoring in art therapy must complete 44 credit hours of coursework in art and art therapy. ART 414: Senior Seminar and ART 415: Senior Exhibition are required. In addition to these 44 credit hours, a student also must complete 15 hours of 200–level or above courses in the Department of Psychology.

**ART THERAPY PROGRAM GOALS:**

The program seeks to maintain a high percentage of graduates who are accepted into Masters or Ph.D. programs or successfully enter into the workforce in a helping profession. In order to accomplish this end, the Bachelor of Arts in Art Therapy degree program identifies the following primary goals:

1. Develop a strong foundation in the use of basic art media including drawing, painting, and ceramics.
2. Demonstrate a comprehensive knowledge of the historical and theoretical approaches which contribute to the current trends in art therapy paradigms and the requirements for becoming a credentialed art therapist. This includes psychological, cultural and sociological backgrounds as well as knowledge of art history.
3. Demonstrate knowledge of ethical considerations and sensitivity to the creative processes of diverse and vulnerable populations through field experiences, observation, and reporting on these through verbal and written documentation.

**STUDENT LEARNING OUTCOMES**

1. Students will demonstrate a strong foundation in the use of basic art media including drawing, painting and ceramics.

2. Students will demonstrate a comprehensive knowledge of the historical and theoretical approaches which contribute to the current trends in art therapy paradigms and the requirements for becoming a credentialed art therapist. (psychological, cultural and sociological backgrounds as well as art history).
3. Students will demonstrate knowledge of ethical considerations and sensitivity to the creative processes of diverse and vulnerable populations through field experiences, observation and reporting on these through verbal and written documentation.

Required Courses in Art:

ART 202: Introduction to History of Western Art II .....	3 hours
Choose one of the following .....	3 hours
ART 306: Twentieth Century Art Before 1945	
ART 309: Art Since 1945	
ART 111 or Art 125: 2-D Design .....	3 hours
ART 112 or Art 125: 3-D Design .....	3 hours
ART 113: Drawing I .....	3 hours
ART 130: Ceramics I .....	3 hours
ART 170: Painting I .....	3 hours
One Studio Elective .....	3 hours
ART 414: Senior Seminar .....	1 hour
ART 415: Senior Exhibition.....	1 hour

Required Courses in Art Therapy:

ART 355: Survey of Art Therapy.....	3 hours
ART 357: Art Therapy Perspective:	
Understanding Children's Art .....	3 hours
ART 380: Art Therapy Methods and Theories .....	3 hours
ART 390: Art Therapy Internship* .....	6 hours
ART 455: Art Therapy Senior Seminar* .....	3 hours
Total Art Therapy Hours.....	44 hours

Required Courses in Psychology:

PSY 204: Abnormal Psychology.....	3 hours
PSY 236: Theories of Personality .....	3 hours
PSY 380: Human Growth and Development .....	3 hours
PSY 410: Counseling and Psychotherapy....	3 hours
Choose One or the following.....	3 hours
One psychology elective or	
SED 300: Introduction to Special Education	
Total Psychology Hours.....	15 hours
TOTAL HOURS FOR BACHELOR OF ARTS WITH ART THERAPY MAJOR .....	59 hours

\*Indicates experiential learning requirement for degree program.

STUDIO ART

The mission of the Bachelor of Arts Degree in Studio Art combines the breadth and depth of a liberal arts curriculum with broad based exploratory studio practices.

STUDIO ART PROGRAM GOALS:

Upon graduation, the BA studio art major will be able to:

1. Produce artwork that utilizes design elements and principles and creates artwork(s) in a variety of medium/media.
2. Communicate personal concept(s) through a written artist statement, group exhibition, and personal website.
3. Reference historic and contemporary art in relationship to their own and other artists' works.
4. Apply for a variety of career opportunities in art.

STUDENT LEARNING OUTCOMES

1. Students will be able to produce artwork that successfully utilizes design elements and principles and creates artwork(s) in a variety of medium/media.
2. Students will be able to communicate their personal concept(s) through a written artist statement, group exhibition, and personal website
3. Students will be able to reference historic and contemporary art in relationship to their own and other artists' works.
4. Students will be able to demonstrate the ability to apply for a variety of career opportunities including art residencies and/or graduate programs.

Forty-four hours of coursework are required for the Bachelor of Arts in the studio art major with emphasis on the practice of art. ART 414: Senior Seminar and ART 415: Senior Exhibition are required. A double major in art history or a major outside the department is an option. An internship is recommended as part of the major. Students majoring in studio art must have an exhibition of their artwork during the senior year.

Studio art class times meet two hours per week per credit hour during fall and spring terms. Students should expect to spend three or more additional hours per class in weekly independent work. Class times are extended during short terms.

Required Courses:

ART 201: Introduction to History of Western Art I.....	3 hours
ART 202: Introduction to History of Western Art II .....	3 hours

Choose one of the following .....3 hours  
 ART 306: Twentieth Century Art Before 1945  
 ART 309: Art Since 1945  
 ART 315: Women and Art  
 Art History elective .....3 hours  
 ART 111 or Art 125: 2-D Design .....3 hours  
 ART 112 or Art 125: 3-D Design .....3 hours  
 ART 113: Drawing I .....3 hours  
 ART 120: Printmaking I .....3 hours  
 ART 130: Ceramics I .....3 hours  
 ART 150: Sculpture I .....3 hours  
 ART 170: Painting I .....3 hours  
 ART 213: Drawing II .....3 hours  
 Two courses selected from these beginning,  
 intermediate, and advanced studio courses ....6 hours  
 Painting  
 Printmaking  
 Graphic Design  
 Sculpture  
 Photography  
 Drawing  
 Ceramics  
 Artist Books  
 ART 414: Senior Seminar ..... 1 hour  
 ART 415: Senior Exhibition..... 1 hour  
 Choose one Experiential Learning Course ..3 hours  
 ART 317: Studio Art Travel Program  
 ART 410: Advanced Studio  
 ART 465: Studio Art Internship  
 ART 466: Artist in Resident Internship  
 ART 490: Directed Independent Study

TOTAL HOURS FOR A BACHELOR OF ARTS  
 WITH STUDIO ART MAJOR.....47 hours

#### THE STUDIO ART MINOR

Students electing studio art as a minor must complete 18 credit hours of course work. Students must take ART 111 or Art 125: 2-D Design, 112 or 125: 3-D Design, 113, 201 and 202 before taking additional studio art courses.

#### BACHELOR OF FINE ARTS DEGREE PROGRAMS

The Bachelor of Fine Arts degree programs are professional degrees comprised of intensive, highly structured courses of study designed to prepare students for careers in the interior design profession, as professional artists, or as preparation for graduate studies.

#### STUDIO ART

The mission of the Bachelor of Fine Arts Degree provides an exploratory opportunity for students to create with a broad base of media working toward mastery in the studio area(s) of their choice. This professional degree provides students with a studio experience that fosters the development of

a personal body of work in concept, theory, and practice.

#### STUDIO PROGRAM GOALS:

Upon graduation, the Bachelor of Fine Arts with a studio art major will be able to:

1. Produce artwork that successfully utilizes design elements and principles and demonstrates mastery level of their chosen medium/media.
2. Communicate personal concept(s) through a written artist statement, gallery presentation and solo exhibition, and personal website.
3. Reference historic and contemporary art in relationship to their own and other artists' works.
4. Apply for career opportunities, compete in juried competitions and apply for art residencies and/or graduate programs.

#### STUDENT LEARNING OUTCOMES

1. Students will be able to produce artwork that successfully utilizes design elements and principles and demonstrates mastery level of their chosen medium/media.
2. Students will be able to communicate their personal concept(s) through a written artist statement, gallery presentation and solo exhibition, and personal website.
3. Students will be able to reference historic and contemporary art in relationship to their own and other artists' works.
4. Students will be able to demonstrate the ability to apply for career opportunities, compete in juried competitions and apply for art residencies and/or graduate programs.

Bachelor of Fine Arts with a studio art major consists of 74 hours and offers a sequence of courses in painting, sculpture, printmaking, ceramics, photography and drawing, along with requirements in art history. This degree provides students with a thorough grounding in visual arts foundation principles and techniques. Provisions are made for in-depth studio explorations, for discussion and analysis of critical visual problems in a liberal arts environment, and for sustained studio work.

For continuation in the Bachelor of Fine Arts degree program in studio art students must submit a portfolio of artwork for faculty review in their junior year. Faculty recommendation is based upon student's statement of intent as well as the quality and direction of submitted artworks. Students should obtain detailed information concerning the Bachelor of Fine Arts review from the chair of the department during their sophomore year.

Required Courses in Art History:  
 ART 201: Introduction to History  
 of Western Art I.....3 hours  
 ART 202: Introduction to History  
 of Western Art II .....3 hours  
 Two of the following three courses:.....6 hours  
 ART 306: Twentieth Century Art Before 1945  
 ART 309: Art Since 1945  
 ART 315: Women and Art  
 One Art History Elective.....3 hours  
 Total Art History Hours .....15 hours

Required Courses in Foundational Art:  
 ART 111 or Art 125: 2-D Design .....3 hours  
 ART 112 or Art 125: 3-D Design .....3 hours  
 ART 113: Drawing I .....3 hours  
 ART 120: Printmaking I.....3 hours  
 ART 130: Ceramics I .....3 hours  
 ART 140: Photography I.....3 hours  
 ART 150: Sculpture I.....3 hours  
 ART 170: Painting I.....3 hours  
 ART 213: Drawing II .....3 hours

Required Courses in Advanced Studio Art: Ten additional courses in Studio Art at the 200, 300, and 400 levels. Must Include:

ART 410: Advanced Studio\*..... 3-6 hours  
 ART 495: Senior Project\* .....6 hours  
 ART 414: Senior Seminar ..... 1 hour  
 ART 415: Senior Exhibition..... 1 hour

\*Indicates experiential learning requirement for degree program.

TOTAL HOURS FOR BACHELOR OF FINE ARTS WITH STUDIO ART MAJOR.... 74 hours

### INTERIOR DESIGN

The mission of the interior design program is to produce liberally educated professional designers qualified by their education to enhance the function and quality of interior spaces. Those who complete the requirements of this program will, through their knowledge of interior design principles, practices, and techniques, be able to make contributions to their society's quality of life and productivity. Graduates of the program will be able to apply their knowledge to protect the health, safety, and welfare of the public they serve through their profession.

### INTERIOR DESIGN PROGRAM GOALS:

Upon graduation, the interior design major will:

1. Combine design theory, creativity and functionalism to develop effective interior solutions.
2. Create design solutions featuring human-centric design that responds to user needs and promotes health and well-being.
3. Justify their design decisions through written and verbal statements. Develop entry level design knowledge and skills.

### STUDENT LEARNING OUTCOMES

Interior design majors will combine design theory, creativity and functionalism to develop effective interior solutions.

Interior design majors will create design solutions featuring human-centric design that responds to user needs and promotes health and well-being.

Interior design majors will justify their design decisions through written and verbal statements.

Interior design majors will utilize their knowledge and skills to complete entry level interior design responsibilities.

The interior design major, consisting of 74 credit hours, provides a professional program directed toward both the residential and commercial aspects of interior design. Course content features the creative design process, design theory, space planning, human-centric design, drawing software, graphics, finishes and furnishings, building systems, lighting, sustainable design, history of interiors, and professional practices. Students are able to document their learning and communicate with professional drawing and presentation formats.

Dedicated studios feature individual work stations with locking storage, computers, printers, print resources, and sample storage. Students use AutoCAD, Revit, SketchUP Pro, Photoshop, InDesign, and Microsoft Office. Students are required to have their laptops with AutoCAD and SketchUP, Podium and the Adobe Creative Suite software. See the computer and software recommendations on our Campus Technology website <http://www.converse.edu/office/campus-technology/computer-recommendations/>.

Interior design majors interact with professional designers and trade experts on and off campus through a variety of activities. Each interior design major completes a professional interior design work experience and the Center for Professional Development supports this graduation requirement. Student memberships in professional organizations are encouraged.

### Required Courses in Art and Design:

ART 111 or Art 125: 2-D Design .....3 hours  
 ART 112 or Art 125: 3-D Design .....3 hours  
 ART 113: Drawing I .....3 hours  
 ART 201: Introduction to History  
 of Western Art I.....3 hours  
 ART 202: Introduction to History  
 of Western Art II .....3 hours  
 ART 415: Senior Exhibition..... 1 hour  
 DES 282: Intro to Interior Design.....3 hours  
 DES 283: Space Planning .....3 hours  
 DES 284: Residential Design .....3 hours



DES 285: Computer Aided Design .....	3 hours
DES 286: Advanced Computer Aided Design.....	3 hours
DES 287: Color and Textile Design.....	3 hours
DES 288: Interior Construction.....	3 hours
DES 289: Presentation Skills.....	3 hours
DES 381: History of Interiors I.....	3 hours
DES 382: History of Interiors II.....	3 hours
DES 383: Codes and Materials.....	3 hours
DES 384: Commercial Design I.....	3 hours
DES 386: Lighting.....	3 hours
DES 387: Kitchen and Bath Design.....	3 hours
DES 480: Senior Seminar .....	1 hour
DES 481: Advanced Interior Design I.....	3 hours
DES 482: Advanced Interior Design II* .....	3 hours
DES 483: Business and Professional Practice.....	3 hours
DES 485: Professional Design Work Experience*.....	3 hours
Studio Art or Design Elective.....	3 hours
*Indicates experiential learning requirement for degree program.	
TOTAL HOURS FOR A BACHELOR OF FINE ARTS WITH AN INTERIOR DESIGN MAJOR.....	74 HOURS

## COURSES OF INSTRUCTION

### ART EDUCATION

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

*Major credit.* 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/middle school and the South Carolina Standards for Art Instruction as stated by the National Art Education Association. This is the first required course in the art education major. Required for Art Education Majors. *Lab fee. Offered Fall Term.*

#### 300L. ART FOR THE ELEMENTARY SCHOOL: LAB CLINICAL I/ONE CREDIT

*Major credit. Prerequisite: EDU 360. Co-requisite: ART 300.* The purpose of this course is to provide prospective art teachers an early opportunity (sophomore or junior year) to work with students in an elementary art classroom. The emphasis is placed on observation and participation in the classroom. Additionally, there will be some readings, written assignments, several seminars with the instructor, and videotaping of lessons. The course integrates theory and practice acquired in core courses in art education. The course includes observation, participation and limited directed teaching experience in local, normally,

public schools. Teacher candidates should sign up with the Department of Education at least one full semester before the term. *Offered Spring Term. Pass/fail grading.*

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

*Required for some education majors.* The purpose of this course is to examine the basic concepts and principles of art instruction. Students will study the materials and methods for teaching art to children. Emphasis is given to the artistic development of children. *Lab fee.*

#### 314. SCHOOL ART CURRICULUM AND METHODS/ THREE CREDITS

*Major credit. Prerequisites: ART 300, 316 or with permission of instructor.* The purpose of this course is to examine the basic curriculum and methods in the public school. Emphasis is given to the planning of units and lesson plans for various levels of art instruction, organization of the classroom, and materials and methods used for instruction. The curriculum standards are based on the South Carolina Standards for Art Instruction as stated by the National Art Education Association for teaching art. Required for art education majors. Necessary for teacher accreditation. This is the third required course for the art education major. *Students should take this course during the Fall Term of the junior or senior year. Lab fee.*

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

*Major credit. Prerequisite: ART 300 or permission of instructor.* 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 adolescents. Emphasis is given to the artistic development of students in the secondary art program and the South Carolina Standards for Art Instruction as stated by the National Art Education Association. Required for Art Education majors. This is the second required course for the art education major. *Lab fee. Offered Fall Term.*

#### 316L. ART FOR THE SECONDARY SCHOOL: LAB CLINICAL II/ TWO CREDITS

*Major credit. Prerequisites: ART 300, ART 300L, and EDU 360. Co-requisite: ART 316.* The purpose of this course is to provide prospective art teachers an early opportunity (sophomore or junior year) to work with students in a secondary art classroom. The emphasis is placed on observation and participation in the classroom. Additionally, there will be some readings, written assignments, several seminars with the instructor, and videotaping of lessons. The course integrates theory and practice

acquired in core courses in art education and builds on experiences in ART 300L (clinical I). The course includes observations, participation and limited directed teaching experience in a local, normally, public school. Teacher candidates should sign up with the Department of Education at least one full semester before the term. *Offered each Fall Term. Pass/fail grading.*

**\*388. MULTICULTURAL ART EDUCATION/  
THREE CREDITS**

*GEP, Major, Elective credit.* The purpose of this course is to examine various cultures from around the world and determine how to promote conceptual understanding of their art in the K-12 classroom. Students will design comprehensive lessons from their research into non-western culture, develop appropriate assessments, construct project examples and develop reflective and critical thinking skills. Emphasis will be placed upon developing the skills to positively infuse the K-12 classroom with multicultural experiences in art. Appropriate for all education majors. Meets the non-European/non-anglophone and writing intensive requirements for education majors. *Lab fee.*

**412h. DIRECTED STUDENT TEACHING  
IN ART/ TWELVE CREDITS**

*Major credit.* Beginning in Fall 2020, in order to be placed for student teaching, teacher candidates must pass the state required PRAXIS II exams in the area of student teaching. Students normally take this course, which integrates theory and practice, during the senior year. The 60-day course includes observation, participation, and directed teaching experience in a local public school. The experience requires conferences with the Program Director, College Supervisor and the cooperating teacher, demonstration of the integration of technology into instruction, and attendance at such required seminars as training sessions, orientation sessions, and other workshops. The College Supervisor visits the student teacher periodically during the semester. Students must request a student teaching placement by October 1 for Spring Term placement in the following year or by March 1 for Fall Term placement in the following year. Pass/fail grading. *Offered Fall and Spring Terms. Special fee. Meets the GEP capstone and writing intensive requirements.*

**499. HONORS THESIS IN ART/THREE CREDITS**

*Prerequisites: GPA of at least 3.0; permission of the student's major professor (adviser); approval of the Department of Art and Design faculty and other prerequisites as outlined in the Nisbet Honors Guidelines.* This course is an elective senior thesis for majors who wish to pursue Honors in an area of studio art, art history, art education or art therapy. The Senior

Honors Thesis in art demonstrates the student's ability to do sustained work, conduct systematic research, to organize materials effectively, with the intention of producing an outcome that results in either a series of artworks or research paper as is appropriate to her area.

**ART HISTORY**

**\*100. ART APPRECIATION/THREE OR  
FOUR CREDITS JAN TERM**

*GEP, Elective credit.* An introduction to the visual arts. Introduces the student to the major art movements and artists. Lecture and discussion on the materials, forms, and processes of art with the aim of giving insight into the functions and content of art objects. Course content may vary. May not be applied to major in art.

**\*125. FIRST-YEAR SEMINAR/THREE CREDITS**

*GEP.* First-Year Seminars (FYS) constitute a common and academically significant experience in a student's first year at Converse. All incoming first-year students are required to take a 3 credit-hour FYS course in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with a common course number (except designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are elements of the course. May not count as a fine arts GEP requirement if the course is Art 125: 2-D Design or Art 125: 3-D Design.

**\*199H. FRESHMAN HONORS SEMINAR/  
THREE CREDITS**

*GEP, Elective credit.* A study of a selected subject within the discipline which will vary from term to term. The course is designed to encourage student participation in the intellectual processes through class discussion, research and writing, special projects, problem solving, and evaluation and defense of positions. When the subject matter duplicates that of another course, credit toward graduation will be granted for only one of the courses. *Offered periodically in rotation with seminars in other disciplines.*

**\*200. INTRODUCTION TO ART BEYOND  
THE WEST / THREE CREDITS**

*GEP, Major, Minor, Elective credit.* This course will provide a broad introduction to traditional non-western art in various regions of the world, including but not limited to Asian, African, and Pre-Columbian art. The purpose and context as well as the style of the art and architecture will be examined. *Non-European and non-Anglophone.*

\*201. INTRODUCTION TO HISTORY OF WESTERN ART I/THREE CREDITS  
*GEP, Major, Minor, Elective credit.* Required for all art majors. Prerequisite for all art history courses. A survey of the painting, sculpture, and architecture of the Western world from the Prehistoric through Medieval periods.

\*202. INTRODUCTION TO HISTORY OF WESTERN ART II/THREE CREDITS  
*GEP, Major, Minor, Elective credit.* Required for all art majors. Prerequisite for all art history courses. A survey of the painting, sculpture, and architecture of the Western world from the Renaissance through the modern era.

\*290. SPECIAL TOPICS IN ART HISTORY/ THREE OR FOUR CREDITS  
*GEP, Major, Minor, Elective credit.* This is a combination lecture and discussion course that will center around a selected topic in art history. Since the content will vary, this course may be taken more than once for credit. *Offered periodically.*

\*299H. INTERDISCIPLINARY HONORS COURSE/ THREE CREDITS  
*GEP, Major, Elective credit.* This course is team taught by members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office. *Offered periodically.*

305. NINETEENTH CENTURY ART/ THREE CREDITS  
*Major, Minor, Elective credit. Prerequisites: ART 201, 202 or the permission from the instructor.* A study of the major developments of nineteenth century European painting and sculpture within the context of social, cultural, and political developments. *Offered every three years.*

306. TWENTIETH CENTURY ART BEFORE 1945/ THREE CREDITS  
*Major, Minor, Elective credit. Prerequisites: ART 201, 202 or the permission from the instructor.* A study of the major developments in European visual culture from early 1900 to 1940. *Offered alternate years. Writing Intensive for studio art majors.*

\*307. ART HISTORY TRAVEL/THREE OR FOUR CREDITS IN JAN TERM  
*GEP, Elective credit; Major credit if approved by the Art History program director.* No prerequisites. This program offers the student the opportunity to travel to major art centers and critically observe and evaluate major works of art and the environments

in which they are made, displayed, and sold. Additional travel costs will be incurred by the student. *Typically offered during Jan Term.*

308. MUSEUM INTERNSHIP THREE OR SIX CREDITS  
*Major, Elective credit. Prerequisites: ART 201 and 202.* This program offers the student the opportunity to work in a major museum or art auction house such as the Corcoran Gallery in Washington, DC, the High Museum in Atlanta, GA, Sothebys in New York City, and the Mint Museum in Charlotte, NC. The students learn the various phases of curatorship and gain exposure to major works of art through exhibitions and private collections of the museum. *Pass/fail grading.*

309. ART SINCE 1945/ THREE CREDITS  
*Major, Minor, Elective credit. Prerequisites: ART 202 or the permission from the instructor.* The major developments in the visual arts from 1945 to the present will be examined through lecture, discussion and student presentations of critical theory and scholarly research. Writing intensive for studio art and art education majors. *Offered alternate years.*

310. AMERICAN ART/THREE CREDITS  
*Major, Minor, Elective credit. Prerequisites: ART 201, 202 or the permission from the instructor.* A study of American art from the colonial period to the 1930s. *Offered every three years.*

\*315. WOMEN AND ART/THREE CREDITS  
*GEP, Major, Minor, Elective credit.* This course selectively studies the art and lives of women artists. Theories concerning representations of women will also be discussed. *GEP Humanities/ Women's Studies. Offered alternate years.*

\*325: SPECIAL TOPICS IN NON WESTERN ART/ THREE CREDITS  
*GEP, Major, Minor, and Elective credit.* This course will provide a focus on art from one region (ie. Africa) outside the European tradition. It will examine the purpose, style, and context of the art, and may include traditional as well as contemporary art objects as well as architecture. The course content will vary. *Non-European-non-Anglophone.*

400. SPECIAL TOPICS IN ART HISTORY SEMINAR / THREE CREDITS  
*Major, Minor, Elective credit. Prerequisites: ART 201, 202 or permission of instructor.* This is a directed reading and discussion seminar that will center around a selected topic in art history or theory. Since the content will vary, this course may be taken more than once for credit. *Offered periodically.*

460. ART HISTORY SENIOR SEMINAR /  
THREE CREDITS

*Major credit.* This course is designed to provide the senior Art History major with an opportunity to focus on a particular period in art history and gain experience doing in-depth research and writing on a topic of her choosing, with the professor's approval. It also provides the student with career development and graduate school preparation. This capstone course should ideally be taken during the Fall Term of the senior year. *Writing Intensive and capstone course for art history majors.*

490. DIRECTED INDEPENDENT STUDY  
IN SPECIAL TOPICS/ONE, TWO OR  
THREE CREDITS

*Prerequisite: permission of art history professor.* An independent course of advanced study of a topic not covered in any other course, under faculty guidance and instruction. *May be repeated for credit.*

499. HONORS THESIS IN ART/THREE CREDITS

*Prerequisites: GPA of at least 3.0; permission of the student's major professor (adviser); approval of the Department of Art and Design faculty and other prerequisites as outlined in the Nisbet Honors Guidelines.* This course is an elective senior thesis for majors who wish to pursue Honors in an area of studio art, art history, art education or art therapy. The Senior Honors Thesis in art demonstrates the student's ability to do sustained work, conduct systematic research, to organize materials effectively, with the intention of producing an outcome that results in either a series of artworks or research paper as is appropriate to her area.

ART THERAPY

\*125. FIRST-YEAR SEMINAR/THREE CREDITS

*GEP credit.* First-Year Seminars (FYS) constitute a common and academically significant experience in a student's first year at Converse. All incoming first-year students are required to take a 3 credit-hour FYS course in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with a common course number (except designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are elements of the course. May not count as a fine arts GEP requirement if the course is Art 125: 2-D Design or Art 125: 3-D Design.

354. OVERVIEW OF EXPRESSIVE ART  
THERAPIES/ THREE CREDITS/  
FOUR CREDITS JAN TERM

*Major, Elective credit.* A course designed to introduce

students to a variety of expressive therapies including art therapy, music therapy, dance and movement therapy, drama therapy, expressive writing as therapy, sand tray and play therapy. This course will provide theoretical perspectives on expressive modalities as they are utilized in a variety of settings to benefit individuals in the educational system, special education programs, family therapy, trauma centers, hospitals and children's shelters. Student will discover the uses and benefits of these various therapies through selected readings, lectures and interactive classroom instruction. *Offered Jan Term only. Lab fee.*

355. SURVEY OF ART THERAPY/THREE CREDITS  
*Major, Elective credit. Prerequisites: ART 111, 112 or permission of 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 utilization of the creative process in both diagnosis and treatment to promote and foster positive human growth and development. *Lab fee.*

357. ART THERAPY PERSPECTIVE  
UNDERSTANDING CHILDREN'S ART/  
THREE CREDITS

*Major, Elective credit. Prerequisites: ART 355, 111, 112 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. The material presented in 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.*

380. ART THERAPY METHODS AND THEORIES/  
THREE CREDITS

*Major credit. Prerequisites: ART 111, 112 and 355 or by permission of the instructor.* ART 380 will build upon the principles, philosophy and application of clinical art therapy presented in ART 355. 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. Case presentations will be made using slides or original client artwork. This course is designed to prepare students for continued and intensive training in art therapy. *Lab fee.*

390. ART THERAPY INTERNSHIP/  
THREE OR SIX CREDITS

*Major credit. Prerequisites: A 3.0 average in the major.*

ART 355, 357, 380 and permission of the instructor. Six credit hours of internship are required for senior Art Therapy majors. A three-credit internship consists of 120 hours of experience in a clinical or educational setting. Students may elect to take two three-credit internships or one six-credit internship. The goal is for students to achieve proficiency in observing the art-making needs and abilities of diverse populations. The art therapy supervisor will conduct art interventions and site supervision. Student interns will attend a weekly group supervision session to present client artwork and explore responses and problems related to the art therapy experience. A student journal will record the events of the art therapy process. Internship placements are available in locations throughout the state and other areas of the country. *Pass/fail grading. Lab fee.*

#### 417. ART THERAPY STUDY TRAVEL/ FOUR CREDITS

*Major, Elective credit. Prerequisites: ART 355, 357, 380 and/or permission of instructor.* A travel study program for course credit wherein participants will spend fourteen days in a selected city or cities for an intensive exploration of culture, art, historical perspectives, international approaches to art therapy and may include service learning opportunities when available. Additional travel expense is expected to be incurred at the responsibility of the participant. This course may be taken twice for credit when destinations differ. *Offered Jan Term or Summer Terms only.*

#### 455. ART THERAPY SENIOR SEMINAR/ THREE CREDITS

*Major credit. Prerequisites: ART 355, 357, 380 and permission of the instructor.* This course will provide art therapy senior students the opportunity to research an art therapy topic of interest, write a 25 page APA style paper, and present the paper and appropriate art interventions to the class for discussion. This course will also include a comprehensive inspection of graduate schools, career opportunities, portfolio presentations, and library research techniques. The material presented will give the students an expanded concept of the writing and speaking skills necessary to pursue their future goals. *Capstone course. Writing Intensive.*

499. HONORS THESIS IN ART/THREE CREDITS  
*Prerequisites: GPA of at least 3.0; permission of the student's major professor (advisor); approval of the Department of Art and Design faculty and other prerequisites as outlined in the Nisbet Honors Guidelines.* This course is an elective senior thesis for majors who wish to pursue Honors in an area of studio art, art history, art education, or art therapy. The Senior

Honors Thesis in art demonstrates the student's ability to do sustained work, conduct systematic research, to organize materials effectively, with the intention of producing an outcome that results in either a series of artworks or research paper as is appropriate to her area.

#### STUDIO ART

##### 101. STUDIO ART APPRECIATION THREE/ FOUR CREDITS JAN TERM

*GEP, Elective credit.* An introduction to the visual arts using lectures, discussions, museum and gallery visits, exhibition reviews, and hands on studio experiences with the materials, concepts, and processes of art with the purpose of providing insight into the functions, content, and making of art objects. *Lab fee. May not be applied to major in art.*

##### 111. 2-D DESIGN/THREE CREDITS

*Major, Minor credit. Prerequisite for all studio and design courses.* An introduction to the 2-D concepts of visual organization through the study of composition, lines, shape, value, figure-ground relationships, texture, spatial illusion and color theory. *Lab fee.*

##### 112. 3-D DESIGN/THREE CREDITS

*Major, Minor credit. Prerequisite for all studio and design courses.* An introductory course that investigates the handling of real space through the study of form, structure, texture, and surface. Historical and contemporary issues are explored in various media. *Lab fee.*

##### 113. DRAWING I/THREE CREDITS

*Major, Minor credit. Prerequisite for all studio and design courses.* An introduction to the discipline of drawing. Development of drawing skills leading to an understanding of the structure of forms on the picture plane, figure-ground relationships, line, value and texture. Studio problems of visualization, composition and analysis in various black and white media. *Lab fee.*

##### 120. PRINTMAKING I/THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: ART 111 and 113.* An introduction to the discipline of printmaking concentrating on the technical aspects of relief, lithography, and monotype processes. Priority will be given to majors. *Lab fee.*

##### 124. GRAPHIC DESIGN I/THREE CREDITS

*Major, Minor, Elective credit.* A beginning course in layout design. Students will complete projects dealing with graphic visualization, packaging and layout. *Lab fee.*

##### \*125. FIRST-YEAR SEMINAR/THREE CREDITS

*GEP* First-Year Seminars (FYS) constitute a

common and academically significant experience in a student's first year at Converse. All incoming first-year students are required to take a three credit-hour FYS course in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with a common course number (except designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are elements of the course. May not count as a fine arts GEP requirement if the course is Art 125: 2-D Design or Art 125: 3-D Design.

#### 130. CERAMICS I/THREE CREDITS

*Major, Elective credit. Prerequisites: ART 112 or permission of the instructor.* An introduction to ceramic processes, including historic and contemporary concepts of form as related to functional and nonfunctional concerns. Students will gain experience in basic forming processes, including the development of conceptual and technical skills for the artistic control of problem solutions. Priority will be given to majors. *Lab fee.*

#### 131. CERAMICS FOR NON-ART DESIGN MAJORS/ THREE CREDITS

*Elective credit.* This is an introductory course to ceramic processes including historical and contemporary methods. Students will participate by using ceramic hand-building techniques to produce meaningful, well developed artworks that may be functional or non-functional. Pinch, coil slab and glaze application methods will be explored. *Lab fee. May not be applied to majors in art or design.*

#### 140. PHOTOGRAPHY I: BLACK AND WHITE/ THREE CREDITS

*Major, Minor, Elective credit. Prerequisites: ART 111 or permission of instructor.* A beginning course designed to equip the student with the technical skills needed for image capturing and the printing of digital photograph. A beginning introduction to Adobe Photoshop will be covered, along with the presentation of a final portfolio. A DSLR camera with manual override is required. Priority will be given to majors. *Lab fee.*

#### 150. SCULPTURE I/THREE CREDITS

*Major, Minor, Elective credit. Prerequisites: ART 112 or permission of instructor.* An introduction to the discipline of sculpture. Study and experimentation with traditional and contemporary concepts of form. Lectures, demonstrations, and assigned studio problems familiarize the student with the properties of structure and the nature of materials

and forming processes. Priority will be given to majors. *Lab fee.*

151. BASIC STONE CARVING/THREE CREDITS  
*Major, Minor, Elective credit.* An Introduction to the discipline of stone carving. Study and experimentation with traditional and contemporary processes of carved form. Lectures, demonstrations, and assigned studio problems familiarize the student with the properties of structure and the nature of materials and forming processes. Priority will be given to majors. *Lab fee.*

#### 170. PAINTING I/THREE CREDITS

*Major, Minor, Elective credit. Prerequisites: ART 111 and 113 or permission of instructor.* An introduction to the discipline of painting. Emphasis on the exploration of painting properties, materials, techniques and color theory through specific formal problems. Priority will be given to majors. *Lab fee.*

#### \*199H. FRESHMAN HONORS SEMINAR/ THREE CREDITS

*GEP, Elective credit.* Not accepted for major or Minor credit. A study of a selected subject within the discipline which will vary from term to term. The course is designed to encourage student participation in the intellectual processes through class discussion, research and writing, special projects, problem solving, and evaluation and defense of positions. When the subject matter duplicates that of another course, credit toward graduation will be granted for only one of the courses. Offered periodically in rotation with seminars in other disciplines.

#### 212. ARTIST BOOKS/THREE CREDITS

*Major, Minor, Elective credit.* A course designed to introduce the student to the book as an art form. A creative exploration of the artist book through various uses of medium and techniques. Students will receive a working knowledge of various techniques of bookbinding, structures, and the incorporation of image and text. Contemporary approaches will be explored through research and technology. *Lab fee.*

#### 213. DRAWING II/THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: ART 113.* This course examines drawing as a creative process, focusing on the study and representation of objects and natural forms in problems of visualization and composition and the exploration of images in various media using figurative and nonfigurative subject matter. *Lab fee.*

#### 220. PRINTMAKING II/THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: ART 120.* An intermediate course in printmaking,

which includes the use of silkscreen, advanced lithography and further experimentation in the monotype process. The student will explore the range of possibilities inherent in the mediums and develop a familiarity with the graphic processes and their tools and materials. *Lab fee.*

#### 224. GRAPHIC DESIGN II/THREE CREDITS

*Major, Minor, Elective credit. Prerequisites: ART 124.* Emphasis will be on learning to use the computer as the main tool in graphic communication and exploring industry software including drawing, paint, desktop publishing and photo manipulation programs. Design fundamentals in the area of formal organization and aesthetics will be an integral part of all assignments. *Lab fee.*

#### 230. CERAMICS II/THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: ART 130.* An in-depth course in throwing forms on the potter's wheel with formalized study of the mixing and application of glazes. Students will combine thrown and hand-built pieces to creatively solve functional and sculptural problems while experiencing the firing of various kilns. *Lab fee.*

#### 240. PHOTOGRAPHY II: BLACK AND WHITE/ THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: ART 140.* This course focuses on the exploration on the exploration of advanced photographic techniques including conceptual series-related works, digital applications, liquid emulsions and experimental forms of presentation as well as the creation of a print-on demand book featuring the students portfolio. Digital and film cameras will be utilized. *Lab fee.*

#### 241. ALTERNATIVE PHOTO METHODS/ THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: Art 140.* This is an introductory course that investigates both the historical and contemporary aspects of photography. The lecture material and classroom interaction will equip the student with technical skills needed to develop and create Cyanotype and Vandyke Brown prints which are liquid emulsion processes. Other possible media may include pin-hole photography. The student will also learn to present a portfolio of matted, finished photographs, as well as the basic operations of the program Adobe Photoshop. *Lab fee. Offered periodically.*

#### 250. SCULPTURE II/THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: ART 150.* This course provides students with studio opportunities in advanced research and technology methodologies, personal content and public art. *Lab fee.*

#### 270. PAINTING II/THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: ART 170.* The study of the characteristics of various painting materials, including supports, grounds and pigments, binders, and vehicles. The student is encouraged to explore individual problems in color-space projection, and figurative and non-figurative painting experiences. *Lab fee.*

#### 312. ARTIST BOOKS II/THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: Art 212.* An intermediate course in the book arts what will include further exploration of structure, bookbinding techniques, design and content development. The development of personal style and subject is encouraged at this level. *Lab fee.*

#### 313. DRAWING III/THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: ART 213.* This course emphasizes drawing as personal expression by encouraging a creative synthesis of aesthetic and manual skills. Explorations in contemporary forms and approaches to drawing. *Lab fee.*

#### 317. STUDIO ART TRAVEL PROGRAM THREE, FOUR OR SIX CREDITS

*Major, Minor, Elective credit.* This program offers the student the opportunity to travel to major art and design centers to observe, evaluate, and absorb the culture and art within the environment and to produce art as a result of those experiences. Programs are now offered to New York City, New Mexico, Greece and various locations in Europe. Additional travel costs will be incurred by the student. *Offered during Jan and Summer Terms.*

#### 320. PRINTMAKING III/THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: ART 220.* An advanced course emphasizing the unique and individual application of printmaking processes and the development of student's ideas and working procedures so that they bear a meaningful relationship to one another. *Lab fee.*

#### 330. CERAMICS III/THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: ART 230.* An advanced investigation in the processes and possibilities of clay, glazes, and firing methods. Development of student's ideas is emphasized with the understanding of the capabilities and limitations of clay for solving various problems. *Lab fee.*

#### 340. PHOTOGRAPHY III/THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: ART 240.* This is an advanced course focusing on the student's personal concept. The choice of traditional or experimental processes is decided upon by the student. The student's focus is also based upon series work. *Lab fee.*

350. SCULPTURE III/THREE CREDITS  
*Major, Minor, Elective credit. Prerequisites: ART 250 or permission of instructor.* This course provides students with studio opportunities in creating cast metal sculpture and emerging technologies in the foundry process. *Lab fee.*

360. SPECIAL TOPICS IN STUDIO ART/ THREE, FOUR OR SIX CREDITS  
*Major, Minor, Elective credit. Prerequisites: Art major or permission of instructor.* A course designed to provide an in-depth study of an art or design process, subject matter, or technique. Since the content will vary, it may be taken more than once for credit. *Lab fee varies per class.*

370. PAINTING III/THREE CREDITS  
*Major, Minor, Elective credit. Prerequisite: ART 270.* Figure- ground relationships in two-dimensional and three-dimensional composition through the use of oils, acrylics, and mixed media; experimentation with various technological changes and surface treatments in the solution of formal and expressive problems. *Lab fee.*

410. ADVANCED STUDIO ART/ THREE CREDITS  
*Major, Minor, Elective credit. Prerequisites: Any level II studio art course. Juniors and Seniors or permission of the instructor.* An advanced studio art class that allows each student to explore her own studio art concentration, as well as experiment with new media. Contemporary art issues will be discussed, along with the exploration of conceptual, research and technological components. This course can be taken up to four times by studio art majors. *Lab fee.*

413. DRAWING IV/THREE CREDITS  
*Major, Minor, Elective credit. Prerequisite: ART 313.* Experimental approaches to drawing. Emphasis on personal initiative and discipline in defining and executing problems. *Lab fee.*

414. SENIOR SEMINAR/ONE CREDIT  
*Required course for all art majors excluding art history, and interior design.* A course to assist seniors in improving career preparation skills such as conceptual competency, digital portfolio presentation and documentation in conjunction with website development, gallery and exhibition preparation, and professional writing skills in graduate entry and job applications. *Capstone for BA and BFA in studio art.*

415. SENIOR EXHIBITION /ONE CREDIT  
*Major credit. Prerequisite: ART 414 or DES 414.* This course is the execution of the senior exhibition, which includes a public presentation of the student's work, digital documentation of the show, art-related documents, and a professional

announcement. The completion of the exhibition and documentation is a requirement for graduation. Pass/fail grading.

420. PRINTMAKING IV/THREE CREDITS  
*Major, Minor, Elective credit. Prerequisite: ART 320.* Advanced investigations into the aesthetic possibilities of printmaking process. *Lab fee.*

430: CERAMICS IV/THREE CREDITS  
*Major, Minor, Elective credit. Prerequisite: ART 330.* An advanced investigation in the processes and possibilities of clay, glazes, and firing methods. Experimental approaches with ceramic media with an emphasis on personal initiative in defining and creating problems and aesthetic solutions to these self-imposed problems. *Lab fee.*

440. PHOTOGRAPHY IV/THREE CREDITS  
*Major, Minor, Elective credit. Prerequisite: ART 340.* Advanced investigations into the aesthetic possibilities of the photographic process. Experimentation with media is encouraged, as well as a strong focus on series work. *Lab fee.*

450. SCULPTURE IV/THREE CREDITS  
*Major, Elective credit. Prerequisite: ART 350.* The individual development of style and choice of media to be used. Strong emphasis will be placed on the exercise of personal initiative and self-discipline, not only in defining and executing individual problems, but also in involvement outside the studio by entering juried exhibitions, attending major exhibitions, and readings. *Lab fee.*

465. STUDIO ART INTERNSHIP/ THREE CREDITS  
*Major, minor, Elective credit. Prerequisite: ART 111, 112, 113, appropriate advanced courses in area of interest, and permission of faculty advisor.* This program offers advanced students the opportunity to work with business establishments or studio artists in digital media or fine arts. This includes, but not limited to, graphic design, illustration, photography, ceramics, and printmaking. *Pass/fail. May be repeated.*

466. ARTIST IN RESIDENCY INTERNSHIP/ THREE HOURS  
*Major, Minor, Elective credit. Prerequisite: ART 111, 112, 113, appropriate advanced courses in area of interest, and permission of faculty advisor.* This program offers advanced Studio Art students the opportunity to develop pedagogical skills to implement art in residency programs including planning the residency, marketing the residency, implementing workable student and materials management plans, and promoting visual arts in the school and community. *Pass/fail grading. May be repeated.*



#### 470. PAINTING IV/THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: ART 370.* Problems of scale and the control of volume and space as a means of creative expression. Emphasis is on the exercise of personal initiative and discipline of defining and executing problems. *Lab fee.*

#### 490. DIRECTED INDEPENDENT STUDY/ THREE CREDITS

*Major credit. Prerequisite: Permission of instructor.* An independent course of advanced study in an area of studio art or design. May be taken for a total of 6 hours credit. *Lab fee, as required by specific area of study.*

#### 495: SENIOR PROJECT/THREE OR SIX CREDITS

*Major credit. Prerequisite: BA and BFA studio art or art education majors.* An independent directed course with faculty supervision, for seniors in preparation for their graduation exhibition. Students are required to produce a series of conceptually motivated artworks, accompanied by pertinent research, a relevant artist statement, and digital presentations and a Spring term oral defense. BFA candidates are required to take this course in the final two semesters of their senior year. *Optional studio art elective for BA candidates.*

#### 499. HONORS THESIS IN ART/THREE CREDITS

*Pre-requisites: GPA of at least 3.0; permission of the student's major professor (advisor); approval of the Department of Art and Design faculty and other prerequisites as outlined in the Nisbet Honors Guidelines.* This course is an elective senior thesis for majors who wish to pursue Honors in an area of studio art, art history, art education, or art therapy. The Senior Honors Thesis in art demonstrates the student's ability to do sustained work, conduct systematic research, to organize materials effectively, with the intention of producing an outcome that results in either a series of artworks or research paper as is appropriate to her area.

#### INTERIOR DESIGN

##### \*101. INTERIOR DESIGN APPRECIATION/ THREE CREDITS

*GEP, Elective credit.* An overview of interior design including its history, the role of interior design in global cultures, pop culture and the profession, the application of art and design theory, and creative problem solving. Studio projects explore issues. *Lab fee. May not be applied to the interior design major.*

##### \*125. FIRST-YEAR SEMINAR/THREE CREDITS

*GEP.* First-Year Seminars (FYS) constitute a common and academically significant experience in a student's first year at Converse. All incoming first-year students are required to take a three credit-hour FYS course in the fall semester, choosing from

a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with a common course number (except designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are elements of the course. *May not count as a fine arts GEP requirement if the course is Art 125: 2-D Design or Art 125: 3-D Design.*

##### 282. INTRODUCTION TO INTERIOR DESIGN/ THREE CREDITS

*Major credit.* Introduction to interior design including design theories, human factors, interior components and contemporary issues explored through sketching, model making, research and design projects. *Lab fee. Offered Spring Term only.*

##### 283. SPACE PLANNING/THREE CREDITS

*Major credit. Prerequisites: ART 111, 112, 113, DES 282, or permission of instructor.*

Exploration and application of human-centric design requirements in interior environments including design for diverse populations, programming, space planning theories, creative ideation using manual sketching and models, and collaboration to develop solutions using the design process. *Lab fee. Offered Fall Term only.*

##### 284. RESIDENTIAL DESIGN/THREE CREDITS

*Major credit. Prerequisite: ART 111, 112, 113, DES 283, DES 287, 285 or permission of instructor.* Programming and conceptual design for residential interiors including human factors, behavioral issues, materials, furnishings, fixtures, with the visualization of inquiry and solutions through manual and digital drafting and rendering with integrated verbal presentation. *Lab fee. Offered Spring Term only.*

##### 285. COMPUTER AIDED DESIGN/ THREE CREDITS

*Major credit. Prerequisites: DES 282 or permission of instructor.* Introduction to interior design communication using manual and digital drafting techniques, sketching, design terminology and interior components. *Lab fee. Offered Fall Term only.*

##### 286. ADVANCED COMPUTER AIDED DESIGN/ THREE CREDITS

*Major credit. Prerequisites: DES 283 and 285 or permission of instructor.* Continuation of digital drafting per industry standards, with an introduction to digital rendering, to portray scale, line weights, and delineation of form to visualize, document and communicate interior environments. *Lab fee. Offered Spring Term only.*

287. COLOR AND TEXTILE DESIGN/  
THREE CREDITS/FOUR CREDITS JAN TERM  
*Major credit. Prerequisites: DES 282, or permission of instructor.* Color theory, systems and their multiple purposes; and textile characteristics, constructions and performance for interior applications. *Lab fee. Offered Fall Term.*

288. INTERIOR CONSTRUCTION/  
THREE CREDITS  
*Major credit. Prerequisites: DES 284, 286 or permission of instructor.* Interior environmental systems, materials and construction methods are applied to interior solutions through the development of coordinated contract documents. *Lab fee. Offered Fall Term only.*

289. PRESENTATION SKILLS/THREE CREDITS  
*Major credit. Prerequisites: DES 283, DES 285 or permission of instructor.* Visualization of interior concepts and solutions through manual and digital sketching, drawing, rendering and presentations. *Lab fee. Offered Fall Term.*

\*381. HISTORY OF INTERIORS I/  
THREE CREDITS  
*GEP, Major, Elective credit.* An international, historic survey of interiors from ancient times to the 1800s including concepts of interior development, furnishings, decorative components, architectural structure, design theories, social context, and relevance to current design practices. *Lab fee. Fall Term only.*

382. HISTORY OF INTERIORS II/  
THREE CREDITS  
*Major credit.* International, historic survey of interiors from the 1800s to the current decade including design and architectural theories, furnishings, finishes and decoration in their cultural and technological origin and current context. *Offered Spring Term. Writing Intensive for interior design majors. Lab fee.*

383. CODES AND MATERIALS/THREE CREDITS  
*Major credit. Prerequisites: DES 284 or permission of instructor.* Overview of building codes and regulations including their importance and impact on interior design solutions aligned with health, safety and welfare: and a range of interior materials and their properties, sustainable attributes, fabrication, performance, value, and installation methods. Field trips and speakers included. *Lab fee. Offered Fall Term.*

384. COMMERCIAL DESIGN I/THREE CREDITS  
*Major credit. Prerequisites: DES, 286, 288, 387 or permission of instructor.* Programming and design concepts for corporate, healthcare, hospitality,

entertainment, or institutional environments and their stakeholders. Incorporates sustainability, building systems, lighting, furnishings and finishes to produce creative and functional solutions using research, analysis, manual sketching and digital visualization with integrated presentations. *Lab fee. Offered Spring Term.*

385. ART RESTORATION/THREE CREDITS  
*Major, Elective credit. Prerequisite: Permission of the instructor.* A study involving the student in the restoration and refinishing of furniture and decorative art including seminars and practical exercises in a variety of decorative wall, floor, and ceiling finishes, as well as the restoration of objects d'arte. *Lab fee. Offered Spring Term.*

386. LIGHTING /THREE CREDITS  
*Major credit. Prerequisites: DES 286, 288, 387 or permission of instructor.* Characteristics of light and lighting systems, their application to interiors including sources, color rendering, impact, control, regulations and sustainability. Final design project features creative and functional lighting solution in a digital, professional format. Field trips and speakers included. *Lab fee. Offered Spring Term.*

387. KITCHEN AND BATH DESIGN/  
THREE CREDITS  
*Major, credit. Prerequisites: DES 284, 286, or permission of instructor.* Space planning and detailing of creative and functional kitchen and bath solutions for residential and commercial interiors including codes, human factors, building systems, sustainability, cabinetry and appliances, precedent, and contextual applications. Design visualization using sketching, digital drafting and rendering. Speakers and field trips included. *Lab fee. Offered Fall Term.*

388. SPECIAL TOPICS IN INTERIOR DESIGN/  
THREE CREDITS  
*Major, Elective credit. Permission of instructor.* A course designed to provide an in-depth study of an interior design specialty focus and/or to cover supplemental material studied in the curriculum. Since the content will vary, this course may be taken more than once for credit. *Lab fee.*

480. SENIOR SEMINAR/ONE CREDIT  
*Major. Prerequisites: DES 384 and 387.* Students identify and define relevant aspects of the DES 482 design project through gathering, evaluation and applying appropriate and necessary information and research findings.

481. ADVANCED INTERIOR DESIGN I/  
THREE CREDITS  
*Major credit. Prerequisites: DES 384, 386 or*

*permission of instructor.* Complex interior planning utilizing problem solving skills through programs research and analysis concept developments, and professional design documentation through digital visualization. Projects align with student design competitions and or/ professional collaborations. *Lab fee. Offered Fall Term.*

#### 482. ADVANCED INTERIOR DESIGN II/ THREE CREDITS

*Major credit. Prerequisites: DES 480, 481 or permission of instructor.* Self-selected, interior design project demonstrating integration of curriculum content and developed through research, problem solving, sketching and digital visualization with a formal written and verbal presentation of the design process and solutions. *Capstone. Lab fee. Offered Fall Term.*

#### 483. BUSINESS AND PROFESSIONAL PRACTICE/ THREE CREDITS

*Major credit. Prerequisites: DES 384 or permission of instructor.* Professional development and the business of interior design including the legalities, financial considerations, project management, professional organizations, and ethics for a variety of interior design practices and careers. Personal marketing packages refined for career preparation. Speakers included. *Lab fee. Offered Fall Term.*

#### 485. PROFESSIONAL DESIGN WORK EXPERIENCE/ THREE CREDITS

*Major credit.* Required for the major in interior design. Prerequisites: DES 383, 384, 386, 481, 483 or permission of instructor. A program in which the student obtains practical on-the-job experience working in an interior design or architectural firm. *Pass/fail grading.*

#### 486. INTERIOR DESIGN: STUDY TRAVEL PROGRAM/THREE CREDITS

*Major, Elective credit.* 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 resources. Additional travel expense is expected to be incurred at the responsibility of the participant. This course may be taken twice for credit when destinations differ. *Offered Jan and Summer Terms only.*

#### 489. DIRECTED INDEPENDENT STUDY/ ONE TO THREE CREDITS

*Major, Elective credit. Permission of instructor.* An independent course of advanced study in an area of special interest. *Lab fee, as required for specific area of study.*

499. HONORS THESIS IN ART/THREE CREDITS  
*Prerequisites: GPA of at least 3.0; permission of the student's major professor(advisor); approval of the Department of Art and Design faculty and other prerequisites as outlined in the Nisbet Honors Guidelines.* This course is an elective senior thesis for majors who wish to pursue Honors in an area of studio art, art history, art education, or art therapy. The Senior Honors Thesis in art demonstrates the student's ability to do sustained work, conduct systematic research, to organize materials effectively, with the intention of producing an outcome that results in either a series of artworks or research paper as is appropriate to her area.

# DEPARTMENT OF THEATRE AND DANCE

MELISSA OWENS, *chair*, NAINA DEWAN, BOONE HOPKINS, CHANDRA OWENBY HOPKINS, KEITH JONES, MEG HANNA TOMINAGA

The Department of Theatre and Dance provides opportunities which enable students to develop their skills and talents in theatre arts and dance to foster a better understanding of the contribution that live performance makes to the process of educating the whole person in a liberal arts environment. Through the availability of experiences in a number of areas, students will find a wide variety of challenges and means of expression. The program of study places emphasis on the aesthetic and practical decisions inherent to these areas, thereby strengthening the student's general intellectual capabilities and growth as an artist.

By the time of graduation, majors in theatre should demonstrate basic competencies in each area of theatre and should be able to compete successfully for positions in graduate school and in the professional job market.

The General Education Program is a requirement for all degrees. The requirements listed below are approved for the Bachelor of Arts, Bachelor of Science and Bachelor of Fine Arts.

ENG 101 .....	3 hours
Language and Culture .....	9 hours
MTH 108 or higher .....	3 hours
One course designated as	
Quantitative reasoning .....	3-4 hours
Health and Well-being Wellness .....	2 hours
Activity course.....	1-2 hours
Humanities.....	6 hours
Literature.....	3 hours
Fine Arts .....	6 hours
ATM 100 : Interdisciplinary Foundations I....	2 hours
ATM 200: Interdisciplinary Foundations II....	1 hour
(ATM 100 and ATM 200 are required and satisfy 3 hours of Fine Arts GEP credit)	
Natural Science .....	7-8 hours
Social Science.....	6 hours
Total .....	49-52 hours

Graduation requirements but not a separate course:  
 First Year Seminar  
 Writing Intensive course  
 Non-European/non-Anglophone course  
 Capstone experience.

For more information see the GEP requirements in this catalog.

## STUDENT LEARNING OUTCOMES:

1. Students will be able to articulate verbal and written mastery of knowledge in theatre and dance.
2. Students will be able to analyze the art of theatre and dance in historical and theoretical contexts.
3. Students will be able to communicate successfully and work effectively with others in a variety of production capacities.
4. Students will be able to produce engaging and innovative works in theatre and dance.

In order to earn a minor or a major in theatre or musical theatre, students must have a minimum GPA of 2.0 across all of their theatre or musical theatre courses. Minor and major GPAs are based on the grades earned in all THR (and major required DAN and music for the Musical Theatre degree) classes taken at Converse College. Transfer credits from other institutions do not figure into the required calculation for minor or major GPAs.

## BACHELOR OF ARTS WITH A MAJOR IN THEATRE

Required Courses:

THR 102: Script Analysis.....	3 hours
THR 115: Acting Fundamentals .....	3 hours
THR 201:Stagecraft .....	3 hours
THR 203: Survey of Theatre History I .....	3 hours
THR 204: Survey of Theatre History II .....	3 hours
THR 229: Fundamentals of	
Theatrical Design .....	3 hours
Choose from one of the following:.....	3 hours
THR 230: Scene Design	
THR 231: Stage Lighting	
THR 232: Costume Design And Construction	
THR 350: Directing .....	3 hours
THR 399: Professional	
Development Seminar .....	1 hour
THR 499: Senior Capstone .....	2 hours
Theatre Practicum.....	6 hours
Additional Theatre Electives .....	12 hours
TOTAL HOURS FOR BACHELOR OF ARTS WITH A THEATRE MAJOR.....	45 hours

Each student may choose to take additional courses in the department that will lead to a concentration in one of the following areas: acting, directing, dramaturgy, technical production, production design, arts management or playwriting.

BACHELOR OF ARTS WITH MAJOR  
IN MUSICAL THEATRE

Required Courses:

THR 102: Script Analysis.....	3 hours
THR 115: Acting: Fundamentals .....	3 hours
THR 121, 221, 321, 421 : Practicum.....	6 hours
THR 201: Stagecraft .....	3 hours
THR 203:Theatre History I.....	3 hours
THR 204:Theatre History II.....	3 hours
THR210: Survey of Musical Theatre .....	3 hours
THR 229: Fundamentals of Theatrical Design .....	3 hours
THR 318: Acting: the Song.....	3 hours
THR 399: Professional Development Seminar .....	1 hour
THR 499: Senior Capstone .....	2 hours
DAN 111: Ballet .....	2 hours
DAN 230: Dance for Musical Theatre I.....	3hours
DAN 231: Dance for Musical Theatre II.....	3 hours
THR 118: Voice: Fundamentals of Singing....	3 hours
MEN 155: Musical Theatre Ensemble.....	1hour
VOI 101, 103: Voice .....	4 hours
THR/DAN/VOI/MEN Electives	11 hours
TOTAL HOURS FOR A BACHELOR OF ARTS WITH A MUSICAL THEATRE MAJOR.....	60 hours

THE THEATRE MINOR

A student may elect to take a minor in theatre, which consists of a minimum of 24 hours of coursework. All Minors are required to take THR102 and three hours of theatre practicum. The remainder of the hours may be selected from other courses offered by the department or, with the approval of the chair of the department, related course offerings in other disciplines.

COURSES OF INSTRUCTION THEATRE

\*100. INTRODUCTION TO THEATRE/  
THREE CREDITS

*GEP, Elective credit.* This course is designed for anyone interested in theatrical production. Theatre history and theory are covered with an emphasis on the production process. The mounting of one or more plays for Theatre/Converse is an intrinsic part of the course and allows the student to experience first-hand concepts and processes dealt with in lectures and assigned readings. No previous theatre experience is necessary.

\*102. SCRIPT ANALYSIS/THREE CREDITS

*GEP, Major, Minor, Elective credit.* This course focuses on contemporary dramatic literature. Emphasis is placed on positioning scripts in historical and theoretical contexts including discourses on how representation makes and challenges identity in performance. Play scripts are analyzed as the foundation documents for the choices made by

directors, designers, and actors in the creation of theatrical performances.

\*105. THEATRE AND DANCE STUDY-TRAVEL/  
FOUR CREDITS

*GEP, Major, Minor, Elective credit.* This course is designed to provide an intensive look at theatre and dance arts by combining readings and classroom discussions with extended travel to study the theatre and/or dance performance histories of different countries, regions, and cultures, including but not limited to major domestic and international theatrical centers. *Offered alternate Jan Terms.*

110. VOICE AND DICTION/THREE CREDITS

*Major, Minor, Elective credit.* This course is a study of voice production with major emphasis placed on laboratory work designed to help the student develop greater clarity, flexibility, and expressiveness in the speaking voice. *Offered in alternate years.*

115. ACTING: FUNDAMENTALS/  
THREE CREDITS

*Major, Minor, Elective credit.* This studio course is an introduction to the craft of acting, including training in concentration, movement, imagination, and acting technique. Students will acquire the skills necessary to audition for a role in a theatrical production, including choosing and developing monologue materials and preparing an actor's headshot and resume. *Spring term.*

118. VOICE FUNDAMENTALS OF SINGING/  
THREE CREDITS

This course will explore the singing of Musical Theatre pieces in a group class setting. Topics include techniques, breath, performance anxiety, vocal health, posture and choosing music. Classes will be a combination of both lecture and studio vocal work.

120. PUBLIC SPEAKING / THREE CREDITS

*Elective credit.* Through observation, analysis and practice this course explores the processes and techniques of effective oral communication. Emphasis will be placed on gathering and organizing material, critical thinking, effective listening, successful vocal delivery, as well as practicing a variety of public speaking situations including impromptu and planned speeches.

121. THEATRE PRACTICUM I/ONE CREDIT

*Major, Minor, Elective credit.* A laboratory course in which students prepare productions for public performance by Theatre Converse. Emphasis is placed on the decision making process used throughout the various phases of production from script analysis through to the final performance. Students register in specific areas of responsibility

by course sections as follows: Section 1- Scenery; Section 2- Costumes; Section 3- Lighting; Section 4 -Production Support. Please consult a member of the theatre faculty at the time of registration if you have any question. Course may be repeated for credit since the content will change based on production needs. *Offered in Fall and Spring Terms.*

**\*125. FIRST-YEAR SEMINAR/THREE CREDITS**

First-Year Seminars (FYS) constitute a common and academically significant experience in a student's first year at Converse. All incoming first-year students are required to take a 3 credit-hour FYS course in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with a common course number (except designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are elements of the course.

**201. STAGECRAFT/THREE CREDITS**

*Major, Elective credit.* This course familiarizes the student with the fundamentals of the physical production process. Among the areas covered are materials, tools, and safety, construction methods, electricity, and plan reading. *Offered Fall term.*

**202. DRAFTING/ENGINEERING FOR THE STAGE/THREE CREDITS**

*Major, Minor, Elective credit. Prerequisite: THR 201 or permission of instructor.* The course will focus on drafting techniques and problem solving as it applies to the engineering of the building of the scenic elements for a play. The student will get hands-on experience by assisting the Technical Director for the semester's current production. *Offered in alternate years.*

**\*203. SURVEY OF THEATRE HISTORY I: 500 B.C.E. TO 1660/THREE CREDITS**

*GEP, Major, Minor, Elective credit.* This survey is an examination of representative plays and staging practices, focusing on the Greek, Roman, Medieval, Renaissance, and Neoclassical periods and including selected non-western theatrical developments such as Noh and Kabuki theatre and Sanskrit drama.

**\*204. SURVEY OF THEATRE HISTORY II: 1660 TO PRESENT/ THREE CREDITS**

*GEP, Major, Minor, Elective credit.* This survey is an examination of representative plays and staging practices, focusing on the Restoration and 18th century sentimentality, 19th century melodrama and 20th century realism including the Romantic, Modern and Postmodern periods. This course

also considers selected non-western theatrical developments such as Peking Opera, Balinese, African, Latin American and Indian forms.

**205. STAGE MAKE-UP/THREE CREDITS FOUR CREDITS IN JAN TERM**

*Major, Minor, Elective credit.* This course covers make-up materials, make-up design, corrective make-up, character make up, prosthesis, chiaroscuro, physiognomy and stylization. *Lab fee. Offered Jan Term in alternate years.*

**\*210. SURVEY OF MUSICAL THEATRE/ THREE CREDITS**

*GEP, Major, Minor, Elective credit.* This course is designed to expand the student's knowledge of the history of the American Musical Theatre by tracing its major development from its early beginning to contemporary productions. Course includes study of principal artists, works and movements.

**215. ACTING II: MICHAEL CHEKHOV/ THREE CREDITS**

*Major, Minor, Elective credit. Prerequisite: THR 115 or permission of instructor.* This studio course is a continuation of Acting I. Students will delve deeper into the craft of acting expanding their training in movement, concentration, and imagination, specifically pertaining to the Michael Chekhov acting technique. Emphasis will be placed on Chekhov's exercises for character development. *Offered Fall term.*

**218. DEVISING THEATRE/THREE CREDITS**

*Major, Minor, Elective credit.* Devising theatre or creating theatre is the process by which performances create original works of theatre that are not dependent on a published script. These pieces rely on actor imagination, non-traditional setting and narrative, improvisation, storytelling, and physical theatre techniques. This course teaches students the necessary skills used in devising new solo and ensemble theatre performances.

**221. THEATRE PRACTICUM II/ONE CREDIT**

*Major, Minor, Elective credit.* A laboratory course in which students prepare productions for public performance by Theatre Converse. Emphasis is placed on the decision making process used throughout the various phases of production from script analysis through to the final performance. Students register in specific areas of responsibility by course sections as follows: Section 1- Scenery; Section 2- Costumes; Section 3-Lighting; Section 4 - Production Support. Please consult a member of the theatre faculty at the time of registration if you have any question. Course may be repeated for credit since the content will change based on production needs. *Offered in Fall and Spring Terms.*

229. FUNDAMENTALS OF THEATRICAL DESIGN/ THREE CREDITS

*Major, Minor, Elective credit.* This course explores the foundational principles and processes of design for theatrical production. Beginning with the basic elements of design, students will then explore the decision making process in scenic, lighting, costume, and sound areas with special consideration for the interrelated qualities of these elements.

230. SCENIC DESIGN/THREE CREDITS

*Major, Minor, Elective credit.* Through lectures, demonstrations and class projects, this course covers the aesthetics and conventions of scenery design for the theatre. Emphasis will be placed on the development of design ideas resulting from script analysis, research techniques, drafting, drawing and models. The interrelationship between the theatre design areas will also be emphasized. *Offered in alternate years.*

231. STAGE LIGHTING/THREE CREDITS

*Major, Minor, Elective credit.* This course will cover all aspects of lighting design for the theatre. Through lectures, demonstrations, and hands-on projects, topics include: script analysis, electrical theory, control, distribution, instrumentation, color theory, movement, plus the development of a light plot and associated paperwork. *Offered alternate years.*

232. COSTUME DESIGN AND CONSTRUCTION/ THREE CREDITS

*Major, Minor Elective credit.* This course is a broad study of the history of costuming and fundamentals of design. Emphasis will be placed on adapting existing garments, as well as designing and creating basic garments for use in fully mounted productions.

\*299H. INTERDISCIPLINARY HONORS COURSE

*GEP, Major, Minor credit.* This course is team taught by members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office.

303. SPECIAL TOPICS IN PERFORMANCE/ THREE CREDITS/FOUR CREDITS IN JAN TERM

*Major, Minor, Elective credit. Prerequisite: Permission of instructor.* An in-depth study of one specific area of theatrical performance. Offering based on available staff/student interest. Because course content will vary, it may be taken more than once for credit.

304. SPECIAL TOPICS IN PRODUCTION/ THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: Permission of instructor.* A study/workshop course that is focused on one specific problem or aspect of technical theatre production. Offering based on available staff/student interest. Because course content will vary, it may be taken more than once for credit.

305. SPECIAL TOPICS IN DRAMATIC LITERATURE/THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: Permission of instructor.* This course is focused on one specific aspect of dramatic literature, such as a playwright or an historical period. Offering based on available staff/ student interest. Because course content will vary, it may be taken more than once for credit.

315. ACTING III: SCENE STUDY/ THREE CREDITS

*Major, Minor, Elective credit. Prerequisites: THR 115 and 215 or permission of instructor.* A studio course that provides students with the techniques and practice to effectively connect with fellow actors and communicate with audiences. The course explores actor training through the work of key practitioners, applying the methods and vocabulary to intensive scene study.

318. ACTING: THE SONG/THREE CREDITS

*Major, Minor, Elective credit.* This course will focus on the storytelling aspect of singing, specifically, related to musical theatre. Students will work pieces from the musical theatre canon, ballad and up-tempo, traditional and contemporary Exploring the text and using acting techniques, students will learn to develop engaging characters and truthful stories while singing.

321. THEATRE PRACTICUM III/ONE CREDIT

*Major, Minor, Elective credit.* A laboratory course in which students prepare productions for public performance by Theatre Converse. Emphasis is placed on the decision making process used throughout the various phases of production from script analysis through to the final performance. Students register in specific areas of responsibility by course sections as follows: Section 1- Scenery; Section 2- Costumes; Section 3- Lighting; Section 4 - Production support. Please consult a member of the theatre faculty at the time of registration if you have any question. Course may be repeated for credit since the content will change based on production needs. *Offered in Fall and Spring Terms.*

350. DIRECTING I; FUNDAMENTALS OF DIRECTING/ THREE CREDITS

*Major, Minor credit. Prerequisites: THR 102, 115, and 201 or permission of instructor.* This course explores leadership in theatrical productions and the skills required in contemporary directing practice. Student laboratory work will consist of solving directorial challenges and working with student artists in the creation of scenes. Students will also practice skills in script analysis, stage composition, actor coaching, communication, and collaboration.  
*Fall term.*

391. PLAYWRITING/THREE CREDITS

*Major, Minor, Elective credit.* A course designed to give the student the basic understanding and practical experience in the craft of playwriting. The course will culminate in the development of an original one act script. *Offered in alternating years. Writing Intensive.*

399. PROFESSIONAL DEVELOPMENT SEMINAR/ ONE CREDIT

*Major, Minor, Elective credit. Prerequisite: THR 115 and THR 201, or permission of the instructor.* An advanced course for Junior theatre and musical theatre majors exploring career preparation and professionalization. Focusing on the process of preparing audition materials, headshot, resume and portfolio and website development, and interview skills, this course prepares students for graduate school or employment in the performing arts.

411. PROFESSIONAL INTERNSHIP THREE OR SIX CREDITS

*Major credit only. Prerequisites: THR 100, 102, 202.* This program is designed for students who plan a career in theatre. It offers the major an opportunity to observe and participate in the activities of a regional professional theatre. Students accepted for this program must receive a written recommendation from the chair of the theatre department. *Pass/fail grading.*

412. PROFESSIONAL INTERNSHIP IN ARTS MANAGEMENT/THREE OR SIX CREDITS

*Major, Minor credit. Prerequisite: Must have the approval of the chair of the theatre department.* This program is designed for students who plan a career in arts management. Students accepted for the program will observe and participate in the activities of an arts council or similar organization whose function is the management of an arts activity. *Pass/fail grading.*

415. ACTING IV: PERIOD STYLES/ THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: THR 115, 203 OR 204.* This course is designed to teach students the techniques and vocabulary employed in acting period styles. Period styles refers to those acting methods and genres from eras prior to the late twentieth and twenty-first centuries. Dramaturgical research, textual analysis and appropriate vocal and physical techniques will be applied to in-depth monologue and scene work from period plays.

418. ACTING; MUSICAL THEATRE WORKSHOP/ THREE CREDITS

*Major, Minor, Elective credit. Prerequisite: THR115 and THR118 or its equivalent, or permission of the instructor.* A fast-paced intensive course, focusing on devising a Musical Theatre piece; students learn music and lyrics of selections from multiple popular Musical Theatre scores with a thematic thru-line, layering blocking, choreography, and character development, culminating with a public performance of their new work. This class works in collaboration with the Spartanburg Day School Drama Program. *Offered in Jan Term. May be repeated for a maximum of six credits.*

421. THEATRE PRACTICUM IV/ONE CREDIT

*Major, Minor, Elective credit.* A laboratory course in which students prepare productions for public performance by Theatre Converse. Emphasis is placed on the decision making process used throughout the various phases of production from script analysis through to the final performance. Students register in specific areas of responsibility by course sections as follows: Section 1- Scenery; Section 2- Costumes; Section 3- Lighting; Section 4 - Production Support. Please consult a member of the theatre faculty at the time of registration if you have any question. Course may be repeated for credit since the content will change based on production needs. *Offered in Fall and Spring Terms.*

450. ADVANCED DIRECTING/THREE CREDIT

*Major, Minor, Elective credit. Prerequisite: THR 350.* Advanced work in the directorial process will be covered. Topics of study include the directing of experimental works, musicals, non-realistic drama, and period work. The student's work will culminate in the performance of selected scenes from different genres.

490. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/ONE TO THREE CREDITS

*Major, Minor credit. Prerequisites: Consent of the chair of the theatre department.* This course is designed to allow the student to engage in independent research of personal interest. May be repeated for credit.



499. SENIOR CAPSTONE PROJECT/  
TWO CREDITS

*Major credit.* This is an independent project that affords students an opportunity to work in depth on an aspect of a theatre production or project that reflects a student's area of emphasis within the major. These areas may include but are not limited to: directing, design, acting, management, etc. Working in conjunction with a faculty advisor, this capstone experience is meant to culminate four years of study and to prepare the student for real-world experience or continued study at the graduate level. *Capstone.*

DANCE

Dance courses may be taken as electives by anyone interested in dance, or students may choose to minor in dance. Introductory technique courses provide the opportunity for students to improve their technique in specific course genres, enhance their visual skills, spatial awareness, rhythm and creativity. In intermediate courses, students continue to build on these skills, and begin to focus on techniques necessary for the particular genre being studied. In advanced level courses, students gain an extension of an understanding and exploration of a genre. Students will gain experience through improvisation, compositional studies and different styles within the genre. DAN 190: History of Dance is available to students as an option in the fine arts requirement in the General Education Program. Technique courses may be taken as partial fulfillment of the physical education requirement of the General Education Program.

THE DANCE MINOR

Minimum of 18 hours of coursework is required for the Dance minor.

REQUIRED COURSES:

DAN 106: Composition I .....	3 hours
DAN 190: History of Dance.....	3 hours
DAN courses .....	12 hours
Total Hours for the Dance Minor	18 hours

COURSES OF INSTRUCTION

105. DANCE ENSEMBLE TOUR/FOUR CREDITS  
*Elective credit.* This course will involve developing a tour to local area schools, nursing homes, clubs, etc., utilizing members of the Converse Dance Ensemble. Students will assume leadership roles in advertising and arranging bookings; choreographing dance pieces for the tour; planning, performing, and leading lecture/ demonstrations; and will participate in the planning and execution of all of the technical aspects of a performance tour. *Offered in Jan Term; participation by audition.*

106. COMPOSITION I/THREE CREDITS

*Minor, Elective credit.* The student will learn to develop movement with reference to the components involved in function, expression and communication through movement.

\*110. BEGINNING MODERN DANCE/  
TWO CREDITS

*GEP, Minor, Elective credit.* This course will introduce the beginner to the fundamentals of modern dance technique through locomotor and axial work in the center and on the floor.

\*111. BEGINNING BALLET/TWO CREDITS

*GEP, Minor, Elective credit.* This course will introduce the beginner to the fundamentals of ballet technique through barre exercises and center work.

\*113. BEGINNING TAP/TWO CREDITS

*GEP, Minor, Elective credit.* This course will introduce the beginner to the fundamentals of tap technique through various exercises and center work.

\*114. BEGINNING JAZZ/TWO CREDITS

*GEP, Minor, Elective credit.* This course will introduce the beginner to the fundamentals of jazz technique through various exercises and center work.

121. DANCE ENSEMBLE/ONE CREDIT

*Elective credit.* Participation in Converse Dance Ensemble. Freshman level.

\*190. HISTORY OF DANCE/THREE CREDITS

*GEP, Minor, Elective credit.* A study of the significant developments of dance, giving consideration to the functions of dance as art, ritual, social activity, spectacle, and entertainment; and to the relationship of dance to other art forms.

206. COMPOSITION II/THREE CREDITS

*Elective credit. Prerequisite: DAN 106 or permission of instructor.* A continuation of DAN 106. The student will achieve through movement investigation, experimentation, observation and analysis the materials of dance composition as they pertain to structural format.

\*210. INTERMEDIATE MODERN DANCE/  
TWO CREDITS

*GEP, Minor, Elective credit. Prerequisite: DAN 110 or permission of instructor.* A continuation of DAN 110, studying more complex movement combinations and patterns.

\*211. INTERMEDIATE BALLET/TWO CREDITS

*GEP, Minor, Elective credit. Prerequisite: DAN 111 or permission of instructor.* A continuation of DAN 111 giving more complex movement combinations and patterns.

**\*213. INTERMEDIATE TAP/TWO CREDITS**

*GEP, Minor, Elective credit. Prerequisite: DAN 113 or permission of instructor. A continuation of DAN 113. Students will gain an extension of tap technique through barre exercises and center work; as well as working to improve their skill level and to increase endurance and stamina.*

**\*214. INTERMEDIATE JAZZ/TWO CREDITS**

*GEP, Minor, Elective credit. Prerequisite: DAN 114 or permission of instructor. A continuation of DAN 114 with more complex movements and patterns.*

**221. DANCE ENSEMBLE/ONE CREDIT**

*Elective credit. Participation in Converse Dance Ensemble. Sophomore level.*

**230. DANCE FOR MUSICAL THEATRE I/  
THREE CREDITS**

This course is developed to introduce performers to the fundamentals of various musical theatre dance styles; their vocabulary, technique, and history are explored through various exercises and combinations. Emphasis is placed on improving familiarity with common audition dance terminology and steps.

**231. DANCE FOR MUSICAL THEATRE II/  
THREE CREDITS**

*Pre-requisite: DAN230* This course is a continuation of Musical Theatre Dance I, focusing on musical theatre vocabulary, technique, repertory, and innovation from the late 20th century to the present day. These elements will be explored through various exercises, combinations, readings, films, and live performance.

**\*299H. INTERDISCIPLINARY HONORS COURSE**

*GEP, Elective credit.* This course is team taught by two faculty members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program, but also with their adviser and the Registrar's Office.

**306. COMPOSITION III/THREE CREDITS**

*Elective credit. Prerequisites: DAN 106, DAN 206 or permission of instructor. A continuation of DAN 206. The purpose of this course is to explore in depth and develop the intuitive artistry of the individual student, and develop a wider movement vocabulary.*

**\*310. ADVANCED MODERN DANCE/  
TWO CREDITS**

*GEP, Minor, Elective credit. Prerequisites: DAN 110, DAN 210, or permission of instructor. A continuation of DAN 210, with more complex movements, combinations, patterns and phrases.*

**\*311. ADVANCED BALLET/TWO CREDITS**

*GEP, Minor, Elective credit. Prerequisites: DAN 111, 211 or permission of instructor. A continuation of DAN 211 with long and more complex movement patterns, combinations and phrases.*

**\*313. ADVANCED TAP/TWO CREDITS**

*GEP, Minor, Elective credit. Prerequisites: DAN 113, 213 or permission of instructor. A continuation of DAN 213 with long and more complex movement patterns, combinations, phrases and steps.*

**\*314. ADVANCED JAZZ/TWO CREDITS**

*GEP, Minor, Elective credit. Prerequisites: DAN 114, 214 or permission of instructor. A continuation of DAN 214. The student will gain an extension of understanding and exploration of jazz dance. Students will experience improvisations, compositional studies, and different style of jazz dance.*

**321. DANCE ENSEMBLE/ONE CREDIT**

*Elective credit. Participation in Converse Dance Ensemble. Junior level.*

**330. JUNIOR PROJECT/ONE CREDIT**

*Minor credit. Prerequisite: DAN 106.* An individual work developed under faculty supervision, with evaluation based on appropriate evidence of achievement. The work should involve one fully developed choreographic idea requiring 5-10 minutes in length. The student must perform in at least one half of the piece, which will be performed in a formal setting. Students will be required to keep a journal of their choreography process and set up regular meetings with minor adviser.

**421. DANCE ENSEMBLE/ONE CREDIT**

*Elective credit.* Participation in Converse Dance Ensemble. Senior level.

**430. SENIOR PROJECT/ONE CREDIT**

*Minor credit. Prerequisite: DAN 106.* A creative group project requiring the student to choreograph and present a significant dance work. The work should involve one fully developed choreographic idea requiring 5-10 minutes in length. The student must perform in at least one half of the piece, which will be performed in a formal setting. Students will be required to keep a journal of their choreography process and set up regular meetings with minor advisor.

# CARROLL MCDANIEL PETRIE SCHOOL OF MUSIC

CHRIS VANEMAN, *Head of Petrie School of Music*, DAVID BERRY, PATRICIA S. FOY, SARAH JOHNSON, KEITH JONES, SUSANA LALAMA, SUSAN LYLE, VALERIE MACPHAIL,

## 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. The College has attained CAEP accreditation for all professional education programs. Students who fulfill the requirements of the music education degree can meet the certification requirements for teachers in South Carolina as well as several other states. The music therapy program is accredited by the American Music Therapy Association.

## MISSION

The mission of the Petrie School of Music is to provide a comprehensive program that meets the needs of the following:

1. students who wish to prepare for careers in the music field;
2. students who wish to enhance their liberal arts studies through courses in music;
3. citizens of Spartanburg and the region who look to the College for education and enrichment opportunities through music and the other arts.

The Petrie School of Music is characterized by: quality academic programs;

1. innovative interdisciplinary programs;
2. a dynamic internal and external internship program;
3. international research and performance by students and faculty;
4. leadership and interaction with external constituents;
5. programs enhanced by technology.

## DEGREE PROGRAMS

The Petrie School of Music offers the professional Bachelor of Music degree and the Bachelor of Musical Arts degrees and the Bachelor of Arts degree. Bachelor of Music degrees are conceived as intensive preparations for careers in music. Bachelor of Arts degree is designed for students who wish to combine music study with more broad-based studies in the arts and sciences, perhaps even leading to a second major or minor. Alternative career options are made available through unique programs designed to meet the interests and goals of students.

A minor in music is available for students pursuing a non-music major. A Certificate in Music Business 156 and Technology is available to music and non-music majors while a performance certificate is available for music majors in Music Education, Music Therapy or Music Composition and the Bachelor of Arts in Music.

Calculation of GPA for the Bachelor of Music and Bachelor of Arts with a major in music

The GPA for the Bachelor of Music with a major in Education majors is calculated using all Music courses taken at Converse. Students must have a minimum GPA of 2.0 in Converse music courses to graduate, but must have at least a 2.75 cumulative GPA to enter the Teacher Education Program.

The GPA for all Bachelor of Music with Performance majors, the Bachelor of Music with a Composition and Music Therapy majors, the Bachelor of Musical Arts in Contemporary Music (Media Applications), the Bachelor of Arts with a music major, the Music Minor, and all Music Certificate programs is calculated using all Music courses taken at Converse. Students must have a minimum GPA of 2.0 in all Converse Music courses to graduate.

## ADMISSION

Enrollment in all undergraduate programs at Converse College is open only to women.

To be admitted to the Petrie School of Music, a prospective student must satisfy the admission requirements of Converse College and pass a performance audition. Prospective students are encouraged to visit the campus for an interview and audition. A recording may be submitted in lieu of an audition if circumstances prohibit a live audition.

All students must audition. Non-keyboard instrumentalists are encouraged to audition with an accompanist (recorded accompaniment is not permitted). Composition majors must also submit examples of original compositions; Bachelor of Musical Arts candidates may use a combination of the audition procedures. Students may be asked to sight-read during the audition.

#### Audition requirements:

- Piano: Two pieces, memorized, from contrasting style periods.
- Organ: Two pieces from contrasting style periods.
- Voice: Three solos, memorized, from contrasting style periods.  
One selection should be in Italian.
- Strings: Two solos from contrasting style periods. Memorization is encouraged, but not required.
- Winds: Two solos from contrasting style periods.
- Percussion: Percussionists should provide their own sticks, mallets, and music. Performance on two of the following areas is required:  
Snare drum: Rudiments and a prepared solo or etude.  
Timpani: Two solos in contrasting styles.  
Marimba: Major scales and arpeggios, two solos in contrasting styles.
- Composition: Examples of original compositions are submitted to faculty for review Bachelor of Musical Arts in Contemporary Music (Media Applications) may present examples of original compositions.

#### MUSIC THERAPY

A student auditioning for the Music Therapy major must complete TWO individual auditions. One of the auditions should be performed in one of the above instruments and must satisfy all of the audition requirements for that instrument or voice. The prospective music therapy student must also complete an interview with the Coordinator of Music Therapy and sing a memorized popular song while accompanying herself on either piano or guitar.

#### FACULTY

Faculty members in the Petrie School of Music are teacher/artists committed to quality teaching and continued performance. They are in demand as solo recitalists, members of chamber and large ensembles, conductors, and clinicians. Faculty members are also active in research.

#### ADVISERS

Upon enrolling at Converse College, students in the Petrie School of Music are assigned a freshman mentor. By the end of the freshman year, the student is assigned an adviser who will work with

her for the remaining years of her degree program. Normally, the adviser is in the student's major area of music (e.g. major instrument, music education, music therapy, etc.) 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.

#### COURSE OFFERINGS

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

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

Courses are offered in a sequence. Courses are offered every term, once a year, or once every two years. In collaboration with advisers, students must carefully select courses when offered. Normally, courses will be offered only when scheduled. Music majors are required to earn grades of C- or higher in all core music history, music theory and piano classes (see course descriptions) in order to advance to higher levels. In addition, a grade of C- or better must be earned in all major courses leading to specific music degrees.

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

#### ADVANCED PLACEMENT

Advanced Placement credit is available in Music Theory based on CEEB Advanced Placement tests. Students with a minimum score of four receive credit for MUT 101.

Students wishing to receive additional theory credit do so by taking the diagnostic exam administered by the Petrie School of Music during the summer before matriculation (this applies even to those having Advanced Placement credit); further exemption testing may be required.

#### FRESHMAN SEMINARS

All freshman music students are required to enroll in a freshman year seminar class. MUH 125: Music History I serves as the freshman seminar class for most music students.

#### HONORS IN MUSIC

Honors recognition in music is available to students of high achievement. Students should consult the Petrie School of Music Student Handbook for guidelines.

## TRANSFER STUDENTS

To be eligible for the bachelor's degree with a major in music, the student must complete not less than the last 42 semester hours of coursework at Converse.

Credit in performance studies is determined by the standards established in the Petrie School of Music. For students majoring in performance, credit for previous study is determined by audition with the faculty, either at the time of registration or with the approval of the Head of the Petrie School of Music, during the first term of study at Converse.

Placement examinations in music history and theory are normally required to determine whether equivalent standards have been met. Credit toward graduation is not given for courses taken to satisfy deficiencies.

The application of transferred music credits to the Converse degree program remains tentative until all auditions and examinations have been satisfactorily completed.

For students transferring to Converse, all course work attempted prior to enrollment at Converse will be evaluated to determine if the coursework is eligible to be transferred. Only course work taken at Converse will be used to determine the cumulative grade point average. If these admission requirements are not met, the student may be denied admission to the Petrie School of Music. A student who does not meet the entry requirements is advised to declare another major.

Students transferring to Converse with fewer than 24 credit hours will be required to enroll in a freshman seminar course.

## FACILITIES

The Petrie School of Music is housed in the Blackman Music Hall, one of the finest music facilities in the southeastern United States. Daniel Recital Hall, a 340-seat hall, is also located in Blackman. Large scale performances are presented in Twichell Auditorium, an excellent 1500-seat concert hall which serves not only the School of Music and the College, but also the upstate region. The collection of music books and recordings is housed on the first floor of the Gwathmey Wing within the Mickel Library. This 50,000 volume resource is supervised by professional library staff.

## MUSIC FOR THE NON-MAJOR

Academic courses in the Petrie School of Music are open to all Converse students regardless of major or area of study. Courses which have prerequisites are identified in the Courses of Instruction.

The Petrie School of Music offers music courses which may be used to satisfy the Fine Arts Requirement in the College's General Education Program.

Performance studies (private lessons) are available for all Converse students, subject to the approval of the Head of the School of Music. Enrollments are limited by available resources. There is an additional fee for private lessons above the cost of tuition.

Music ensembles are open to all students based upon audition and approval of the ensemble director.

## BREVARD MUSIC CENTER

Students in good standing in an accredited college, or students who have been accepted for admission to an accredited college, may enroll for Converse College credit in the Advanced Division of the Brevard Music Center, Brevard, North Carolina. Brevard offers a summer session of six weeks in which the normal workload for students taking credit consists of one course, private lessons, and their major ensemble. Any exception must be approved by the Center's Education Director.

## LAWSON ACADEMY OF THE ARTS

The mission of the Alia Lawson Academy of the Arts is to welcome the community to the arts experience through instruction and creative participation in music, dance, and drama. The program is open to all ages and the curriculum includes special activities for the young child. Activities take place at the Academy located in the wing of Twichell Auditorium and in Blackman Music Hall.

The Alia Lawson Academy of the Arts is accredited by the National Guild of Community Schools of the Arts and holds membership in the South Carolina and National Federation of Music Clubs. The philosophy is focused toward providing programs of high quality, low cost, and deep commitment to life-enrichment and development.

## BACHELOR OF MUSIC WITH A COMPOSITION MAJOR

### STUDENT LEARNING OUTCOMES

1. Students will be able to demonstrate advanced ability to compose music in a variety of styles, forms, notations and mediums.
2. Students will be able to demonstrate fluency in current notation and composition technology.
3. Students will be able to demonstrate the ability to work with performers towards performance of composition.

Required Courses in Music:

MEN 120-180: Ensembles (8 terms).....	8 hours
MUA 101: Piano Class I* .....	1 hour
MUA 102: Piano Class II .....	50 hour
MUA 103: Piano Class III .....	1 hour
MUA 201: Piano Class IV .....	1 hour
MUA 202: Piano Class V .....	50 hour
MUA 203: Piano Class VI .....	1 hour
MUH 100: Recital Attendance (6 terms).....	0 hours
MUH 125: Music History I .....	3 hours
MUH 103: Music History II.....	3 hours
MUH 201: Music History III.....	3 hours
MUH 203: Music History IV.....	3 hours
MUH Music History Courses.....	3 hours
MUH 331: Music of the Romantic Era	
MUH 333: Music of the Twentieth Century	
MUH 441: Music of the Middle Ages and Renaissance	
MUH 443: Music of the Baroque and Classical Eras	
MUT 101: Basic Elements of Music Theory	3 hours
MUT 103: Principles of Harmony and Voice-Leading.....	3 hours
MUT 111: Musicianship I.....	1 hour
MUT 113: Musicianship II.....	1 hour
MUT 181: Music Composition** .....	1.5 hours
MUT 183: Major Composition** .....	1.5 hours
MUT 201: Chromatic Harmony.....	3 hours
MUT 203: Form and Analysis.....	3 hours
MUT 211: Musicianship III .....	1 hour
MUT 213: Musicianship IV .....	1 hour
MUT 281: Major Composition .....	2 hours
MUT 283: Major Composition .....	2 hours
MUT 353: Introduction to Music Composition and Improvisation and Arranging **.....	3 hours
MUT 381: Major Composition .....	3 hours
MUT 383: Major Composition .....	3 hours
MUT 410: Composition Recital .....	0 hours
MUT 433: Counterpoint.....	3 hours
MUT 441: Orchestration .....	2 hours
MUT 443: Advanced Harmony and Twentieth Century Idioms.....	3 hours
MUT 453: Advanced Analysis.....	3 hours
MUT 481: Major Composition .....	3 hours
MUT 483: Major Composition .....	3 hours
MUT 493: Composition Honors Thesis (Optional: 3 credits).....	0 hours
MMD 301: Electronic Music Laboratory I or MMD 311: Sound Recording .....	3 hours
MUE 351: Fundamentals of Conducting .....	2 hours
Music Electives.....	3 hours
Required Experiential Learning .....	3 hours
Choose one:	
MUT 450: Internship in Music Theory or Composition	

MUT 470: DIS in Music Theory or Music Composition	
Total Hours in Music .....	85 hours

Required Courses in General Education Program:

ART 100: Art Appreciation (or Art History) .....	3 hours
ATM 100: Interdisciplinary Foundations I.....	2 hours
ATM 200: Interdisciplinary Foundations II.....	1 hour
ENG 101: Composition.....	3 hours
Humanities Course.....	3 hours
Language and Culture 101, 102, and 201.....	9 hours
HPE: One 1- or 2-hour activity course from PE or dance .....	1 hour
HPE 255: Introduction to Fitness and Wellness .....	2 hours
Math or Science Elective.....	3 hours
MUH 332: Diverse Cultures and their Music .....	3 hours
Total Hours in General Education Program	30 hours
Free Electives .....	5 hours
TOTAL HOURS FOR BACHELOR OF MUSIC WITH A MUSIC COMPOSITION MAJOR.....	120 hours

\*Composition Majors who exempt Class Piano requirements should replace those credits with applied study in a different performing area.

\*\* Composition Majors take either MUT 181-183 or MUT 353.

BACHELOR OF MUSIC WITH A MUSIC EDUCATION MAJOR

The music education major is administered jointly by the School of Education and the Petrie School of Music. Students should apply to the Teacher Education Admissions Committee for admission into an education degree immediately upon the completion of the General Music course, which includes the Clinical I experience. The application must be approved by the Teacher Education Admissions Committee no later than six months prior to student teaching.

The following requirements must be satisfied in order to be officially admitted to a music education program:

1. Completion of at least 45 hours of coursework;
2. Minimum cumulative GPA of 2.75;
3. A passing score on all parts of the Core Praxis Examination prior to entering MUE 311. Any person having attained the SAT or ACT score set by the State Board of Education shall be exempt from the Praxis I requirement. (ACT = 24, 2-part SAT=1100, or 3 part SAT=1650.);
4. Successful completion of EDU 360;

5. Successful completion of Clinical I Experience;
6. A passing mark on the sophomore performance jury;
7. Following the sophomore performance jury, a successful professional skills and dispositions review with music education faculty.

After admission to the Teacher Education Program, a student must maintain at least a 2.0 GPA during the senior year to be eligible for a placement in student teaching. A student planning to student teach in the Fall Term of her senior year must submit her application by March 1 of the junior year. A student planning to student teach in the Spring Term of her senior year must submit her student teaching application by October 1 of the senior year. Only those students currently accepted in a degree program can be eligible for student teaching.

Other requirements prior to student teaching include an application for certification to the South Carolina State Department of Education and a FBI background check. Details about this application and other requirements are available on the Education Department webpage at converse.edu and from departmental staff. Generally, the applications for certification are due by December 1, a year in advance of fall term student teaching, and by May 1, a year in advance of Spring Term student teaching.

The PRAXIS II Specialty Area Test entitled Music: Content and Instruction (0114) is required for graduation from Converse College with a degree in music education. This test score, in addition to a score on the PRAXIS II Principles of Learning and Teaching Test, must be submitted to the Director of the Professional Education Unit no later than the spring of the academic year in which student teaching is completed.

Beginning in Fall 2020, in order to be placed for student teaching, teacher candidates must pass the state required PRAXIS II exams in the area of student teaching.

## BACHELOR OF MUSIC WITH A MUSIC EDUCATION MAJOR, CHORAL

### STUDENT LEARNING OUTCOMES

1. The student will demonstrate thorough competency in the technical fundamentals in the technical fundamental in either piano or voice.
2. The student will use the piano and or guitar as a tool to effectively demonstrate musical concepts and to effectively demonstrate musical concepts and to play accompaniments

and demonstrate music skills and concepts effectively with her voice.

3. The student will apply her knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in the creation of lesson plans.
4. The student will effectively lead performance based instruction in K-12 classrooms.

### Required courses in Music:

MEN 120-180: Ensemble (7 terms)*	7 hours
MUA 100: Performance Studies	4 hours
MUA 200: Performance Studies	4 hours
MUA 300: Performance Studies	4 hours
MUA 400: Performance Studies	2 hours
MUA 101: Piano Class I**	1 hour
MUA 102: Piano Class II	50 hour
MUA 103: Piano Class III	1 hour
MUA 201: Piano Class IV	1 hour
MUA 202: Piano Class V	50 hour
MUA 203: Piano Class VI	1 hour
MUH 100: Recital Attendance (6 terms)	0 hours
MUH 125: Music History I	3 hours
MUH 103: Music History II	3 hours
MUH 201: Music History III	3 hours
MUH 203: Music History IV	3 hours
MUT 101: Basic Elements of Music Theory	3 hours
MUT 103: Principles of Harmony and Voice-Leading	3 hours
MUT 111: Musicianship I	1 hour
MUT 113: Musicianship II	1 hour
MUT 201: Chromatic Harmony	3 hours
MUT 203: Form and Analysis	3 hours
MUT 211: Musicianship III	1 hour
MUT 213: Musicianship IV	1 hour
MUT 353: Intro to Music Composition, Improvisation and Arranging	3 hours
MUE 220a: Music Education Forum (4 semesters)	0 hours
MUE 221: Introduction to Music Education	2 hours
MUE 311: General Music, K-12	3 hours
MUE Instrumental Methods (choose two)	2 hours
MUE 321: Brass Techniques	
MUE 333: Woodwind Techniques	
MUE 323: Percussion Techniques	
MUE 331: String Techniques	
MUE 351: Fundamentals of Conducting	2 hours
MUE 353: Intermediate Conducting: Choral Topics	2 hours
MUE 423: Choral Methods	3 hours
MUE 460: Student Teaching*	12 hours
MUE 490: Music Education Senior Recital	0 hours
<b>Total Hours in Music</b>	<b>83 hours</b>

Must include at least one year of an SATB

ensemble.

\* Indicates a course that meets the experiential learning requirement

\*\* Piano majors substitute two years of Voice Class.

General Education Program and other required courses:

EDU 360: Introduction to Education.....3 hours

EDU 425: Teaching of Reading:

Content Area.....3 hours

ENG 101: Composition.....3 hours

Fine Arts:

ATM 100: Interdisciplinary Foundations I.....2 hours

ATM 200: Interdisciplinary Foundations II.....1 hour

\*\*\*Foreign Language 101-102.....6 hours

HPE 255: Intro to Fitness and Wellness.....2 hours

HPE: One 1- or 2- hour activity course

from among PE or Dance ..... 1 hour

Humanities course.....3 hours

MUA 221: Italian and English Diction 2 hours

MUH 332: Diverse Cultures and

Their Music.....3 hours

Lab Sciences .....4 hours

MTH 108 (or higher).....3 hours

PSY 380: Human Growth and

Development.....3 hours

Social Sciences (1 course).....3 hours

Total Hours for General Education and other

requirements Program.....42 hours

TOTAL HOURS FOR BACHELOR OF MUSIC

WITH A MUSIC EDUCATION MAJOR,

CHORAL.....125 hours

\*\*\*Must be a spoken language. American Sign

Language will not satisfy this requirement.

BACHELOR OF MUSIC WITH A MUSIC

EDUCATION MAJOR, INSTRUMENTAL

STUDENT LEARNING OUTCOMES

1. The student will demonstrate thorough competency in the technical fundamentals of a principal instrument.

2. The student will use the piano and or guitar as a tool to effectively demonstrate musical concepts and to play accompaniments and demonstrate music skills and concepts effectively with her voice.

3. The student will apply her knowledge of content, methodologies, philosophies, materials, technologies and curriculum development in the creation of lesson plans.

4. The student will effectively lead performance based instruction in K-12 classrooms.

Required Courses in Music

MEN 110-180: Ensemble (7 terms) .....7 hours

MUA 100: Performance Studies.....4 hours

MUA 200: Performance Studies.....4 hours

MUA 300: Performance Studies.....4 hours

MUA 400: Performance Studies.....2 hours

MUA 101: Piano Class I\* ..... 1 hour

MUA 102: Piano Class II ..... 50 hour

MUA 103: Piano Class III ..... 1 hour

MUA 111: Voice Class ..... 1 hour

MUA 201: Piano Class IV ..... 1 hour

MUA 202: Piano Class V ..... 50 hour

MUA 203: Piano Class VI ..... 1 hour

MUH 100: Recital Attendance (6 terms).....0 hours

MUH 125: Music History I .....3 hours

MUH 103: Music History II.....3 hours

MUH 201: Music History III.....3 hours

MUH 203: Music History IV.....3 hours

MUT 101: Basic Elements of Music Theory3 hours

MUT 103: Principles of Harmony and

Voice-Leading.....3 hours

MUT 111: Musicianship I..... 1 hour

MUT 113: Musicianship II..... 1 hour

MUT 201: Chromatic Harmony.....3 hours

MUT 203: Form and Analysis.....3 hours

MUT 211: Musicianship III ..... 1 hour

MUT 213: Musicianship IV ..... 1 hour

MUT 353: Intro to Music Composition,

Improvisation and Arranging3 hours

MUE 220a: Music Education

Forum (4 semester).....0 hours

MUE 221: Introduction to Music

Education. 2 hours

MUE 311: General Music, K-12.....3 hours

MUE 321: Brass Techniques ..... 1 hour

MUE 323: Percussion Techniques..... 1 hour

MUE 331: String Techniques..... 1 hour

MUE 333: Woodwind Techniques ..... 1 hour

MUE 351: Fundamentals of Conducting ....2 hours

MUE 363: Intermediate Conducting:

Instrumental Topics.....2 hours

MUE 421: Instrumental Methods .....3 hours

MUE 460: Student Teaching.....12 hours

MUE 490: Senior Recital .....0 hours

Total Hours in Music .....86 hours

Piano majors substitute two years of voice class

General Education Program and other required

Courses

EDU 360: Introduction to Education.....3 hours

EDU 425: Teaching of Reading:

Content Area .....3 hours

Fine Arts:

ATM 100: Interdisciplinary

Foundations I.....2 hours

ATM 200: Interdisciplinary Foundations II.....1 hour

ENG 101: Composition.....3 hours

\*Foreign Language 101-102.....6 hours

HPE 255: Intro to Fitness and Wellness 2 hours

HPE: One 1- or 2- hour activity course from



among PE or Dance..... 1 hour  
 Humanities course.....3 hours  
 MUH 332: Diverse Cultures and  
 Their Music.....3 hours  
 Lab Science.....4 hours  
 MTH 108 (or higher).....3 hours  
 PSY 380: Human Growth and  
 Development.....3 hours  
 Social Science (1 course).....3 hours  
 Total Hours for General Education  
 Program.....39 hours  
**TOTAL HOURS FOR BACHELOR OF  
 MUSIC WITH A MUSIC EDUCATION MAJOR,  
 INSTRUMENTAL.....125 hours**  
 \*Must be a spoken language. American Sign  
 Language will not satisfy this requirement

**BACHELOR OF MUSIC WITH A PERFORMANCE  
 MAJOR, PIANO**

**STUDENT LEARNING OUTCOMES**

1. The student will demonstrate thorough competency in the technical fundamentals of her primary performing specialty.
2. The student will demonstrate the ability to read and analyze musical notation and to work conceptually with the elements of rhythm, melody, harmony, structure, timbre and texture.
3. The student will demonstrate advanced performance skills on a level consistent with professional aspirations.
4. The student will demonstrate collaborative skills, the skills necessary for working with other musicians in the preparation of ensembles repertoire in all genres relevant to her specialty.
5. Students will demonstrate pedagogical ability on a level commensurate with a beginning professional teacher.
6. Students will be able to advocate for their art and themselves as artists.

**Required Courses in Music:**

MEN 110-180: Ensemble (8 terms).....8 hours  
 MEN 170: Accompanying.....2 hours  
 MUA 100: Performance Studies-Organ.....2 hours  
 MUA 100: Performance Studies-Piano.....7 hours  
 MUA 200: Performance Studies-Piano.....7 hours  
 MUA 300: Performance Studies-Piano.....7 hours  
 MUA 390: Junior Recital.....0 hours  
 MUA 400: Performance Studies-Piano.....7 hours  
 MUA 490: Senior Recital.....0 hours  
 MUH 100: Recital Attendance (6 terms).....0 hours  
 MUH 125: Music History I.....3 hours  
 MUH 103: Music History II.....3 hours  
 MUH 201: Music History III.....3 hours  
 MUH 203: Music History IV.....3 hours  
 One additional 300 or 400 level

Music History Course.....3 hours  
 MUH 453: Piano Literature.....3 hours  
 MUT 101: Basic Elements of Music Theory.....3 hours  
 MUT 103: Principles of Harmony and  
 Voice-Leading.....3 hours  
 MUT 111: Musicianship I.....1 hour  
 MUT 113: Musicianship II.....1 hour  
 MUT 201: Chromatic Harmony.....3 hours  
 MUT 203: Form and Analysis.....3 hours  
 MUT 211: Musicianship III.....1 hour  
 MUT 213: Musicianship IV.....1 hour  
 MUT Music Theory Courses.....6 hours  
 MUT 353: Introduction to Music Composition  
 and Improvisation  
 MUT 433: Counterpoint  
 MUT 443: Advanced Harmony and 20th  
 Century Idioms  
 MUT 453: Advanced Analysis  
 MUE 211: Piano Teaching Preparation\*2 hours  
 MUE 213: Elementary Methods in Piano  
 Teaching\*.....2 hours  
 MUE 301: Piano Teaching Procedures I\*.....3 hours  
 MUE 303: Piano Teaching Procedures II\*.....3 hours  
 MUE 351: Fundamentals of Conducting.....2 hours  
 Music Electives.....3 hours  
 Total Hours in Music.....95 hours

**REQUIRED COURSES IN GENERAL  
 EDUCATION PROGRAM:**

**Fine Arts:**

ATM 100: Interdisciplinary Foundations I.....2 hours  
 ATM 200: Interdisciplinary Foundations II.. 1 hour  
 ENG 101: Composition.....3 hours  
 Language and culture 101, 102, 201.....9 hours  
 HPE 255: Intro to Fitness and Wellness.....2 hours  
 HPE: One 1- or 2- hour activity course from  
 among PE or Dance..... 1-2 hours  
 MUH 332: Diverse Cultures and their  
 Music.....3 hours  
 Humanities Courses (2 different areas).....6 hours  
 General Education Program Electives.....3 hours  
 Total Hours for General  
 Education Program.....30 hours

**TOTAL HOURS FOR BACHELOR OF  
 MUSIC WITH A PERFORMANCE  
 MAJOR,PIANO.....125 hours**

\*Indicates a course that meets the experiential  
 learning requirement

**BACHELOR OF MUSIC WITH A PERFORMANCE  
 MAJOR, VOICE**

**STUDENT LEARNING OUTCOMES**

1. Students will demonstrate thorough competency in the technical fundamentals of her primary performing specialty.
2. Students will demonstrate the ability to read and analyze musical notation, and to

work conceptually with the elements of rhythm, melody, harmony, structure, timbre and texture.

3. Students will demonstrate advanced performance skills on a level consistent with professional aspirations.
4. Students will demonstrate collaborative skills, the skills necessary for working well with other musicians in the preparation of ensemble repertoire in all genres relevant to her specialty.
5. Students will demonstrate pedagogical ability on a level commensurate with a beginning professional teacher.
6. Students will be able to advocate for their art and themselves as artists.

#### Required Courses in Music:

MEN 110-180: Ensemble (8 terms).....	8 hours
MUA 100: Performance Studies.....	7 hours
MUA 101: Piano Class I.....	1 hour
MUA 102: Piano Class II.....	50 hour
MUA 103: Piano Class III.....	1 hour
MUA 200: Performance Studies.....	7 hours
MUA 201: Piano Class IV.....	1 hour
MUA 202: Piano Class V.....	50 hour
MUA 203: Piano Class VI.....	1 hour
MUA 221: Italian and English Diction.....	2 hours
MUA 223: French and German Diction.....	2 hours
MUA 300: Performance Studies.....	7 hours
MUA 390: Junior Recital.....	0 hours
MUA 400: Performance Studies.....	7 hours
MUA 401: Opera Workshop I*.....	1 hour
MUA 403: Opera Workshop II*.....	1 hour
MUA 490: Senior Recital*.....	0 hours
MUH 100: Recital Attendance (6 terms).....	0 hours
MUH 125: Music History I.....	3 hours
MUH 103: Music History II.....	3 hours
MUH 201: Music History III.....	3 hours
MUH 203: Music History IV.....	3 hours
MUH Music History or Music Theory elective at the 300-400 level.....	6 hours
MUH 451: Song Literature.....	3 hours
MUH 461: Introduction to Opera History.....	2 hours
MUT 101: Basic Elements of Music Theory.....	3 hours
MUT 103: Principles of Harmony and Voice-Leading.....	3 hours
MUT 111: Musicianship I.....	1 hour
MUT 113: Musicianship II.....	1 hour
MUT 201: Chromatic Harmony.....	3 hours
MUT 203: Form and Analysis.....	3 hours
MUT 211: Musicianship III.....	1 hour
MUT 213: Musicianship IV.....	1 hour
MUE 341: Vocal Pedagogy I *.....	2 hours
MUE 343: Vocal Pedagogy II*.....	2 hours
MUE 351: Fundamentals of Conducting.....	2 hours
Total Hours in Music.....	92 hours

\*Indicates a course that meets the experiential

learning requirement

Required Courses in General Education Program:

Fine Arts:

ATM 100: Interdisciplinary Foundations I.....	2 hours
ATM 200: Interdisciplinary Foundations II.....	1 hour
ENG 101: Composition.....	3 hours
Four (4) semesters of language credits selected from FRN, GER, ITL (Any combination of one, two, or three of the above languages).....	12 hours
HPE 255: Intro to Fitness and Wellness.....	2 hours
HPE: One 1- or 2- hour activity course from PE or Dance.....	1-2 hours
MUH 332: Diverse Cultures and their Music.....	3 hours
General Education Program Electives.....	6 hours
Total Hours in General Education Program.....	30 hours

\*students may exempt these courses with a competency test

TOTAL HOURS FOR BACHELOR OF  
MUSIC WITH A PERFORMANCE MAJOR,  
VOICE 122 hours

BACHELOR OF MUSIC WITH A PERFORMANCE  
MAJOR, STRING INSTRUMENTS  
STUDENT LEARNING OUTCOMES

1. The student will demonstrate through competency in the technical fundamentals of her primary performing specialty.
2. The student will demonstrate the ability to read and analyze musical notation and to work conceptually with the elements of rhythm, melody, harmony, structure, timbre and texture.
3. The student will demonstrate advanced performance skills on a level consistent with professional aspirations.
4. The student will demonstrate collaborative skills, the skills necessary for working will with other musicians in the preparation of ensembles repertoire in all genres relevant to her specialty.
5. Students will demonstrate pedagogical ability on a level commensurate with a beginning professional teacher.
6. Students will be able to advocate for their art and themselves as artists.

Required Courses in Music:

MEN 110: Chamber Ensemble (4 terms)....	4 hours
MEN 130: Converse Symphony Orchestra.....	8 hours
MUA 101: Piano Class I.....	1 hour
MUA 102: Piano Class II.....	50 hour
MUA 103: Piano Class III.....	1 hour
MUA 200: Performance Studies.....	7 hours
MUA 201: Piano Class IV.....	1 hour
MUA 202: Piano Class V.....	50 hour
MUA 203: Piano Class VI.....	1 hour

MUA 300: Performance Studies.....	7 hours
MUA 390: Junior Recital .....	0 hours
MUA 400: Performance Studies.....	7 hours
MUA 490: Senior Recital .....	0 hours
MUH 100: Recital Attendance (6 terms).....	0 hours
MUH 125: Music History I.....	3 hours
MUH103: Music History II.....	3 hours
MUH 201: Music History III.....	3 hours
MUH 203 Music History IV.....	3 hours
One additional Music History course at the 300 or 400 level.....	3 hours
MUH 463: Orchestral Literature.....	3 hours
MUT 101: Basic Elements of Music Theory	3 hours
MUT 103: Principles of Harmony and Voice-Leading.....	3 hours
MUT 111: Musicianship I.....	1 hour
MUT 113: Musicianship II.....	1 hour
MUT 201: Chromatic Harmony.....	3 hours
MUT 203: Form and Analysis.....	3 hours
MUT 211: Musicianship III .....	1 hour
MUT 213: Musicianship IV .....	1 hour
MUT Music Theory Courses.....	6 hours
MUT 353: Introduction to Music Composition and Improvisation	
MUT 433: Counterpoint	
MUT 441: Orchestration	
MUT 443: Advanced Harmony and 20th Century Idioms	
MUT 453: Advanced Analysis	
MUE 201: Private Applied Teaching I.....	1 hour
MUE 203: Private Applied Teaching II.....	1 hour
MUE 351: Fundamentals of Conducting .....	2 hours
Total Hours in Music.....	89 hours
*Indicates a course that meets the experiential learning requirement	
Required Courses in General Education Program:	
Fine Arts:	
ATM 100: Interdisciplinary Foundations I.....	2 hours
ATM 200: Interdisciplinary Foundations II..	1 hour
ENG 101: Composition.....	3 hours
Language and Culture 101, 102, 201 .....	9 hours
HPE 255: Intro to Fitness and Wellness.....	2 hours
HPE: One 1- or 2- hour activity course from PE or Dance .....	1-2 hours
MUH 332: Diverse Cultures and their Music.....	3 hours
Humanities Courses (2 different areas).....	6 hours
General Education Program Electives .....	3 hours
Total hours for General Education Program .....	30 hours
Free Electives .....	4 hours
 TOTAL HOURS FOR BACHELOR OF MUSIC WITH A PERFORMANCE MAJOR, STRING INSTRUMENTS .....	 123 hours

BACHELOR OF MUSIC WITH  
A PERFORMANCE MAJOR, WIND  
INSTRUMENTS

STUDENT LEARNING OUTCOMES

1. The student will demonstrate through competency in the technical fundamentals of her primary performing specialty.
2. The student will demonstrate the ability to read and analyze musical notation and to work conceptually with the elements of rhythm , melody, harmony, structure, timbre and texture.
3. The student will demonstrate advanced performance skills on a level consistent with professional aspirations.
4. The student will demonstrate collaborative skills, the skills necessary for working will with other musicians in the preparation of ensembles repertoire in all genres relevant to her specialty.
5. Students will demonstrate pedagogical ability on a level commensurate with a beginning professional teacher.
6. Students will be able to advocate for their art and themselves as artists.

Required Courses in Music:

MEN 110: Chamber Ensemble (4 terms)....	4 hours
MEN 120-130: Ensemble (8 terms).....	8 hours
MUA 100: Performance Studies.....	7 hours
MUA 101: Piano Class I.....	1 hour
MUA 102: Piano Class II .....	50 hours
MUA 103: Piano Class III .....	1 hour
MUA 200: Performance Studies.....	7 hours
MUA 201: Piano Class IV .....	1 hour
MUA 202: Piano Class V .....	50 hour
MUA 203: Piano Class VI.....	1 hour
MUA 300: Performance Studies.....	7 hours
MUA 390: Junior Recital .....	0 hours
MUA 400: Performance Studies.....	7 hours
MUA 490: Senior Recital .....	0 hours
MUH 100: Recital Attendance (6 terms).....	0 hours
MUH 125: Music History I.....	3 hours
MUH 103: Music History II.....	3 hours
MUH 201: Music History III.....	3 hours
MUH 203: Music History IV.....	3 hours
One additional Music History 300 or 400 level course.....	3 hours
MUH 463: Orchestral Instruments Literature .....	3 hours
MUT 101: Basic Elements of Music Theory....	3 hours
MUT 103: Principles of Harmony and Voice-Leading.....	3 hours
MUT 111: Musicianship I.....	1 hour
MUT 113: Musicianship II.....	1 hour
MUT 201: Chromatic Harmony.....	3 hours
MUT 203: Form and Analysis.....	3 hours
MUT 211: Musicianship III .....	1 hour

MUT 213: Musicianship IV .....	1 hour
MUT Music Theory Courses.....	6 hours
MUT 353: Introduction to Music Composition and Improvisation and Arranging	
MUT 433: Counterpoint	
MUT 441: Orchestration	
MUT 443: Advanced Harmony and 20th Century Idioms	
MUT 453: Advanced Analysis	
MUE 201: Private Applied Teaching I.....	1 hour
MUE 203: Private Applied Teaching III .....	1 hour
MUE 351: Fundamentals of Conducting .....	2 hours
Total Hours in Music .....	89 hours

#### REQUIRED COURSES IN GENERAL EDUCATION PROGRAM

##### Fine Arts:

ATM 100: Interdisciplinary Foundations I.....	2 hours
ATM 200: Interdisciplinary Foundations II.....	1 hour
ENG 101:Composition.....	3 hours
Language and Culture 101, 102, 201 .....	9 hours
HPE 255: Intro to Fitness and Wellness.....	2 hours
HPE: One 1- or 2- hour activity course	
from among PE or Dance .....	1-2 hours
MUH 332: Diverse Cultures and Their Music.....	3 hours
General Education Program Electives .....	9 hours
Total Hours for General	

Education Program.....	30 hours
Free Electives .....	4 hours
TOTAL HOURS FOR A BACHELOR OF MUSIC WITH A PERFORMANCE MAJOR, WIND INSTRUMENTS .....	123 hours

#### BACHELOR OF MUSIC WITH MUSIC THERAPY MAJOR

Music therapy is the systematic application of music elements and interventions, facilitated by a certified music therapist in a health care or educational environment, to promote therapeutic change in clients/ students with a wide variety of disabilities and challenges. This professional degree program prepares students to meet entry-level competencies set by the American Music Therapy Association in order to prepare for professional practice in music therapy. Clinical and musical competencies are tracked throughout the program as part of the advising process. Students who successfully complete four years of coursework and a six-month internship at an approved healthcare facility will have met requirements to graduate and become eligible to sit for the national board certification examination administered by the Certification Board of Music Therapists.

An audition/interview is required before acceptance into the music therapy program. In order to enter into upper division coursework, and apply for the

music therapy internship, students must pass the Functional Music Examinations I and II which are administered prior to enrolling in practicum (MTY and the music therapy internship (MTY 484), respectively. The director will assist the student in applying for the internship and serves as academic supervisor alongside the on-site internship supervisor to insure that all AMTA competencies have been met.

#### STUDENT LEARNING OUTCOMES

1. Students will demonstrate musical competence for clinical use.
2. Students will apply music psychology and music therapy research to music therapy clinical work.
3. Students will design and implement music therapy processes for assigned field work populations.

\* Indicates experiential learning courses required for the degree

##### Musicianship:

MUH 100: Recital Attendance (6 terms).....	0 hours
MUH 125,103: Music History I, II.....	6 hours
MUH 201, 203: Music History III, IV.....	6 hours
MUT 101,103: Music Theory I, II.....	6 hours
MUT 111, 113: Musicianship I, II.....	2 hours
MUT 201, 203: Music Theory III, IV.....	6 hours
MUT 211, 213: Musicianship III, IV.....	2 hours
MUE 351: Conducting I.....	2 hours
MUE 323: Percussion Techniques.....	1 hours
Total Musicianship .....	31 hours
Musical Performance/Electives	
MEN 110-190: Ensemble (4 terms).....	4 hours
MTY 254: MT Ensemble.....	1 hours
MUA 100: Performance Studies.....	5 hours
MUA 200: Performance Studies.....	5 hours
MUA 101-103: Piano Class I-III .....	2.5 hours
MUA 201-203: Piano Class IV-VI .....	2.5 hours
MTY 261: Piano Applications in MT.....	1 hours
MUA 111: Voice Class I.....	1 hours
MTY 152: Guitar Class I.....	1 hours
MTY 252: Guitar Class II.....	1 hours
Total Music Performance .....	24 hours
Total Music.....	55 hours

##### Music Therapy/Clinical Foundations

MTY 151: Intro to Music Therapy .....	2 hours
MTY 250: Clinical Processes in MT I* .....	2 hours
MTY 251: Clinical Processes in MT II* .....	1 hours
MTY 253: MT Methods/Materials .....	2 hours
MTY 341: Psychology of Music .....	3 hours
MTY 351: MT/Exceptional Individuals .....	3 hours
MTY 353: Research in MT .....	2 hours
MTY 381-483: Music Therapy Practicum* .....	8 hours
MTY 451: MT w/ Adult Populations.....	3 hours
MTY 453: Clinical/Professional Issues in MT .....	3 hours

MTY 484: Music Therapy Internship\* .....3 hours  
 PSY 204: Abnormal Psychology.....3 hours  
 Total Music Therapy/  
 Clinical Foundations .....35 hours

\*Indicates experiential learning

General Studies

PSY 100: General Psychology .....3 hours  
 MTH 113: Intro to Statistics .....4 hours  
 Or PSY 310: Stats & Experimental Design ....3 hours  
 BIO 105: Human Biology .....4 hours  
 ENG 101: Composition.....3 hours  
 MUH 332: Music of Diverse Cultures.....3 hours  
 HPE Approved Dance.....2 hours  
 Or PSY 281: Yoga & Stress Management...3 hours  
 HPE 255: Intro to Fitness and Wellness.....2 hours  
 ATM 100: Interdisciplinary Foundations I..1 hours  
 ATM 200: Interdisciplinary Foundations II.1 hours  
 PSY 380: Human Growth & Development .3 hours  
 BIO 305: Hum/Comp Anatomy.....5 hours  
 Total General Studies..... 30-32 hours  
 Electives

(SED 385 and PSY 410

are recommended electives) .....9 hours

TOTAL HOURS FOR A BACHELOR

OF MUSIC WITH A MUSIC

THERAPY MAJOR..... 131 HOURS

MUSIC THERAPY EQUIVALENCY PROGRAM

The equivalency program in music therapy allows students who have already obtained a Bachelor of Music degree in other areas to complete requirements in music therapy in order to be eligible to sit for the Board Certification Examination administered by the Certification Board for Music Therapists. It is not a second Bachelor degree. Students are admitted to the program only after an audition /interview for the Music Therapy Program. Coursework for the Equivalency:

Music Core Courses

MUA 111: Voice I (for non-vocal students)

MTY 152: Guitar I

MTY 252: Guitar II

MTY 261: Piano Applications in Music Therapy

These courses may be exempted by successful completion of the Functional Music Skills exams in piano, voice, and guitar.

Music Therapy Core Courses:

MTY 151: Intro to Music Therapy

MTY 150 Clinical Processes in Music Therapy I

MTY 251: Clinical Processes in Music Therapy II

MTY 253: Methods and Materials  
 in Music Therapy

MTY 341: Psychology of Music

MTY 353: Research in MT

MTY 381, 383, 481, 483:

Music Therapy Practicum I-IV

MTY 451: MT with Adult Populations

MTY 453: Clinical /Professional Issues in MT

MTY 484: Music Therapy Internship

Clinical Foundation Courses

MTH 113: Intro to Statistics

PSY 100: General Psychology

PSY 204: Abnormal Psychology

PSY 380: Human Growth and Development SED

300: Intro to Exceptional Children

PSY 410: Counseling & Psychotherapy

BIO 105: Human Biology

BIO 305: Human/Comparative Anatomy

Other Requirements:

DAN: Any approved Dance course

BACHELOR OF MUSICAL ARTS WITH

A CONTEMPORARY MUSIC (MEDIA

APPLICATIONS) MAJOR

This program incorporates creativity performance and media applications. It consist of course work in music, a multidisciplinary core featuring internships, courses in entrepreneurship and media applications.

STUDENT LEARNING OUTCOMES

1. Students will be able to demonstrate advanced ability to compose music in a variety of styles and mediums.
2. Students will be able to demonstrate knowledge of relevant historical and promotional practices.
3. Students will be able to demonstrate the ability to perform and work with performers towards performances of compositions.

Required Course in Music:

MEN 115: Creative

Music Ensemble (8 terms).....8 hours

MUA 100: Performance Studies.....4 hours

MUA 101: Piano Class I..... 1 hour

MUA 102: Piano Class II ..... 50 hour

MUA 103: Piano Class III .....1 hours

MUB 101: Introduction to Music Business..3 hours

MUH 201: Music History III.....3 hours

MUH 203: Music History IV.....3 hours

MUH: Music History Course in Contemporary

Repertories (three courses) .....9 hours

MUH 111: American Popular Music

MUH 112: Film Music

MUH 210: Special Topics

MUT 101: Basic Elements of

Music Theory .....3 hours

MUT 103: Principles of Harmony.....3 hours

MUT 111: Musicianship I..... 1 hour

MUT 113: Musicianship II..... 1 hour

MUT 201: Chromatic Harmony.....3 hours

MUT 203: Form and Analysis.....3 hours

MUT 211: Musicianship II..... 1 hour

MUT 213: Musicianship IV .....	1 hour
MUT 181: Composition .....	1.5 hours
MUT 183: Composition .....	1.5 hours
MUT 291: Composing with Electronic Media.....	2 hours
MUT 293: Composition for Video and Games .....	2 hours
MMD 301: Synthesizers, MIDI and Sequencing.....	3 hours
MMD 303: Electronic Music for Video and Performance .....	3 hours
MMD 311: Recording and Sound Reinforcement.....	3 hours
Total hours in Music.....	64.5 hours

Multidisciplinary Arts Core:

ATM 100: Interdisciplinary Foundations I.....	2 hours
ATM 200: Interdisciplinary Foundations II..	1 hour
FYS 125: Arts-Based First Year Seminar.....	3 hours
Guided Internship(s) in the Arts Choose from the following .....	2 hours
MMD 450: Music Media Internship	
MUA 450: Internship in Performance	
MUE 450: Internship in Music Education	
MUH 450: Internship in Music History	
MUT 450: Internship in Music Theory or Composition	

Digital Media: Choose from the following..	6 hours
ART 124: Graphic Art Design I	
ART 224: Graphic Art Design II	
CSC 126: Introduction to Digital Studies	
CSC 201: Introduction to Computing	
CSC 235: Web Applications	
CSC 355: Computer Graphics	

Elective in other, non-music arts field.....	3 hours
Total Hours in Multidisciplinary core.....	18 hours

Required courses in

General Education Program:

ENG 101: Composition.....	3 hours
Language and Culture (101, 102, 201).....	9 hours
Math or Science elective .....	3 hours
HPE 255: Introduction to Fitness and Wellness .....	2 hours
HPE: One 1- or 2-hour activity course from among PE or dance .....	1-2 hours
Humanities elective .....	3 hours
Non-arts elective .....	3 hours
Social Science elective .....	3 hours
MUH 332: Diverse Cultures and Their Music.....	3 hours

Graduation requirements but not a separate course:

First Year Seminar Writing Intensive course	
Non-European/non-Anglophone course	
Capstone experience	
Total Hours for General Education	

Program .....	30 hours
Free Electives .....	8 hours
TOTAL HOURS FOR A BACHELOR OF MUSICAL ARTS WITH A CONTEMPORARY MUSIC (MEDIA APPLICATIONS) MAJOR.....	120.5

BACHELOR OF ARTS  
WITH A MUSIC MAJOR  
STUDENT LEARNING OUTCOMES

1. Students will demonstrate intermediate competency in music performance appropriate to the performance area.
2. Students will demonstrate the understanding of analytical, historical, and cultural issues in music.
3. Students will advocate for their art and themselves as artists.

Required courses in music:

MEN 120–180: Ensemble (4 terms) .....	4 hours
MUA 100: Performance Studios .....	5 hours
MUA 101: Piano Class I*.....	1 hour
MUA 102: Piano Class II .....	50 hour
MUA 103: Piano Class III .....	1 hour
MUA 200: Performance Studies.....	5 hours
MUA 300: Performance Studies.....	5 hours
MUA 485: Senior Project.....	0 hours
MUH 100: Recital Attendance (6 terms).....	0 hours
MUH 125: Music History I.....	3 hours
MUH 103: Music History II.....	3 hours
MUH 201: Music History III.....	3 hours
MUH 203: Music History IV.....	3 hours
MUT 101: Basic Elements of Music Theory .....	3 hours
MUT 103: Principles of Harmony and Voice-Leading.....	3 hours
MUT 111: Musicianship I.....	1 hour
MUT 113: Musicianship II.....	1 hour
MUT 201: Chromatic Harmony.....	3 hours
MUT 203: Form and Analysis.....	3 hours
MUT 211: Musicianship III .....	1 hour
MUT 213: Musicianship IV .....	1 hour
Total Hours in Music .....	49.5 hours

\*Students with a concentration in keyboard studies may substitute two long terms of study in another instrument or voice.

\*\*MUA 221: Introduction to Italian and English Diction or MUA 223: Introduction to French and German Diction is strongly recommended for all voice students.

Required Courses in

General Education Program:

ENG 101: Composition.....	3 hours
---------------------------	---------

Language and Culture (through 201 level of language).....	9 hours
MTH 108 or higher .....	3 hours
HPE 255: Introduction to Fitness and Wellness .....	2 hours
HPE: One 1- or 2-hour activity course from among PE or dance .....	1-2 hours
Humanities Courses (2 different areas) .....	6 hours
Literature.....	3 hours
Fine Arts:	
ATM 100: Interdisciplinary Foundations I.....	2 hours
ATM 200: Interdisciplinary Foundations II.....	1 hour
Natural Sciences (2 course from 2 different disciplines; does not include CSC; at least 1 course must be a lab science) .....	7 hours
Social Sciences (2 courses, different areas) ..	6 hours
MUH 332: Diverse Cultures and Their Music.....	3 hours
Graduation requirements but not a separate course:	
First Year Seminar	
Writing Intensive course	
Non-European/non Anglophone course	
Quantitative Reasoning course	
Capstone experience	
Total Hours for General Education Program.....	46 hours
Free Electives (A second major or a minor is recommended) .....	24.5 hours
<b>TOTAL HOURS FOR A BACHELOR OF ARTS WITH A MUSIC MAJOR.....</b>	<b>120 hours</b>

#### MUSIC BUSINESS AND TECHNOLOGY CERTIFICATE

##### Required Courses:

ATM 255: Creating Your Brand.....	3 hours
MUB 101: Introduction to Music Business.....	3 hours
MUB 102: Music Business and Technology Practicum (two terms).....	2 hours
Supervised Internship (Choose One).....	3-6 hours
ATM 465: Professional Internship in Arts Management	
MUB 450: Music Business Internship	
MMD 450: Music Media Internship	

Remaining credits should be chosen from the following courses:

ACC 211: Accounting Principles I.....	3 hours
ART 124: Graphic Design I .....	3 hours
ATM 265: Arts Management and Organizational Structure .....	3 hours
ATM 365: Arts Leadership and Program Development.....	3 hours
BAD 340: Marketing Principles .....	3 hours
BAD 345: Integrated Marketing Communications	
BAD 351: American Legal System and Contracts .....	3 hours
ECN201: Microeconomic Principles.....	3 hours

MEN 115: Creative Music Ensemble	1 hour
MMD 301: Synthesizers, MIDI and Sequencing.....	3 hours
MMD 311: Recording and Sound Reinforcement.....	3 hours
MUB 103: Music Concert Promotion and Venue Management .....	3 hours
Total hours for a Certificate in Music Business .....	18 hours

#### PERFORMANCE CERTIFICATE FOR NON-PERFORMANCE MUSIC MAJORS

Students enrolled in music majors and pursuing the Bachelor of Music degree in Music Education, Music Therapy, or Music Composition as well as the Bachelor of Arts in Music may earn a performance certificate by completing the following:

1. Take Private lessons for credit with the credit of 2-1-2 on a continuous basis throughout the degree program, whether or not those lessons are required for the chosen degree program.
2. Admission to the certificate will be contingent upon the approval of the full music faculty at the time of the 203 applied music exams.
3. Both junior and senior recitals are required with the same level of recital length and repertoire as the performance majors.
4. The recitals will be adjudicated using the same standards required for a performance degree.

Upon successful completion of the above requirements a notation will be made on the academic transcript at the time of graduation.

#### MINOR IN MUSIC

MEN 120-190: Ensemble (2 terms).....	2 hours
MUA 100: Elective Performance Studies.....	4 hours

\*Music minors must perform and pass the equivalent of a MUA 103 jury before exiting their performance studies.

Please see the Music Handbook for jury requirements.

MUH 100: Recital Attendance (2 terms) .....	0 hours
MUH 125: Music History I .....	3 hours
One additional Music History Course.....	3 hours
MUT 101: Basic Elements of Music Theory .....	3 hours
MUT 103: Principles of Harmony and Voice-Leading .....	3 hours
MUT 111: Musicianship I.....	1 hour
MUT 113: Musicianship II.....	1 hour
Electives in Music.....	3 hours
Total Hours for a Music Minor.....	23 hours

#### COURSES OF INSTRUCTION

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

110. CHAMBER ENSEMBLE/ONE CREDIT

*Prerequisite: Permission of the director.* Participation in small instrumental, keyboard and/or vocal ensembles. *May be repeated for credit.*

#### 115. CREATIVE MUSIC ENSEMBLE/ONE CREDIT

*Prerequisite: Approval of the School of the Arts Curriculum Committee.* Required for Contemporary Music and Media application majors. A student driven music ensemble with two or more members guided by one or more faculty mentors. *Offered every term, it may be repeated for credit.*

#### 120. CONVERSE WIND ENSEMBLE/ONE CREDIT

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

#### 130. CONVERSE SYMPHONY ORCHESTRA/ ONE CREDIT

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

#### 140. CHAMBER SINGERS/ONE CREDIT

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

#### 150. 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.*

#### 155. MUSICAL THEATRE ENSEMBLE/ ONE CREDIT

This vocal ensemble explores music specific to the Musical Theatre repertoire, and trains students pursuing the BA in Musical Theatre in ensemble singing. Open to all Converse students. *May be repeated for credit*

#### 160. 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.*

#### 170. ACCOMPANYING/ONE CREDIT

*Prerequisite: Permission of the instructor.* Techniques of accompanying singers and instrumentalists. Includes practical application with student soloists.

#### 175. ACCOMPANYING PRACTICUM/ ONE CREDIT

*Prerequisite: MEN 170. 190. OPERA PERFORMANCE/*

*ONE CREDIT Prerequisite: Permission of the director.* An opera performance course designed for the undergraduate student. Open to all Converse students by audition. *May be repeated for credit.*

#### 270. ACCOMPANYING II/ONE CREDIT

*Prerequisite: Accompanying I.*

A one-hour lesson weekly. Advanced techniques of vocal accompanying and coaching. Includes practical application with student soloists. The instructor will also assign basic repertoire so the S student will gain familiarity with many different styles and periods. One hour credit each term (two terms required for collaborative track).

#### MUSIC MEDIA (MMD)

#### 301.SYNTHESIZERS MIDI AND SEQUENCING/ THREE CREDITS

*Prerequisite: Permission of the instructor.* An introduction to techniques in the electronic music studio with a focus on using it as a composition, recording, and arranging tool. *Offered in alternate years.*

#### 303. ELECTRONIC MUSIC FOR VIDEO AND PERFORMANCE/ THREE CREDITS

*Prerequisite: MMD 301.* A continuation of exploring and mastering techniques in the electronic music studio with a focus on combining music with video in recording and live performance. *Offered in alternate years.*

#### 311. RECORDING AND SOUND REINFORCEMENT/THREE CREDITS

*Prerequisite: Permission of the instructor.* An introduction to specific technical and artistic elements of current multitrack sound recording and live sound reinforcement equipment. *Offered in alternate years.*

#### 450. MUSIC MEDIA INTERNSHIP/ ONE TO SIX CREDITS

*Prerequisite: Permission of the department and approval of the Music Curriculum Committee.* An external, supervised internship with a business specializing in some area(s) of music media. *Pass/fail grading.*

#### 470. 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.

#### MUSIC THERAPY (MTY)

#### 151. INTRODUCTION TO MUSIC THERAPY/ TWO HOURS



*No prerequisite; open to non-majors.* This course introduces the student to the field of music therapy including a description of professional practice, and history of the profession, and surveys music therapy applications with a variety of clinical populations. The course also presents the student with experiential learning opportunities that are critical to developing clinical/self-reflective skills in the profession.

#### 152. GUITAR CLASS I/ONE CREDIT

*No prerequisite; open to non-majors if space is available.* A course designed to address and expand upon guitar competencies delineated in the American Music Therapy Association Professional Competencies document. Those competencies include:

1. Accompany self and ensembles proficiently.
2. Employ simple strumming and finger picking techniques.
3. Tune guitar using standard and other tunings (Open E, Drop D, Double Drop D)
4. Perform a basic repertoire of traditional, folk, and popular songs with or without printed music.
5. Harmonize and transpose simple compositions in several keys.

#### 250. CLINICAL PROCESSES I/TWO CREDITS

This course is an introduction to the music therapy clinical process with cases that illustrate clinical competencies contained in the AMTA Professional Competencies document. Assessment, treatment planning, clinical observation, data collection, session design, evaluation and documentation will be covered. Case examples and video clips with diverse clients will serve as a driving force for this course, illustrating a client-centered approach to treatment. Students will be asked to reflect on their values, beliefs and attitudes toward client groups and begin to examine the relationship between self and therapist role.

#### 251. CLINICAL PROCESSES II/ ONE CREDITS

This course is an extension of learning about the music therapy clinical process with on-site observations that illustrate clinical competencies contained in the AMTA Professional Competencies document. Assessment, treatment planning, clinical observations, data collection, session design, evaluation and documentation will be reviewed as applicable to professional music therapy practice in different sites. Analysis and synthesis of these observations will serve as a primary focus for this course, illustrating a client-centered approach to treatment. Students will be asked to reflect on their personal values, beliefs and attitudes toward client groups and begin to examine the relationship

between self and therapist role.

#### 252. GUITAR CLASS II/ONE CREDIT

*Prerequisite: MTY 152 or permission of instructor; open to non-majors if space is available.* A continuation of the development of guitar competencies including finger-picking, blues styles, open tunings and development of more advanced clinical repertoire.

#### 253. MUSIC THERAPY METHODS AND MATERIALS/TWO CREDITS

Develop theoretical and applied competencies necessary for the implementation of therapeutic/recreational music interventions to prepare for the practicum experiences in community facilities. One major emphasis of this course is directed towards the student's initial development of applied skills through exercises requiring the presentation of specific musical competencies. Course objectives relate to the rationale, planning, development and implementation of therapeutic musical activities and interventions for individuals with physical disabilities. The Functional Music Skills Examination I is administered after this course is completed.

#### 254. MUSIC THERAPY ENSEMBLE/ONE CREDIT

*Prerequisite: MTY 253 or by permission of the instructor.* This course was designed to 1) increase competencies in performance skills, specifically in the areas of accompanying, solo work, arranging and group performance and to enhance the acquisition of selected functional music skills considered essential to the practicing music therapist; 2) to develop a personal performance style; 3) to increase leadership skills through planning and implementing performances, and 4) to create public awareness of the music therapy profession.

#### 261. PIANO APPLICATIONS IN MUSIC THERAPY/ ONE CREDIT

*Prerequisites: MUA 101-103, MUA 201-203.* The focus of these weekly lessons will consist of addressing AMTA piano competencies expected of the practicing music therapist. These lessons do not prepare the student for jury/recital requirements in piano. They do prepare the student for the piano requirement of the Level I and Level II Functional Music Examinations, a graduation requirement for the Music Therapy degree. Course content adheres to the keyboard requirements articulated in the AMTA Professional Competencies, 4.1-4.5.

#### 341. PSYCHOLOGY OF MUSIC/THREE CREDITS

*Prerequisite: Basic Statistics recommended; open to non-majors.* This course surveys the research literature

and principles of the psychological foundations of music behavior including psychoacoustics, music perception, affective and physiological responses to music, music learning and measurement. Class evaluations will be based on reviews of journal articles, oral presentations, and chapter tests.

### 351. MUSIC THERAPY WITH EXCEPTIONAL INDIVIDUALS/THREE CREDITS

*Prerequisite:* MTY 253 or by permission of the instructor. This course will cover approaches to music therapy with children with developmental disabilities including autism, mental handicaps and learning disabilities. Clinical approaches congruent with those encountered in a special education setting will be the focus of this class, including music therapy assessment and treatment planning as part of the Individualized Education Plan (IEP), applied behavioral analysis and behavior modification techniques as well as data gathering and documentation. Offered in alternate years.

### 353. RESEARCH IN MUSIC THERAPY/ TWO CREDITS

*Prerequisite:* MTY 351 or permission of the instructor. This course is designed to address competencies in music therapy research as defined in the AMTA Professional Competencies document (24.1-24.5). Student enrolled in this course will 1) become familiar with the purpose and methodology of historical, quantitative, and qualitative research, 2) develop the ability to analyze and critique both qualitative and quantitative research; 3) develop specific techniques in the qualitative and quantitative study of music and non-musical behaviors; 4) continue to develop scholarly writing skills; 5) apply selected research findings to clinical practice. Offered in alternate years.

### 381,383, 481, 483. MUSIC THERAPY PRACTICUM/ TWO CREDITS

*Prerequisites:* MTY 253 and passing the Functional Music Examination I. The music therapy practicum provides opportunities for the music therapy student to apply theories, principles, concepts, and skills acquired through other aspects of the music therapy curriculum in actual clinical settings. Practicum helps the student develop greater knowledge and sensitivity to the needs of clients, develops greater self-awareness, strengthens necessary clinical and musical competencies, and cultivates a student's unique style of working. The continued development of clinical competencies (delineated in the AMTA Professional Competencies document) prepares the student for the required six-month clinical internship. Four semesters of practicum are required in four different health care settings supervised by a Board Certified Music

Therapist.

### 451. MUSIC THERAPY WITH ADULT POPULATIONS/ THREE CREDITS

*Prerequisites:* MTY 353, MTY 383 or permission of the instructor. This senior level music therapy course is designed to develop AMTA professional competencies in exceptionality (B.11.) relevant to working with adults with psychiatric diagnoses. The course also addresses the relationship between developmental/ psychological theories and music therapy practice. Ethical issues, assessment, devising appropriate treatment strategies with age appropriate methods and materials with adults and older adults will also be covered. Self-monitored peer groups will enhance self-reflection and completion of experiential assignments complementing lectures by the instructor.

### 453. CLINICAL AND PROFESSIONAL ISSUES IN MUSIC THERAPY/THREE CREDITS

*Prerequisite:* MTY 451 or permission of the instructor. This is the pre-internship capstone music therapy course, leading to acceptance to the six-month internship. In addition to lectures and peer group assignments, individualized sessions will be arranged with the instructor to assist in internship placement, and to develop the intern contract and Individualized Training Plan in cooperation with the internship supervisor. Self-monitored peer groups will continue from MTY 451, (or groups facilitated by a Board Certified Music Therapist not affiliated with the College) with assignments complementing lectures by the instructor.

### 470. DIRECTED INDEPENDENT STUDY/ ONE TO FOUR CREDITS

*Prerequisite:* Approval of the Music Curriculum Committee. Projects of independent study approve by the faculty and the Music Curriculum Committee.

### 484. MUSIC THERAPY INTERNSHIP/ THREE CREDIT

*Prerequisites:* Completion of all Music Therapy coursework, passing the Functional Music Skills Examination. The music therapy clinical internship is considered the capstone course for music therapy majors and is the culmination of the professional degree program in music therapy. The course constitutes a six-month (900 hours or the equivalent) resident internship at a clinical site approved by the American Music Therapy Association. Prerequisites for the internship include successful completion of all other curriculum requirements for the music therapy degree, including the Functional Skills Examinations I, II. Learning is achieved on-site under the collaborative supervision of a Board Certified Music Therapist and the Director of the Music Therapy Program at

Converse College. *Pass/fail grading.*

493. HONORS THESIS IN MUSIC THERAPY/  
THREE CREDITS

*Prerequisites: Admission into the Nisbet or Music Honors Program. Minimal GPA of 3.0. Permission of the student's major professor, approval of the Curriculum Committee of the Petrie School of Music; other pre-requisites as outlined in the Nisbet Honors Guidelines.* This course is an elective senior thesis for music therapy majors who wish to pursue Honors in Music Therapy. The Senior Honors Thesis in Music Therapy demonstrates the student's ability to do sustained work, conduct systematic research, to organize materials effectively, and to write in a technical style consistent with submission requirements to a professional music journal.

PERFORMANCE STUDIES (MUA)

101. PIANO CLASS I/ONE CREDIT

An introduction to the rudiments of piano playing.

102. PIANO CLASS II/ONE-HALF CREDIT

*Prerequisite: MUA 101 with a grade of C- or higher.*  
A continuation of MUA 101.

103. PIANO CLASS III/ONE CREDIT

*Prerequisite: MUA 102 with a grade of C- or higher.*  
A continuation of MUA 102.

111. VOICE CLASS I/ONE CREDIT

An elementary study of vocal production and repertoire.

113. VOICE CLASS II/ONE CREDIT

*Prerequisite: MUA 111 with a grade of C- or higher.*  
A continuation of MUA 111, using more advanced repertoire and developing technical skills.

201. PIANO CLASS IV/ONE CREDIT

*Prerequisite: MUA 103 with a grade of C- or higher.*  
A continuation of MUA 103.

202. PIANO CLASS V/ONE-HALF CREDIT

*Prerequisite: MUA 201 with a grade of C- or higher.*  
A continuation of MUA 201.

203. PIANO CLASS VI/ONE CREDIT

*Prerequisite: MUA 202 with a grade of C- or higher.* A continuation of MUA 202. Successful completion of MUA 203 satisfies the piano proficiency requirement for music degrees.

211. VOICE CLASS III/ONE CREDIT

*Prerequisite: MUA 113 with a grade of C- or higher.*  
A continued study of vocal production, technical skills, and repertoire using more advanced methods and materials.

213. VOICE CLASS IV/ONE CREDIT

*Prerequisite: MUA 211 with a grade of C- or higher.* A continuation of MUA 211. Successful completion

of MUA 213. Satisfies the voice proficiency requirement for music degrees.

221. INTRODUCTION TO ITALIAN AND  
ENGLISH DICTION/TWO CREDITS

The study and performance of lyric Italian and English diction for the stage and concert platform. Designed to identify the techniques of enunciation and projection. Students learn to use the International Phonetic Alphabet as a means toward affecting accurate and idiomatic pronunciation. Open to singers and those who work with singers as coaches or conductors.

223. INTRODUCTION TO FRENCH AND  
GERMAN DICTION/TWO CREDITS

The study and performance of lyric German and French diction for the stage and concert platform. Designed to identify the techniques of enunciation and projection. Students learn to use the International Phonetic Alphabet as a means toward affecting accurate and idiomatic pronunciation. Open to singers and those who work with singers as coaches or conductors.

390. JUNIOR RECITAL/NO CREDIT

*Prerequisite: Approval of the faculty.* Pass/fail grading.

401. OPERA WORKSHOP I/ONE CREDIT

*Prerequisite: Declared music major or permission of instructor.* Includes character analysis, role analysis, role preparation and stage management.

403. OPERA WORKSHOP II/ONE CREDIT

*Prerequisite: MUA 401 or permission of instructor.* Includes audition techniques, preparation of audition packets, stage makeup and further stage movement techniques.

450. INTERNSHIP IN PERFORMANCE  
ONE TO SIX CREDITS

*Prerequisite: Declared music major; permission of the department.* A supervised internship which provides music majors with the opportunity to explore an external area of interest related to Performance Studies. The course will serve as a music elective or a free elective in the student's degree program. *Pass/fail grading.*

470. 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.

485. SENIOR PROJECT/NO CREDIT

*Prerequisite: Approval of the faculty.* The project consists of a recital, lecture-recital or capstone. A

\$50 scheduling fee is required for both the recital and lecture-recital.

#### 490. SENIOR RECITAL/NO CREDIT

*Prerequisite: Approval of the faculty.* A \$50 scheduling fee is required in this course. Pass/fail grading.

#### 493. HONORS PROGRAM/SIX CREDITS

*Prerequisite: Approval of the Music Curriculum Committee.* For music performance majors only. Program includes senior recital, a second full recital in the major performance area, independent written project, and an ensemble.

#### PRIVATE LESSONS

Two categories of private instruction are available:  
1. Performance Studies numbers (to satisfy degree requirements for music majors):

101. Two\* or three credits. Fall Term with weekly one-hour lessons.

One credit. Jan Term with weekly one-hour lessons.

Two\* or three credits. Spring Term with weekly one-hour lessons.

201. Two\* or three credits. Fall Term with weekly one-hour lessons.

One credit. Jan Term with weekly one-hour lessons.

203. Two\* or three credits. Spring Term with weekly one-hour lessons. Culminates with full faculty jury for students intending to present a recital.

301. Two\* or three credits. Fall Term with weekly one-hour lessons.

One credit. Jan Term with weekly one-hour lessons.

Two\* or three credits. Spring Term with weekly one-hour lessons.

401. Two\* or three credits. Fall Term with weekly one-hour lessons.

One credit. Jan Term with weekly one-hour lessons.

Two\* or three credits. Spring Term with weekly one-hour lessons.

for music students with a major other than performance.

2. Elective Performance Studies (requires approval of the appropriate performance area faculty). Open to all Converse students. Enrollments are limited by available resources. Students should check with the Petrie School of Music prior to registering for elective courses.

Elective performance studies numbers are:

111. One credit. Fall Term weekly half-hour lessons

113. One credit. Spring Term weekly half-hour lessons.

121. Two credits. Fall Term weekly one-hour lessons.

123. Two credits. Spring Term weekly one-hour lessons.

NOTE: Elective performance studies are not offered in JanTerm.

#### MUSIC BUSINESS (MUB)

##### 101. INTRODUCTION TO MUSIC BUSINESS/ THREE CREDITS

This course provides a general overview of the music industry, focusing on the relationship between successful musicianship and business strategies. The goal is to help the student make informed choices about a music vocation or avocation.

##### 102. MUSIC BUSINESS AND TECHNOLOGY PRACTICUM/ONE CREDIT

*Elective credit. Prerequisite: Admission to the Music Business and Technology Certificate Program or permission of the instructor.* This practicum provides unique opportunities for relating musical processes (such as composition and performance) to music business processes (such as budget design and analysis, accounting procedures and legal considerations) and /or music technology activities (such as recording, sound synthesis and sound reinforcement) in order to increase breadth of competence. Each student is required to enroll in and complete two terms of the practicum while enrolled in the Music Business and Technology Certificate Program. The ultimate goal of the practicum is to enable the student to synthesize the disciplines of music, music business and/or music technology through specific projects designed by a certificate director. This course is offered for one elective credit and may be scheduled during any term, to be determined by its content and format. Non-certificate program students may enroll for elective credit.

##### 103. MUSIC CONCERT PROMOTION AND VENUE MANAGEMENT

*Elective credit. Prerequisite: Admission to the Music Business and Technology Certificate Program or permission of the instructor.* This course provides a basic and detailed understanding of the concert/ touring/live music segment of the industry. With behind-the-scenes examination of concert venue management and concert promotion, students will learn in depth day to day venue operation including small business demands and responsibilities, especially as they relate to the music business. Students will also gain some competence in concert promotion, from buying talent to show promotion and production. This course fulfills an elective

requirement as part of the Music Business and Technology Certificate Program. Non-certificate program students may enroll for elective credit.

301. MUSIC BUSINESS INTERNSHIP/ ONE/  
ONE-HALF/ ONE CREDITS

*Prerequisites:* MUB 101. A three-term, external, supervised internship with a professional business, school, or performing, arts organization specializing in some area(s) relating to music business.

MUSIC EDUCATION (MUE)

201. PRIVATE APPLIED TEACHING I/  
ONE CREDIT

*Prerequisite:* *Permission of the department.* Instruction of elementary and intermediate pupils by applied music majors in their principal field under faculty supervision. Includes methodology and materials for teaching.

203. PRIVATE APPLIED TEACHING II/  
ONE CREDIT

*Prerequisite:* MUE 201. A continuation of MUE

211. PIANO TEACHING PREPARATION/  
TWO CREDITS

The study of careers as a pianist, necessary professional preparation, the history of piano pedagogy, and learning theory as applied to piano teaching. Observation of lessons and experiences in piano teaching required.

213. ELEMENTARY METHODS IN PIANO  
TEACHING/TWO CREDITS

A survey and evaluation of contemporary beginner's piano methods and the application of principles of Dalcroze eurhythmics to the teaching of rhythm. Observation of lessons and experiences in piano teaching required.

220a. MUSIC EDUCATION FORUM/NO CREDIT  
*Major credit.* Required of all music education major, to be taken repeatedly. This course is for music education majors to gain additional music education experiences through lectures, discussions, interactions, observations, guest speakers, and teaching experiences. Music education majors must pass a minimum of 4 semesters. Pass/fail grading. *Offered Fall and Spring Terms.*

220b. MUSIC EDUCATION FORUM/ONE CREDIT  
*Major credit.* Advisor approval required. This course is for music education majors to gain additional music education experiences through lectures, discussions, interactions, observations, guest speakers, and teaching experiences. This course is available if the student is short on practicum experience hours and must be taken in final semester before the student teaching experience.

This course may be taken only once. *Pass/fail grading Offered Fall and Spring Terms.*

221. INTRODUCTION TO MUSIC EDUCATION/  
TWO CREDITS

The philosophical, sociological, and psychological foundations of music education.

301. PIANO TEACHING PROCEDURES I/  
THREE CREDITS

*Prerequisite:* MUE 211 and MUE 213. Beginning supervised teaching of elementary piano students. Includes the study of early intermediate literature for piano teaching.

303. PIANO TEACHING PROCEDURES II/  
THREE CREDITS

*Prerequisite:* MUE 301. Continued supervised teaching of elementary piano students. Additional study of intermediate literature for the piano, including practice techniques, learning styles, and related teaching styles, use of recordings in teaching, and recital and competition preparation for students.

311. GENERAL MUSIC, K-12/THREE CREDITS

*Prerequisites:* MUE 22 1 and EDU 360, and passing scores on the reading, writing and math portions of the Core I Praxis. Methods, materials, and practicum for teaching general music in the elementary, middle and high school.

313. PRIVATE STUDIO RESOURCES/  
ONE CREDIT

For all music students who desire to open a private music studio. The study of studio management, pedagogical music publishing houses, organizations and competitions.

321. BRASS TECHNIQUES/ONE CREDIT

*Prerequisite:* MUT 101. Acquisition of a basic working knowledge of all brass instruments. Includes methodology and materials for teaching. *Offered in alternate years.*

323. PERCUSSION TECHNIQUES/ONE CREDIT

*Prerequisite:* MUT 101. Acquisition of a basic working knowledge of major percussion instruments. Includes methodology and materials for teaching. *Offered in alternate years.*

331. STRING TECHNIQUES/ONE CREDIT

*Prerequisite:* MUT 101. Acquisition of a basic working knowledge of all string instruments includes methodology and materials for teaching. *Offered in alternate years.*

333. WOODWIND TECHNIQUES/ONE CREDIT

*Prerequisite:* MUT 101. Acquisition of a working

knowledge of all woodwind instruments. Includes methodology and materials for teaching. *Offered in alternate years.*

#### 341. VOCAL PEDAGOGY I/TWO CREDITS

*Prerequisite: Permission of voice faculty.* The anatomy and physiology of the vocal instrument and application of that knowledge to teaching voice. Includes supervised teaching of beginning voice students.

#### 343. VOCAL PEDAGOGY II/TWO CREDITS

*Prerequisite: MUE 341.* A continuation of the study of the anatomy and physiology of the vocal instrument and application of that knowledge to teaching voice. Includes supervised teaching of beginning voice students.

#### 351. FUNDAMENTALS OF CONDUCTING/TWO CREDITS

*Prerequisite: MUT 203.* A study of the fundamental principles of instrumental and choral conducting. Concentration on score reading.

#### 353. INTERMEDIATE CONDUCTING: CHORAL TOPICS/TWO CREDITS

*Prerequisite: MUE 351.* Intermediate choral conducting skills. Includes score reading and conducting of choral ensembles.

#### 363. INTERMEDIATE CONDUCTING: INSTRUMENTAL TOPICS/TWO CREDITS

*Prerequisite: MUE 351.* Intermediate instrumental conducting skills. Includes score reading and conducting of instrumental ensembles.

#### 370. MUSIC FOR THE CHILD/THREE CREDITS

*Prerequisite: EDU 360 or permission of the instructor.* The fundamentals of music needed to meet South Carolina certification requirements for classroom teachers. Includes basic notation, methodology for teaching music to elementary students, and methodology for using music to teach other subjects.

#### 421. INSTRUMENTAL METHODS/THREE CREDITS

*Prerequisite: MUT 203 and MUE 31.* Methods, materials and practicum for teaching instrumental music.

#### 423. CHORAL METHODS/THREE CREDITS

*Prerequisite: MUT 203 and 311.* Methods, materials and practicum for teaching choral music in grades K-12.

#### 450. INTERNSHIP IN MUSIC EDUCATION/ ONE TO SIX CREDITS

*Prerequisite: Declared music major; permission of the department.* A supervised internship which provides music majors with the opportunity to explore an

external area of interest related to Music Education or Pedagogy. The course will serve as a music elective or a free elective in the student's degree program. *Pass/fail grading.*

#### 460. STUDENT TEACHING IN MUSIC/TWELVE CREDITS

*Prerequisites: Admission to the Teacher Education Program in Music Education; completion of all music and music education courses required for the degree: minimum GPA of 2.75; and permission of the department.* Beginning in Fall 2017, in order to be placed for student teaching, teacher candidates must pass the state required PRAXIS II exams in the area of student teaching. 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 supervising professor 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. Students must comply with all South Carolina State Department of Education requirements before student teaching. Those requirements may be obtained from advisors, program directors and education department personnel. The State Department website is <http://ed.sc.gov>. *Pass/fail grading. Offered Fall and Spring Terms. Special fee. Meets the GEP capstone.*

#### 470. DIRECTED INDEPENDENT STUDY/ ONE TO FOUR CREDITS

*Prerequisite: Approval of the Music Curriculum Committee.* Projects of independent study approved by the faculty and the Music Curriculum Committee.

#### 493. HONORS THESIS IN MUSIC EDUCATION/THREE CREDITS

*Prerequisite: MUH 501.* An optional Senior Thesis for Education. The thesis topic must be approved in advance by the student's major professor and the Music Curriculum Committee.

#### 490. SENIOR RECITAL IN MUSIC EDUCATION/ 0 CREDITS

*Major credit. Prerequisites: Successful completion of MUS 303 and concurrent enrollment in MUA 401.* Requirement for the Bachelor of Music degree in Music Education. Offered Fall Term. *Pass/Fail grading.*

#### MUSIC HISTORY AND LITERATURE (MUH)

#### 100. CONCERT ATTENDANCE/NO CREDIT

A minimum of 20 Fall Term, 20 Jan/Spring Term concert/recital/special music event attendances is required, selected from The Petrie School of Music Calendar of Events or outside events approved in advance by the instructor. Six terms (a minimum of

20 Fall Term, 20 Jan/Spring Term) must be passed in order to graduate. Required of all undergraduate music majors, all degrees. *Pass/fail grading.*

**\*103. MUSIC HISTORY II/THREE CREDITS**

*GEP credit. Prerequisite: MUH 125 with a grade of C- or higher.* A survey of the development of western music from 1400 to 1750. Required of all music majors.

**\*110. MUSIC APPRECIATION/THREE CREDITS**

*GEP credit.* An introduction to the music of Western Civilization through a study of its history and literature. Partial fulfillment of the fine arts requirement in the General Education Program for non-music majors.

**\*111. AMERICAN POPULAR MUSIC/  
THREE CREDITS**

*GEP credit.* A survey of American popular music including folk, blues, jazz, rock and roll, and musical theatre. Partial fulfillment of the fine arts requirement in the General Education Program for non-music majors.

**\*112. FILM MUSIC/THREE CREDITS**

*GEP credit.* A survey of the history, repertoire, and techniques of composing for motion pictures and television. Partial fulfillment of the fine arts requirement in the General Education Program for non-music majors.

**\*115. THE BEATLES/ THREE CREDITS**

*GEP, Elective credit.* A survey of the history and published body of work by The Beatles, 1957-1970. *Fulfills a GEP fine arts requirement for non-music majors.*

**\*125. FIRST YEAR SEMINAR/THREE CREDITS**

*GEP credit.* First-Year Seminars constitutes a common and academically significant experience in a student's first year at Converse College. All incoming first-year students are required to take a 3-credit hour FYS in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with the common course number (except for designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are required elements of the course. For music majors the First Year Seminar will be Music History I: An Introduction to the study of music history, including terminology, acoustics and research skills. The course will also include the development of Western music from Antiquity through 1400.

**\*201. MUSIC HISTORY III/THREE CREDITS**

*GEP credit. Prerequisite: MUH 103 with a grade of C-*

*or higher.* A survey of the development of Western music from 1750 to the 1900. *Required of all music majors.*

**\*203. MUSIC HISTORY IV/THREE CREDITS**

*GEP credit. Prerequisite: MUH 201 with a grade of C- or higher.* A survey of the development of Western music from 1900 to the present. Required of all music majors. *Writing intensive.*

**\*210. SPECIAL TOPICS IN MUSIC/  
THREE CREDITS**

*GEP credit.* Varying music topics focusing on subjects and experiences that are not part of the standard music curriculum but of general interest to a non-musician. Possible subjects include popular culture, a body of work or musical style, biographies of musicians, non-Western music, etc. Partial fulfillment of the fine arts requirement in the General Education Program for non-music majors.

**\*299H. INTERDISCIPLINARY HONORS COURSE/  
THREE CREDITS**

*GEP, Elective credit.* This course is team taught by members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office.

**331. MUSIC OF THE ROMANTIC ERA/  
THREE CREDITS**

*Prerequisite: MUH 203 with a grade of C- or higher.* A topics seminar in Western music in the Nineteenth Century.

**\*332. DIVERSE CULTURES AND THEIR MUSIC/  
THREE CREDITS**

*GEP credit.* An examination of the intersection of music and culture with special emphasis on musical styles other than western art music. *Non-European/non-Anglophone.*

**333. MUSIC OF THE TWENTIETH CENTURY/  
THREE CREDITS**

*Prerequisite: MUH 203 with a grade of C- or higher.* A topics seminar in Western music in the 20th Century. *Offered in alternate years.*

**441. MUSIC OF THE MIDDLE AGES AND  
RENAISSANCE/ THREE CREDITS**

*Prerequisite: MUH 203 with a grade of C- or higher.* A topics seminar in Western music through 1600. *Offered in alternate years.*

**443. MUSIC OF THE BAROQUE AND CLASSIC  
ERAS/ THREE CREDITS**

*Prerequisite: MUH 203 with a grade of C- or higher.*

A topics seminar focusing on Western music from 1600 through 1800. *Offered in alternate years.*

450. INTERNSHIP IN MUSIC HISTORY/  
ONE TO SIX CREDITS

*Prerequisite: Declared music major; permission of the department.* A supervised internship which provides music majors with the opportunity to explore an external area of interest related to Music History. The course will serve as a music elective or a free elective in the student's degree program. *Pass/fail grading.*

451. SONG LITERATURE/THREE CREDITS

*Prerequisite: MUH 203 with a grade of C- or higher.* A survey of standard art song literature from the 16th Century to the present, with emphasis on both music and poetry. *Offered in alternate years.*

453. PIANO LITERATURE/THREE CREDITS

*Prerequisite: MUH 203 with a grade of C- or higher.* A survey of piano and harpsichord literature from the Baroque to the present. *Offered in alternate years.*

460. OPERA LITERATURE/ THREE CREDITS

*Prerequisite: MUH 203 with a grade of C- or higher.* A survey of standard opera literature from the 17th century to the present. *Offered alternate years.*

463. ORCHESTRAL LITERATURE/  
THREE CREDITS

*Prerequisite: MUH 203 with a grade of C- or higher.* A survey of the literature for large and small orchestras from the Baroque to the present, as well as a survey of solo literature appropriate to the student's primary instrument. *Offered in alternate years.*

475. SEMINAR IN MUSICOLOGY/  
THREE CREDITS

*Prerequisite: MUH 203 with a grade of C- or higher and MUT 203 with a grade of C- or higher or permission of Department.* An intensive seminar experience in a special topic.

480. 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.

485. SENIOR PROJECT/NO CREDITS

*Prerequisite: Approval of the faculty.* The project consists of a lecture-recital or capstone. A \$50 scheduling fee is required for the lecture-recital.

493. HONORS THESIS/THREE CREDITS

*Prerequisite: MUH 401. An optional Senior Thesis for Music History majors pursuing Honors in Music*

*History.* The thesis topic must be approved by the student's major professor and the Music Curriculum Committee.

MUSIC THEORY AND COMPOSITION (MUT)

101. BASIC ELEMENTS OF MUSIC THEORY/  
THREE CREDITS

*Prerequisite: Music Theory Placement Test.* Introduction to the elements of music, including rudiments, diatonic harmony, and score reading. This course prepares the student for further music theory study. *Required of all music majors.*

103. PRINCIPLES OF HARMONY AND  
VOICE- LEADING/THREE CREDITS

*Prerequisite: MUT 101 with a grade of C- or higher or passing appropriate exemption test.* The continuation of MUT 101. Study of the elements of music, including rudiments, diatonic and beginning chromatic harmony, and score reading. This course prepares the student for further music theory study. *Required of all music majors.*

111. MUSICIANSHIP I/ONE CREDIT

*Prerequisite: Music Theory Placement Test.* Introduction to the practice of listening, as encountered through ear training, sight-singing, and conducting. This course prepares the student for further aural skills study. *Required of all music majors.*

113. MUSICIANSHIP II/ONE CREDIT

*Prerequisite: MUT 111 with a grade of C- or higher or passing appropriate exemption test.* The continuation of MUT 111. Study of the practice of listening, as encountered through ear training, sight-singing, and conducting. This course prepares the student for further aural skills study. *Required of all music majors.*

179. MUSIC COMPOSITION/ONE CREDIT

*Prerequisite: Permission of the composition faculty.* Weekly half-hour private lesson for non-composition majors desiring elective study in composition. This course serves as an opportunity for students to gain experience in the fundamental skills of composing, including work with melody, harmony, rhythm, form, and idiomatic vocal/instrumental considerations. May be repeated for credit. Eight hour minimum weekly commitment, including a half-hour lesson, seminar experience, and composing.

180. MUSIC COMPOSITION/ ONE AND  
ONE-HALF CREDITS

*Prerequisite: Permission of the composition faculty.*



Weekly one-hour private lesson. For non-composition majors desiring elective study in composition. This course serves as an opportunity for students to gain experience in the fundamental skills of composing, including work with melody, harmony, rhythm, form, and idiomatic vocal/instrumental considerations. May be repeated for credit. Ten hour minimum weekly commitment, including a one-hour lesson, seminar experience, and composing.

#### 181. MUSIC COMPOSITION/ ONE AND ONE-HALF CREDITS

*Prerequisite: Submission of works and permission of the composition faculty.* For composition majors who successfully audition before their freshman year. Along with MUT 183, this course substitutes for MUT 353 in the composition degree program. Original, appropriately competent music must be completed by the end of 183 and performed if possible. Twelve hour minimum weekly commitment including a one-hour lesson, seminar experience and composing.

#### 183. MUSIC COMPOSITION/ ONE AND ONE-HALF CREDITS

*Prerequisite: MUT 181.* For composition major. Along with MUT 181, this course substitutes for MUT 353 in the composition degree program. Original, appropriately competent music must be completed by the end of 183 and performed if possible. Twelve hour minimum weekly commitment including a one-hour lesson, seminar experience, and composing.

#### 201. CHROMATIC HARMONY/THREE CREDITS

*Prerequisite: MUT 103 with a grade of C- or higher or passing appropriate exemption test.* The continuation of MUT 103. Study of the elements of music, including chromatic harmony, enharmonicism and score reading. This course prepares the student for further music theory study. *Required of all music majors.*

#### 203. FORM AND ANALYSIS/THREE CREDITS

*Prerequisite: MUT 201 with a grade of C- or higher or passing appropriate exemption test.* An introduction to the principal formal structures and processes of the 18th and 19th centuries. Western music, including binary and ternary, rondo, variations, fugue and sonata forms. *Required of all music majors. Quantitative GEP requirement.*

#### 211. MUSICIANSHIP III/ONE CREDIT

*Prerequisite: MUT 113 with a grade of C- or higher or passing appropriate exemption test.* The continuation

of MUT 113. Study of the practice of listening, as encountered through ear training, sight-singing and conducting. This course prepares the student for further aural skills study. *Required of all music majors.*

#### 213. MUSICIANSHIP IV/ONE CREDIT

*Prerequisite: MUT 211 with a grade of C- or higher or passing appropriate exemption test.* The continuation of MUT 211. Study of the practice of listening, as encountered through ear training, sight-singing, and conducting. This course constitutes the culmination of the aural skills sequence. *Required of all music majors.*

#### 281. MUSIC COMPOSITION/TWO CREDITS

*Prerequisites: MUT 183 or 353, or permission of the composition faculty.* For composition majors. Original, appropriately competent music must be completed by the end of MUT 283 and performed if possible. Fourteen hour minimum weekly commitment including a one-hour lesson, seminar experience and composing.

#### 283. MUSIC COMPOSITION/TWO CREDITS

*Prerequisite: MUT 281.* For composition majors. Original, appropriately competent music must be completed by the end of MUT 283 and performed if possible. Fourteen hour minimum weekly commitment including a one-hour lesson, seminar experience, and composing.

#### 291. COMPOSING WITH ELECTRONIC MEDIA/ TWO CREDITS

*Prerequisite: MUT 180 and MMD 303, or permission of instructor.* Original, appropriately competent music, utilizing electronic media, must be completed. This music should also be performed, if possible. Weekly commitment including two half-hour lessons or one one-hour lesson, seminar experience, and composing.

#### 293. COMPOSING FOR FILM AND VIDEO GAMES/TWO CREDITS

*Prerequisites: MUT 183 and MUT 303 or permission of the instructor.* Original, appropriately competent music must be completed and recorded, either as electronic realization(s) or utilizing live performers, where possible. Weekly commitment including two half-hour lessons or one one-hour lesson, seminar experience and composing.

#### 353. INTRODUCTION TO MUSIC COMPOSITION AND IMPROVISATION/THREE CREDITS

*Prerequisite: Permission of instructor.* The basic

concepts and procedures for creating original compositions and arrangements-written or improvised. This course serves as an introduction to the fundamental skills of composing and arranging, including work with melody, harmony, rhythm, simple forms, calligraphy (including computer music notation) and basic arranging for acoustic, electric and vocal ensembles – large and small.

#### 381. MUSIC COMPOSITION/THREE CREDITS

*Prerequisite:* MUT 283. For composition majors. Public performances of original compositions are required for the completion of MUT 383 and entrance to MUT 481- 83. Twenty hour minimum weekly commitment including a one-hour lesson, seminar experience and composing.

#### 383. MUSIC COMPOSITION/THREE CREDITS

*Prerequisite:* MUT 381. For composition majors. Public performances of original compositions are required for the completion of MUT 383 and entrance to MUT 481- 83. Twenty hour minimum weekly commitment including a one-hour lesson, seminar experience and composing.

#### 410. SENIOR RECITAL, MUSIC COMPOSITION/ NO CREDIT

*Prerequisite:* *Permission of faculty.* Taken in the semester concurrent with MUT 483, the student will schedule and present a one-hour recital (including a ten- minute intermission) consisting entirely of original works. Must include at least one first performance of a work composed during the final year of study. *Pass/fail grading.*

#### 433. COUNTERPOINT/THREE CREDITS

*Prerequisites:* MUH 203 or *permission of instructor.* Analysis, listening, and writing short exercises. Includes musical styles from 1450 to the present. *Offered in alternate years.*

#### 441. ORCHESTRATION/TWO CREDITS

*Prerequisites:* MUH 203 and MUT 203. Scoring for instrumental ensembles and full orchestra. Includes score analysis. *Offered in alternate years.*

#### 443. ADVANCED HARMONY AND TWENTIETH CENTURY IDIOMS/THREE CREDITS

*Prerequisites:* MUT 203 or *permission of instructor.* 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. *Offered in alternate years.*

#### 450. INTERNSHIP IN MUSIC THEORY OR COMPOSITION/ ONE TO SIX CREDITS

*Prerequisite:* *Declared music major; permission of the*

*department.* A supervised internship which provides music majors with the opportunity to explore an external area of interest related to music theory or composition. The course will serve as a music elective or a free elective in the student's degree program. *Pass/fail grading.*

#### 453. ADVANCED ANALYSIS/THREE CREDITS

*Prerequisites:* MUH 203 and MUT 301 or *permission of instructor.* Analysis of musical forms, harmonic procedures, and tonal organization from 1300 to the present.

#### 470. 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.

#### 481. MUSIC COMPOSITION/THREE CREDITS

*Prerequisite:* MUT 383. For composition majors, culminating in MUT 410: Senior Recital. Twenty hour minimum weekly commitment including a one-hour lesson, seminar experience and composing.

#### 483. MUSIC COMPOSITION/THREE CREDITS

*Prerequisite:* MUT 481. For composition majors, culminating in MUT 410: Senior Recital. Twenty hour minimum weekly commitment including a one-hour lesson, seminar experience and composing.

#### 485. SENIOR PROJECT/NO CREDITS

*Prerequisite:* *Approval of the faculty.* The project consists of a lecture-recital or capstone. A \$50 scheduling fee is required for the lecture-recital.

#### 493. HONORS THESIS/THREE CREDITS

*Prerequisite:* MUH 501 for *music theory majors.* An optional scholarly research paper for music theory majors, or an original five-minute (minimum) composition of large proportions of advanced structure for composition majors, who are pursuing honors in their major areas. The thesis topic must be approved in advance by the student's major professor and the Music Curriculum Committee.

# NISBET HONORS PROGRAM

The Nisbet Honors Program began in 2000 when Converse alumna Marian McGowan Nisbet '62 and her husband Olin established an endowment to support a full Honors Program.

The mission of the Nisbet Honors Program is to offer the academically gifted student the challenge and community in which she may grow to her full potential. The Honors Program provides priority registration as well as opportunities to do independent research with faculty mentors, to take honors courses with other academically gifted students, to meet nationally known visiting scholars, to receive funding for study-travel, and to meet socially to discuss intellectually challenging topics. The program is designed to prepare academically gifted students for strong graduate programs in their chosen fields and for success in professional positions.

An unusual feature of the Nisbet Honors Program is its emphasis on interdisciplinary learning. Our interdisciplinary seminars have two faculty from different fields in the classroom throughout the entire course. While learning how different disciplines approach the tasks of collecting and interpreting evidence, students learn to make sense of our complex world.

Admission to the program is competitive and is by invitation only. A select number of entering freshmen are invited into the program based on their outstanding high school performance and their potential for success in college. Students who do well once they have begun their studies at Converse are also considered for the program; freshmen must complete at least 12 hours at Converse to be invited to apply.

## REQUIREMENTS

To complete the Nisbet Honors Program and be recognized at graduation, students must satisfy the following requirements in terms of academic achievement and coursework.

## ACHIEVEMENT

She must continue to perform well in her academic courses. Students who consistently achieve a GPA below 3.2 or who receive below a B- in two or more honors courses may be asked to leave the program. Students may not graduate from the Honors Program with a GPA below 3.2 and may not receive credit toward program completion for an honors course for which they receive a grade below C-.

## COURSEWORK

Because the Nisbet Honors Program is interdisciplinary and aims to give students a broad base of knowledge, students will not be allowed to take all of their coursework in only one department or with only one professor.

A student must take the following courses:

- Freshman Honors Seminar  
(or, if the student enters after her freshman fall, another honors course to replace it).
- Interdisciplinary Honors Seminar  
Students who successfully complete Freshman Honors course take these small interdisciplinary courses. Professors from different fields team teach these courses. Recent offerings include The Politics of Energy and The 1960's in History and Music.
- Junior Honors Seminar (HON 399H)  
One credit, pass/fail, open to upperclassmen, with priority given to juniors and seniors.
- Either a Senior Honors Thesis  
(see below) or two more honors experiences (such as two additional honors courses, an honors directed independent study, or some combination of the above). Generally only one honors directed independent study counts toward program completion.

## SENIOR HONORS THESIS

Completing a senior honors thesis allows a student to receive honors in her major area. It is one way that a student may complete the Nisbet Honors Program. Because of the distinction that honors in field conveys and the effort required, only exceptionally qualified and extremely committed students should attempt an honors project. To qualify, students must have an overall GPA of 3.25 and a GPA of 3.50 in her major field by the end of the Fall Term of her junior year.

The thesis enables qualified students to pursue additional independent and intensive work within their major area. Generally, the project will be a research paper that follows the discipline's guidelines for superior research. In creative fields, such as music, theater, and applied art, creative projects are appropriate. Interdisciplinary projects are also encouraged.

The project should be a substantial project planned so that it can be done in the time available using the

resources available. The major evaluative criterion is the quality rather than the amount of work. A research paper should generally be from 20-40 pages. Departments using performance standards should establish criteria that require a substantial project of superior quality.

Because each department may have additional guidelines which supplement and further define the procedures and qualifications for honors work, no later than Fall Term of their junior year, honors students interested in an honors thesis must consult a faculty adviser and a Nisbet Honors Program co-director for additional guidance. Detailed guidelines and deadlines must be followed and are available from a program co-director. Music students should also consult with Petrie School of Music faculty.

Nisbet Honors Program students completing an Honors In Field project should register for six hours of "honors" or "thesis" credit during senior year (usually split as three hours in fall and three hours in spring).

Many departments have a designated research course for this purpose; assigning grades for the thesis/honors courses is left to the department.

#### COURSES OF INSTRUCTION

##### \*199H. FRESHMAN HONORS SEMINAR

*GEP credit.* A study of a selected subject within the disciplines: topics vary from term to term. The course is designed to encourage student participation in the intellectual processes through class discussion, research and writing, special projects, problem solving, and evaluation and defense of positions. When the subject matter duplicates that of another course, credit toward graduation will be granted for only one of the courses. Offered periodically in rotation with seminars in other disciplines.

##### \*299H. INTERDISCIPLINARY HONORS COURSE

*GEP, Major, Elective credit.* This course is team-taught by faculty members in two departments and is open to Nisbet Honors Program participants and, when space is available, to others who meet Honors Program guidelines.

#### HON 300H. HONORS DIRECTED INDEPENDENT STUDY/THREE CREDITS

With permission of an Honors Program co-director and permission of the mentoring professor, a student in the Honors Program may arrange to do an independent study with a professor. An honors DIS generally must involve either a substantial independent research project or the course material from a regular honors course. These independent studies must follow the usual Registrar procedures for regular DIS courses. Students should submit a

copy of their HON 300H DIS contract and syllabus to the Honors Program co-directors no later than the last day of classes of the long term before the term in which the student plans to do the independent study.

# NON DEPARTMENTAL COURSES

## \*ATH 263. JANISM/THREE CREDITS

*GEP, Elective credit. Pre-requisites: REL 100 or 104.* This course approaches the minority Indian religion of Jainism through anthropological textual, and historical information concerning ethics, narratives, festivals, rituals, worldview, and other various roles and practices of men and women in different sects and sub-sects. *Non-European/non-Anglophone. Meets GEP social science requirement. Cross-listed with REL 263.*

## \*ATH 264. HINDU RELIGION AND CULTURE/ THREE CREDITS

*GEP, Elective credit.* This course approaches Hinduism not merely as a religion within a culture, but as coextensive with a culture of great diversity. There will be examinations of anthropological, textual, narrative, historical, and sociopolitical information concerning gods and goddesses, festivals, rituals, renunciation, the castes system, roles within the family, and various other roles and practices of different Hindu men and women. *Non-European/non-Anglophone. Meets GEP social science requirement. Cross-listed REL 264.*

## \*ATH 306. FIELD STUDIES IN RELIGION/ THREE CREDITS

*GEP, Elective credit.* Field studies courses focus on significant investigation of religious phenomena outside as well as in the classroom. Travel may be involved in some field studies. May be repeated if subject matter is not duplicated. *Meets GEP social science requirement. Cross-listed with REL 306.*

## \*ATH 330. STUDIES IN ANTHROPOLOGY/ THREE CREDITS/FOUR CREDITS IN JAN TERM

*GEP, Elective credit.* Studies of significant humanistic issues in anthropology. May be repeated for credit if subject matter is not duplicated. *May be cross-listed with REL 330. Meets GEP social science requirement.*

## \*ATH 406 INTERFAITH FIELD STUDIES IN RELIGION/THREE CREDITS

*GEP, Major, Minor, Elective credit. Prerequisites: REL 100 or REL 104 and one 200 or 300 level Religion course.* This course requires students to conduct original ethnological field research with a religious community in the area, teach other students in the class about these communities, and write advanced-level paper about their research as well as present it to the class. *Cross-listed with REL 406. Interfaith Studies. Writing Intensive.*

## ATM 100. INTERDISCIPLINARY FOUNDATIONS I/TWO CREDITS

*Major, Minor credit. Prerequisite for ATM 200 and*

*all SOA courses at the 300-level or above.* This “arts foundations” course is an introduction to the common elements that all the arts, including art and design, music, and theater and dance share. The course introduces and explores critical topics including creative process, collaboration, and performance, as well as professional aspects of the arts including presentation of self and networking; it concludes with an exploration of each student's personal path from training to a successful career in the arts.

## ATM 200. INTERDISCIPLINARY FOUNDATIONS II/ONE CREDIT

*Major, Minor credit. Prerequisite for all SOA courses at the 400-level or above.* A continuation of ATM 100.

## ATM 214. LABORATORY FOR MEANING AND VALUE IN ART/THREE CREDITS

*Prerequisite: Admission to the Art and Cognition Certificate Program or permission of the instructor.* The goal of the laboratory experience is to enable the student to synthesize the disciplines of art, psychology and/or mathematics through specific projects designed by the students themselves, a faculty mentor and/or the certificate program director. This experiential course may be scheduled during any term with specific activities to be determined by its content and format. Each student is required to enroll in and complete two terms of the lab while enrolled in the Art and Cognition Certificate Program. Other students may enroll for elective credit. *A lab fee is included.*

## ATM 255. CREATING YOUR BRAND/ THREE HOURS

*Required for Music Business and technology Certificate students or may be used as an elective in other programs.* This cross-disciplinary course provides an opportunity for each student, in any major or minor, to create, build and begin marketing her own brand based on models from the field. Building from the time-honored resume and into the Digital Age, students will establish personalized brands marketable for internships and post-secondary jobs in any professional, but especially those in arts.

## ATM 265. ARTS MANAGEMENT AND ORGANIZATIONAL STRUCTURE/ THREE CREDITS

*Minor credit.* This course will provide students with the practical skills required for the successful management of arts organizations. Areas covered will include budgeting, marketing/publicity, fundraising, audience development, analysis of

financial statements, contracts, board governance, and issues associated with the founding of a non-profit organization.

**ATM 365. ARTS LEADERSHIP AND PROGRAM DEVELOPMENT/ THREE CREDITS**

*Minor credit. Prerequisite ATM 265 or permission of the instructor.* This course will provide students with the opportunity to develop knowledge of arts management by exploring current issues and emerging trends in technology, arts and cultural policy while developing their writing for proposals, grants, and marketing. Students will develop an understanding of program management and the challenges facing administrative leaders of arts and cultural organizations.

**ATM 465. PROFESSIONAL INTERNSHIP IN ARTS MANAGEMENT/THREE CREDITS**

*Minor credit. Pre-requisites ATM 265 and ATM 365: arts management minor requirements and approval of the Arts Management minor coordinator within their specialty (Art, Theatre or Music).* This internship is designed to provide experience for the student interested in pursuing a career in arts administration at a museum, art gallery or theatre, music and arts organizations.

**CLP 100. INTRODUCTION TO LEADERSHIP/ THREE CREDITS**

*Elective credit.* This course introduces students to the historical development of leadership, the skills necessary for leaders, leadership styles, and will provide students an opportunity to function as leaders in solving a community problem.

**CIM 300. INDIVIDUALIZED MAJOR CAPSTONE PROJECT/THREE CREDITS**

*Major credit.* The student completing an Individualized Major is required to register for this non-departmental course in the spring or her junior year to be pursued in the fall of her senior year. This course encompasses the student's senior capstone project that connects all three disciplines of her Individualized Major. The capstone project must be approved by the student's Individualized Major committee before registering. *Capstone.*

**CON 101. CAREER EXPLORATION AND PLANNING/ONE CREDIT**

*Elective credit.* This course is a one-credit hour course designed to help first-year and sophomore students learn how to approach career decision making. Through a process of self-discovery, students will explore their own capacities, skills and interests. Students will also learn to take advantage of past experiences and current unexpected opportunities, transferring them to their future career possibilities.

**CON 102. FROM STUDENT TO PROFESSIONAL: JOB SEARCH STRATEGIES/ONE CREDIT**

*Elective credit.* This course is a one-credit junior and senior level course designed to provide students with the necessary tools for their job search. Topics include interviewing, resume writing, and transitioning to professional life. Students will develop a resume and other job correspondence, explore successful interview techniques, identify transferable liberal arts skills and learn basic job-search strategies as well as prepare for transitioning to the world of work.

**CON 214. EXPERIENTIAL LEARNING/ 0 to SIX CREDITS**

*Elective or Major credit as determined by the department.* A course which combines academic study with experiential work. Emphasis is on integrating on-campus and off-campus study under the supervision of departmental faculty in specially approved course offerings. This work may include selected volunteer work with given programs or agencies, travel-study experiences, and approved service learning experiences. No student may count more than six semester hours of such course work in any combination of departments toward degree credit. *Offered periodically, changing syllabus*

**\*GEO 300. WORLD GEOGRAPHY/ THREE CREDITS**

*GEP.* A course in world regional geography which emphasizes the historical, political, economic, social and environmental issues of the various regions of the globe. *Non-Western/non-Anglophone.*

**\*HUM 298. STUDIES IN BRITISH CULTURE/ THREE CREDITS**

*GEP or Elective credit.* An introduction to the culture of Great Britain through the study of influential British folk icons, incorporating literature, folklore, history, and the fine arts. *Offered on demand in the London Term.*

**\*IDC 125. FYS: IDEAS AND CULTURE/ THREE CREDITS**

*GEP.* A chronological investigation of events and concepts that have shaped humanity until the 1500's. While incorporating history, art, architecture and music, the course focuses mainly upon primary texts of religion, philosophy and literature. *Offered during Fall Term. Humanities GEP.*

**\*IDC 150. IDEAS AND CULTURE/ THREE CREDITS**

*GEP.* A chronological investigation of events and concepts that have shaped humanity until the 1500's. While incorporating history, art, architecture and music, the course focuses mainly upon primary

texts of religion, philosophy and literature. *Offered during Fall Term. Humanities GEP*

**\*IDC 151. IDEAS AND CULTURE/  
THREE CREDITS**

*GEP Prerequisite: IDC 150.* A chronological investigation of event and concepts that have shaped humanity from the 1500's until the present. While incorporating history, art, architecture and music, the course focuses mainly upon primary texts of religion, philosophy, science, and literature. *Offered during Spring Term. Humanities GEP*

**SSS 101. STUDENT SUCCESS SEMINAR/  
ONE CREDIT**

This course is designed to help students in their adjustment to college life. The information and experiences provided will aid the student in developing a better understanding of academic expectations associated with higher education and will introduce the student to specific skills that promote success at the college level. The course will also provide a venue for discussion and examination of common challenges during a student's first year in college.

**\*WST 200. INTRODUCTION TO WOMEN'S  
STUDIES/ THREE CREDITS**

*GEP, Minor or Elective credit.* An interdisciplinary introduction to Women's Studies examining methodology, perspectives, and writings in Women's Studies from the humanities, social sciences, and sciences. *Course offered every Fall Term. This course satisfies humanities credit in Category II of the GEP.*

**\*WST 201. SPECIAL TOPICS IN  
WOMEN'S STUDIES/ THREE CREDITS  
FOUR CREDITS IN JAN TERM**

*GEP, Minor, Elective credit.* A study of particular time periods, geographical areas, cultural milieus, writers, artists or themes related to women's studies. May be taken more than once if topics vary.

# INTERDISCIPLINARY MINORS

ARTS MANAGEMENT  
 MARY CARLISE, *coordinator*

## MISSION STATEMENT

The arts management minor at Converse College seeks to prepare students to lead and manage arts and cultural organizations. The program will assist students to develop their capacities as executives, fundraisers, planners, marketers, and financial managers in the nonprofit and for-profit arts.

## STUDENT LEARNING OUTCOMES

1. Evidence of basic knowledge of the visual, musical, dance and theatrical arts is indicated by the student's successful completion of exams and assignments in fine arts courses.
2. Skills to organize and manage a Board and the staff of an arts organization will be exhibited in the successful design of a Board and demonstration of management capabilities in course assignments, as well as during the internship.
3. Demonstration of fundraising ability will be displayed through grant writing experience and other fundraising concepts such as donor campaigns in class assignments and in the internship.
4. Exhibition of marketing skills and community development will be evidenced in course assignments including at least one marketing campaign, and in an internship where community involvement and marketing will be practiced.

The minor consists of 21 credit hours of coursework, to include the following:

ATM 265: Arts Management & Organizational Structure .....	3 hours
ATM 365: Arts Leadership and Program Development.....	3 hours
ATM 465: Professional Internship in Arts Management .....	3 hours
Choose one .....	3 hours
ACC 211: Accounting Principles I OR BAD 345: Marketing Communications	
Three of the following, in diverse disciplines outside the major .....	9 hours
ART100: Art Appreciation	
HPE 190: History of Dance	
THR 100: Introduction to Theatre	
MUH 110: Music Appreciation	
MUH 111: American Popular Music	
MUH 112: Film Music	

GPA Calculations for the Catalog for the Arts Management Minor

The GPA for the Arts Management minor is calculated using all required courses for the minor. Students must have a minimum GPA of 2.0 in the minor to graduate.

Total hours for Arts

Management Minor.....21 hours

## ENVIRONMENTAL STUDIES

DOUGLAS JENSEN, *director*

The mission of the environmental studies minor is to prepare students for careers and/or advanced study in environmental science. Completion of the minor will:

1. Provide an introduction to the broad based nature of environmental studies which includes the areas of biology, chemistry, economics, politics and sociology
2. Provide practical experience in the area of environmental studies through an internship or research program.

The minor consists of a minimum of 21 credit hours of coursework, to include the following requirements:

BIO 411: Ecology .....	4 hours
CHM 311: Environmental Chemistry .....	4 hours
GEO 300: World Geography .....	3 hours
Additional Electives (choose two).....	6-7 hours
CHM 404: Special Topics: Hazardous Waste and Public Policy	
HST 491: Special Topics: Environmental History	
POL 308: Special Studies in the Political Process	
SOC 310: Social Problems Internship or Research Experience .....	4 hours
Total Hours for Environmental Studies Minor.....	21-22 hours

*Prerequisites for minor are CHM 201-202, CHM 251, BIO 100 and either Bio202 or 203. A non- credit work or research experience may substitute with permission of the director.*

## WOMEN'S STUDIES

CATHY JONES, *director*

The women's studies minor will enhance Converse students' ability to understand themselves and their place in the global community by encouraging them to analyze the assumptions that are an essential part of language and cultural symbols. This program will foster awareness of women's roles and the image of women in various cultures.

The minor consists of 21 credit hours of coursework. WST 200 and six elective courses are required. One



elective course may be a cognate course. Courses in art, English, French, Spanish, history, philosophy, politics and religion that are designated as women's studies will be accepted for GEP humanities credit.

WST 200: Introduction to Women's Studies .....	3 hours
Electives (choose 6) .....	18 hours
ART 315: Women and Art	
BIO 270: Human Sexuality	
ECN 326: Labor Economics	
ENG 370: Women Writers	
FRN/SPN 314: Special Topics: Women in Film	
HST 345: Women in American History	
POL 317: Gender and Politics	
PSY 302: Psychology of Women	
REL 305: Women and Religion	
SOC 306: The Family	
Total Hours for Women's Studies Minor .....	21 hours

**SOCIAL ENTREPRENEURSHIP**  
 MADELYN YOUNG, *advisor*

This interdisciplinary minor in Social Entrepreneurship is for students of all majors who are interested in learning how to create and maintain social enterprises in the context of making a broader contribution to society. Coursework covers social entrepreneurship, best practices in public and private sectors, and the knowledge required to start a business with a social mission. Social entrepreneurship minors are required to take the introductory course (BAD200) that analyzes social enterprise models and studies the fundamentals of entrepreneurship. Through the elective offerings, students have the option to tailor coursework to their academic interests and professional aspirations. Students completing a Social Entrepreneurship minor are required to participate in at least one Sullivan Foundation Social Entrepreneurship Retreat Weekend, held in the fall and spring, throughout their time at Converse.

The minor consists of 18 – 21 hours to include the following:

BAD 200: Introduction to Social Entrepreneurship .....	3 or 4 hours
BAD 340: Marketing .....	3 hours
Management Requirement .....	3 hours
BAD 330: Management	
ATM 265: Introduction to Arts Management	
MUB 101: Introduction to Music Business	
Economics Requirement .....	3 hours
ECN 201: Microeconomics	
ECN 150: Economic Concepts	
Internship	

(Approved by minor advisor) .....	3 or 4 hours
or CON 214: Experiential Learning... 3 or 4 hours	
or Approved Substitute course .....	3 or 4 hours
or Approved Transfer Credit .....	3 hours
Choose 1 Elective course .....	3 hours
BAD 344: Consumer Behavior	
BAD 345: Integrated Marketing Communications	
ECN 323: The Economics of Developing Countries	
ECN 324: Business and the Public Sector	
ECN 327: International Economics	
ENG 291: Introduction to Professional Writing	
PHI 200: Philosophical Ethics	
PSY 211: Behavior Modification	
PSY 232: Psychology in the Workplace	
THR 120: Public Speaking	
Total hours for Social Entrepreneurship Minor .....	18-21 hours

## CAREER AND PRE-PROFESSIONAL PROGRAMS

The programs presented in this section of the catalog have been created to help students relate their liberal arts education to career goals. Their general characteristics are explained in the chapter titled “Academic Life.” While it is necessary to point out that the success of students in gaining employment or admission to graduate school depends most of all upon their own initiative, talents, and efforts, many of our students find these career-oriented programs to be helpful in identifying their own objectives, gaining practical experience, and realizing their career ambitions.

Career programs are those that provide prerequisite training for a particular career that may be entered immediately after graduation or after further study. They are groups of courses that do not constitute a major. Majors (such as accounting, business administration, interior design, and education) that provide this kind of training are described in the departmental courses of study. Pre-professional programs are those that provide prerequisite training for graduate study leading to a professional degree. Internships, some of which are included in these programs, are described in the departmental course listings, and further information may be obtained from the department. See also the Guidelines for Internships, available from the Center of Student Development and Success.

## PRE-LAW

JEFFREY J. POELVOORDE, *adviser*

Department of History and Politics Law schools require no specific undergraduate curriculum for admission. No particular major is necessarily the best preparation for the study of law. Law schools seek students who have strong conceptual and analytical skills, high verbal facility, and the ability to think creatively. One means of measuring these abilities is the Law School Admission Test (LSAT) used by all law schools to evaluate prospective candidates for admission. These LSAT scores, college grades, and letters of recommendation are the usual criteria for admission to law school. There is no better preparation for success on the LSAT and in the study of law than a rigorous, broad, liberal arts program.

The aspiring law student should pursue a program that requires diligent reading, analysis, critical thought, and ample written and oral expression. Pre-law students often choose majors in accounting, English, finance, history, politics, philosophy, religion, sociology or economics—all of which provide strong training in the necessary skills.

At Converse, pre-law students follow courses of study that meet their particular needs and interests. The success of our students in gaining admission to law schools verifies the soundness of this approach. Individuals interested in pre-law should consult the pre-law adviser, who, working in conjunction with academic advisers, helps pre-law students plan their programs.

The following are suggestions that have proven to be good preparation in the past.

- POL 101: American Government
- PHI 100: Introduction to Logic
- or PHI 180: Problems of Philosophy
- ECN 201: Microeconomic Principles and/or
- ECN 202: Macroeconomics Principles
- HST 201: American History to 1877 and/or
- HST 202: American History since 1877

## RECOMMENDED UPPER DIVISION COURSES DURING SOPHOMORE THROUGH SENIOR YEARS

Although none of these courses are required, we believe that they are particularly useful both for understanding the nature of the legal profession and preparation for success in law school. Individual students should make selections according to her personal academic interests and the areas of law which she may be contemplating. Students interested in international law might take more courses in international subjects in politics, history,

economics, etc; those interested in environmental issues might emphasize the several courses in this area in the sciences, history, politics, etc.; those interested in gender issues could pursue relevant courses in women's studies, history, politics, English, sociology, psychology, and religion; those interested in business would emphasize work in this area and should take at least two courses in accounting; those interested in social welfare areas might consider psychology, sociology, or related areas. Many other concentrations exist as well.

- POL 335: Constitutional Law
- POL 448: Public Administration
- POL 316: American Political Thought
- POL 465: Comparative Government and Politics
- HST 441: Recent US History, 1945 to present
- BAD 351: American Legal System and Contracts
- BAD 352: Business Organization, Property and Commercial
- BAD 353: Labor and Human Relations Law
- ECN 324: Business and the Public Sector
- ECN 326: Labor Economics
- ECN/BAD 300: Descriptive and Inferential Statistics or
- POL 303: Social Statistics

## PRE-MINISTRY

JASON LOSCUITO, *adviser*

College Chaplain

Students who are considering careers in ministry are encouraged to take a broad range of courses, especially within the various disciplines of the humanities. A major in religion is not usually a prerequisite for admission to a divinity school or seminary. Some basic courses in the study of religion, however, may provide helpful background. The chaplain is available to meet with any student considering such a career to discuss her own sense of calling to this vocation and to help her get in touch both with other pre-ministry Converse students as well as people from the community who may be of help in clarifying the appropriate steps toward such a career.

At the end of their years at Converse, students considering a vocation in ministry should have a clearer idea regarding their own sense of "calling to the ministry" as well as practical guidance and information necessary to determine what the next step might be for them. To accomplish this, the chaplain will:

1. meet with individuals and groups of students to discuss the meaning of calling to ministry, as well as the practical aspects of ministry and the different forms that ministry may take.

- attempt to ensure that students who are considering ministry have been placed in touch with other students who are considering the same profession and with religious leaders from their own faith communities who are equipped to guide them in the particular process required by their faith community to move toward a career in ministry.
- work with Professional Development to ensure that there are opportunities for Converse students to meet and talk with other people, but particularly women, who are presently engaged in ministry and to provide religion internships for those who want to explore the possibility of this profession in a more in-depth and structured manner.
- arrange for the return to campus of ordained alumnae who will serve as role models for Converse students as they lead campus worship.
- work with other members of the Department of Religion, as well as representatives of various faith communities, to inform students about the opportunities available at various seminaries and divinity schools.

## PRE-HEALTH PROFESSIONS

EDNA STEELE, *adviser*

Department of Biology, Chemistry and Physics Pre-Health Professions Programs are designed to assist students planning to attend medical, dental, and veterinary schools. They also assist students who have interests in physical therapy, occupational therapy, physician assistant programs and other health-oriented careers. Students are provided assistance in course selection so as to tailor their academic experience to the requirements of the various programs. Students are also encouraged to participate in related internship experiences.

These programs are not majors. Although most pre-health professions students major in biology, chemistry, or biochemistry, these programs are open to students with any major. The programs do not appear on a student's academic record. Students in these programs seek the advice of the adviser or someone designated by the adviser, and they research the entrance requirements for specific programs.

## PRE-DENTISTRY

The successful pre-dental student must have a strong foundation in biology, chemistry, physics and mathematics. Applicants should successfully complete as many science courses as possible to prepare for the dental admission test (DAT) and dental school curriculum. Students should contact

individual dental schools for specific prerequisite information. Required prerequisite courses for prospective dental students generally include:

General Chemistry .....	8 hours
Organic Chemistry .....	8 hours
Physics .....	8 hours
Biology or Zoology .....	8 hours
English .....	6 hours
Mathematics .....	6 hours
Science Electives.....	8 hours

(Microbiology, Biochemistry, Anatomy, Genetics, Histology, Physiology, etc.)  
Science courses should include laboratory work.

Majoring in science is not a must, but completion of pre-dental science requirements is necessary. Take the DAT (<http://www.ada.org/en/education-careers/dental-admission-test>) at least a year prior to seeking admission to dental school. Completion of at least one year of college level courses in biology, general chemistry and organic chemistry is recommended before taking the DAT. Dental office shadowing experience is highly recommended.

Early application to the dental school is important. Apply for admission at least a year in advance of the planned enrollment date. Information on application deadlines and application forms can be obtained at the following website: <http://www.ada.org/en/education-careers/careers-in-dentistry/be-a-dentist/applying-for-dental-school>.

## PRE-MEDICINE

The successful pre-medical student must have a strong foundation in biology, chemistry, physics, and mathematics. The required courses vary depending on the school. To find school-specific requirements, refer to the Medical School Requirement Website. Most schools require the following:

General Chemistry .....	8 hours
Organic Chemistry .....	8 hours
Biochemistry .....	4 hours
Physics .....	8 hours
Biology or Zoology .....	8 hours

(Cell Biology highly recommended)  
Algebra and Calculus.....6 hours  
English .....
 6 hours || Psychology ..... | 3 hours |

Science courses should include laboratory work.

Honors, independent study, a well-rounded sampling of extra curricular activities, and research work are highly encouraged as these activities demonstrate scholarly, in-depth, and lifelong learning skills. Additional upper-level biology and chemistry coursework is recommended, as it will help to prepare the student for the Medical College Admission Test (MCAT). It is desirable to have

the required coursework completed at the end of the junior year, and to take the entrance exams during the summer between the junior and senior year. For admission, both the GPA and MCAT scores are critical. Clinical experience through either internships or volunteer work is also highly recommended.

Early application to medical school is important. Information on application deadlines and application forms the following website: <https://students-residents.aamc.org/applying-medical-school/applying-medical-school-process/deciding-where-apply/medical-school-admission-requirements/>

#### PRE-OCCUPATIONAL THERAPY

Requirements for admission to the occupational therapy program vary. Students will need to contact individual programs for their specific requirements. To apply for entry-level Master or Doctor of Occupational Therapy, the student should have completed the following general education requirements: English, Mathematics, Introductory Biology, and Humanities courses. The following prerequisite courses must be completed by the application deadline:

Statistics .....	3 hours
Human Anatomy .....	4 hours
Human Physiology .....	4 hours
Human Growth and Development.....	3 hours
Sociology/Anthropology .....	3 hours
Abnormal Psychology.....	3 hours
Science courses should include laboratory work	

Applicants are required to take the GRE (Verbal, Quantitative, and Writing Components). A minimum GPA of 3.0 is required for most programs. It is also to student's advantage to research the field of occupational therapy (OT) through internships or volunteer work. Some schools give credit to applicants who have completed a minimum of 30 hours of volunteer/work experience in OT with proper documentation of service and performance completed and signed by the supervising OT practitioner.

#### PRE-PHYSICAL THERAPY

Students interested in applying to the Doctor of Physical Therapy (DPT) program must obtain a baccalaureate degree from accredited institution of higher education and must complete the following prerequisite courses prior to enrollment:

Statistics .....	3 hours
Chemistry .....	8 hours
Physics .....	8 hours
Biology .....	8 hours

Human Anatomy.....	4 hours
Human Physiology .....	4 hours
General Psychology .....	3 hours
Human Growth and Development.....	3 hours
Science courses should include laboratory work	

Students should be familiar with the specific requirements of the school in which she intends to apply. Applicants are required to take the GRE (Verbal, Quantitative, and Writing Components). A minimum GPA of 3.0 is required for most programs. It is also to the student's advantage to research the field of physical therapy through internships or volunteer work and have her experiences and work hours properly documented. For specific requirements for admission to Physical Therapy School, check the website of the institution you wish to apply to.

#### PRE-PHYSICIAN ASSISTANT

Requirements for admission to the physician assistant program vary. Students will need to contact individual programs for their specific requirements. A baccalaureate degree obtained from accredited institution of higher education is required prior to matriculation. Health care experience is recommended and in some cases required. In addition, some programs require direct patient care while others accept shadowing health care professionals. Applicants are required to take the GRE (Verbal, Quantitative, and Writing Components). A minimum GPA of 3.0 is required for most programs, although most programs report 3.5 average GPA. The American Academy of Physician Assistants maintains a website [aapa.org](http://aapa.org) that explains the profession, career opportunities and programs offered in the United States of America. Applicants to the program are generally required to complete the following prerequisite courses prior to admission:

Statistics or Biostatistic .....	3 hours
General Chemistry .....	8 hours
Organic Chemistry or Biochemistry.....	3 hours
Biology .....	4 hours
Human Anatomy.....	4 hours
Human Physiology .....	4 hours
Microbiology.....	4 hours
Medical Terminology.....	1 hour
Human Growth and Development.....	3 hours
Science courses should include laboratory work	

#### PRE-VETERINARY SCHOOL

A pre-veterinary medical student can choose any undergraduate major. However, she must fulfill the course requirements for admission to the veterinary schools to which she plans to submit an application. Most veterinary schools list the following requirements.

## REQUIRED COURSES

Biology/Zoology .....	8 hours
General Chemistry .....	8 hours
Organic Chemistry .....	8 hours
Biochemistry .....	3 or 4 hours
Physics .....	8 hours
English (Composition and Writing).....	6 hours (some schools do not accept AP English credit)
Humanities and Social Sciences.....	18 hours

## RECOMMENDED COURSES

Comparative Anatomy.....	4 hours
Cellular Biology (required at UT).....	4 hours
Genetics (required at NC State) .....	4 hours
Microbiology (required at NC State).....	4 hours
Animal Nutrition (not Human) (required at NC State).....	3 hours
Statistics (required at NC State).....	3 hours

## TO BE COMPETITIVE, AN APPLICANT MUST MEET THE FOLLOWING ELIGIBILITY REQUIREMENTS

Cumulative GPA.....	at least 3.5
Required Course GPA.....	at least 3.5
Last 45 Credit hours GPA.....	at least 3.5

The student should also demonstrate, with proper documentation, an understanding of the veterinary medical profession and proper animal care through internships or volunteer works in a veterinary clinic. Some students gain experience by participating in research, breeding, rearing, feeding and showing of both small and large animals, domestic or wildlife. Most veterinary schools require a minimum number of hours of veterinary experience under direct supervision of a veterinarian at the time of application. In addition, participation in undergraduate research, independent studies, athletics, honors program, active involvement in extra-curricular activities, and leadership roles in school organizations are also taken into account. Applicants are also required to take the GRE (Verbal, Quantitative, and Writing Components).

A student interested in veterinary programs should consult with the pre-health professions adviser to plan her curriculum to meet these requirements. The following website provides information about specific admission requirements at each US Veterinary School. [www.aavmc.org](http://www.aavmc.org).

## APPLYING TO VETERINARY SCHOOL:

For information on the application process, deadlines and other requirements, please consult the Veterinary Medical College Application Service (VMCAS) website.

## PRE-PHARMACY

SHERRY STRICKLAND, *adviser*

Department of Biology, Chemistry and Physics  
Pre-pharmacy is a 2-, 3- or 4-year program required for admission to PharmD. Programs. The length of this pre-professional program will depend upon the abilities of the individual student, the pharmacy school of her choice, and her career goals. Pre-pharmacy students need to show a strong aptitude toward the sciences. Since pharmacy schools vary in their admission policies, a student should contact the school of her choice for its requirements.

The total semester hours that must be completed prior to matriculation is 66 hours which includes the following courses:

Biology.....	8 hours
General Chemistry .....	8 hours
Organic Chemistry .....	8 hours
Microbiology.....	3 hours
Human Anatomy.....	3 hours
Human Physiology .....	3 hours
Economics.....	3 hours
English Composition.....	3 hours
English Literature.....	3 hours
Speech/Verbal Skills/ Public Speaking.....	3 hours
Statistics .....	3 or 4 hours
Calculus.....	3 or 4 hours
Physics.....	3 or 4 hours
Psychology.....	3 hours
Liberal Arts Electives.....	9 hours

Science courses should include laboratory work

Students pursuing the four-year pre-pharmacy program will major in chemistry or biology. Most pharmacy schools require prospective students to take the Pharmacy College Admission Test which does include some questions about human physiology, human anatomy and basic biochemistry.

## BUSINESS PROFESSIONALISM CERTIFICATE PROGRAM

Students in all majors increasingly need to demonstrate professionalism in order to obtain jobs. The Business Professionalism Certificate is open to all Converse students who have declared any major at Converse.

Certificate requirements: Students who have declared any major at Converse may enroll in the program. In addition to an internship and coursework, students complete a portfolio of activities, and after completion of all the requirements to satisfactory standards is verified, they will receive a certificate.

Certificate requirements:

Internship ..... 3 hours  
CON 101: Career Planning & Exploration .. 1 hour  
CON102: From Student to Professional:  
Job Search Strategies ..... 1 hour

Choose six hours of coursework from the following: .....6 hours

- ACC/BAD/ECN 191: Excel
- ACC 211: Accounting Principles 1
- ATM 265: Arts Management and Organizational Structure
- ATM 365: Arts Leadership and Program Development
- BAD 206: Business Communication
- BAD 330: Management
- BAD 340: Marketing
- CSC 208: Data for Business
- ECN 201: Microeconomics
- ECN 300: Descriptive and Inferential Statistics
- FIN 200: Personal Finance
- POL 303: Social Statistics
- THR 120: Public Speaking

Other courses may be added with the approval of the chair of the Economics, Accounting and Business department, or their designated representative.

Total Hours for a Business  
Professionalism Certificate ..... 11 hours  
Submission of Professional E-Portfolio

# RESERVE OFFICERS' TRAINING CORPS (ROTC)

LIEUTENANT COLONEL ALBERT F. YONKOVITZ, JR., CAPTAIN DEMETRICK MOSELEY,  
MASTER SERGEANT THEODORE CRAIG, MR. SIMON STRICKLEN

Military Science offers a Basic Course and an Advanced Course. Satisfactory completion of six semester hours in the Basic Program qualifies the student for selection into the Advanced Course. (Satisfactory completion of a five-week Basic Camp in the summer after the sophomore year, or suitable prior military experience, or three years of JROTC may substitute for a portion of the basic course as means of qualifying for the Advanced Course.) Successful completion of the Bachelor degree, including the 12 credit hour Advanced Program, a military history course and computer and mathematics literacy courses, and the advanced camp in the summer between the junior and senior years qualifies the graduate for either a National Guard, a Reserve or a Regular commission as a Second Lieutenant in the United States Army.

All students are required to participate in a weekly leadership laboratory. Students in the Basic Course are encouraged to participate in the department's adventure training activities, which are held periodically during the year. These activities include confidence courses, ropes course, paintball tactical training, and field craft. The Military Science Department does not offer a major. There is no military obligation associated with the Basic Course.

Prospective Converse students may compete for four-year scholarships. Full-time students, already on campus may compete for two- and three-year Army scholarships. Army scholarships are totally merit based and apply toward tuition and books.

These are funded at 100% per year for tuition and fees with \$1,200 per year for books. In addition, scholarship recipients receive a stipend of \$350 per month for sophomores (three-year scholarships only), \$450 per month for juniors and \$500 per month for seniors. Stipends are for spending money and subsistence. Contact the Scholarship and Enrollment Officer at 597.4338 for details.

## 101. INTRODUCTION TO ROTC AND THE U.S. ARMY/ ONE CREDIT

This course, intended primarily for freshmen, provides a basic orientation to ROTC and the U.S. Army. Course topics include the role and structure of the Army, military customs and courtesies and basic marksmanship. Optional laboratory each week.

## 102. INTRODUCTION TO ROTC AND THE U.S. ARMY/ ONE CREDIT

This course, a continuation of MIL 111, further introduces the student to the Army, basic military skills, and mountaineering/rough terrain skills. Topics include recent military operations, introduction to leadership, the Soviet threat, and basic mountaineering techniques. Optional laboratory each week.

## 201. ROTC BASIC MILITARY SKILLS/ TWO CREDITS

Designed for sophomores who have previously taken MIL 111 and 112, this course introduces the student to the basic military skills utilized by all members of the military forces. Topics include first aid, communications, nuclear, biological, and chemical operations, and leadership techniques and applications. Optional laboratory each week.

## 202. ROTC BASIC MILITARY SKILLS/ TWO CREDITS

Topics in this course include military map reading, army weapons, and fundamentals of physical training.

## ADVANCED PROGRAM

### 301. MILITARY SCIENCE/THREE CREDITS

Comprehensive instruction in map reading and land navigation, squad and platoon movement techniques, first aid, the Soviet soldier, and communications. There will be at least one weekend field-exercise and a weekly leadership laboratory.

### 302. MILITARY SCIENCE/THREE CREDITS

Development of skills useful for advanced camp, including analysis of terrain, movement under fire and obstacles, squad defensive employment, adjustment of artillery fire, first aid, and the use of various weapons. There will be at least one weekend field-exercise and a weekly leadership laboratory.

### 401. MILITARY SCIENCE/THREE CREDITS

A study of the officer personnel management system, military command and staff functions, military briefings, the Army training management system, military correspondence, the law of war, military ethics and professionalism, and personnel counseling. Students plan and conduct weekly leadership laboratories to include a field training exercise for MIL 301 students. Mandatory laboratory each week.

#### 402. MILITARY SCIENCE/THREE CREDITS

This is the last course in the Military Science requirements for commissioning. Subjects include military justice, laws of war, military logistics, military courtesies, Army personnel management, the role of the NCO and officer- enlisted relationships, Army battle doctrine, the National Defense Organization, the Army and society, Army customs and courtesies, and the transition from student to officer. Students plan and conduct weekly leadership laboratories and two field training exercises for MIL 302 students. Mandatory laboratory each week.



# THE REGISTER

## BOARD OFFICERS

Kimberly Varnadoe Kent '97, *Chair*  
Greenville, South Carolina

Phyllis Perrin Harris '82, *Vice Chair*  
Bentonville, Arkansas

Marsha Gibbs, *Secretary*  
Spartanburg, South Carolina

## TRUSTEES

Ellen Lanford Asherman '85  
The Woodlands, Texas

Laura Chappell Bauknight '87  
Spartanburg, South Carolina

Mary Chapman Boyd  
Columbia, South Carolina

Randall K. Chambers  
Spartanburg, South Carolina

Christie Epps  
Lexington, South Carolina

Kenneth B. Howard  
Raleigh, North Carolina

Ann Lanier Jackson '86  
Jacksonville, Florida

The Honorable Deadra L. Jefferson '85  
Charleston, South Carolina

David G. Johnson  
Spartanburg, South Carolina

Rose Montgomery Johnston  
Memphis, Tennessee

Lillian Montgomery Lilly  
Hendersonville, North Carolina

Fain Langdale McDaniel '92  
Jersey City, New Jersey

Erica "Candy" Patrice Moore '93  
Atlanta, Georgia

Amy Tibbals Morales '86  
Jacksonville, Florida

Sandra Shearouse Morelli '78  
Atlanta, Georgia

J. Patrick O'Shaughnessy  
Spartanburg, South Carolina

Richard H. Pennell, Jr.  
Greenville, South Carolina

Jayne Stewart Reuben '85  
Greenville, South Carolina

Michael C. Russ  
Atlanta, Georgia

Allen C. Smith  
Spartanburg, South Carolina

Julie D. Staggs '86  
Atlanta, Georgia

Dwight Van Inwegen  
Carlisle, Massachusetts

Susanne Cole Wean '71  
Pittsburgh, Pennsylvania

## EX-OFFICIO TRUSTEES

Caroline Watts Morris '64  
*President, Alumna Association*  
Greenville, South Carolina

Helen Walker Tolar '98  
*Chair, Board of Visitors*  
Washington, District of Columbia

## ADVISORS TO THE BOARD OF TRUSTEES

Krista L. Newkirk, *President*  
Spartanburg, South Carolina

Austin Price Faulk '95,  
*President-Elect, Alumnae Association*  
Charlotte, North Carolina

Olivia Haas '18  
*SGA President*  
Brookhaven, Georgia

Margaret S. Moore  
*Faculty Senate President*  
Spartanburg, South Carolina

Tori McLean  
*Staff Council President*  
Spartanburg, South Carolina

Wallace Davison Prestwood '89  
*Past Chair, Board of Visitors*  
Charlotte, North Carolina

## LIFE TRUSTEES

W. D. Bain, Jr.  
Spartanburg, South Carolina

William Barnet, III  
Spartanburg, South Carolina

Julia Jones Daniels '53  
Raleigh, North Carolina

Susan Phifer Johnson '65  
Spartanburg, South Carolina

Lucy Simpson Kuhne '66  
Greenville, South Carolina

Kurt Zimmerli  
Spartanburg, South Carolina

## 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 O. Gray  
(1999 - 2004)

Elizabeth A. Fleming  
(2005 - 2016)

Krista L. Newkirk  
(2016 - Present)

\*Deceased

## PRESIDENT'S CABINET

Krista L. Newkirk, J.D.  
*President*

Jeffrey H. Barker, BA, MA, PhD  
*Provost*

Krista Bofill, BS, MEd  
*Vice President for Institutional Advancement*

Brant Bynum, BA, MA, PhD  
*Associate Vice President for Academic Affairs*

Zach Corbitt, AA, BS, MBA  
*Chief Information Officer*

Joy Couch, BA, MEd  
*Director of Intercollegiate Athletics*

Witney Fisher, BA, MEd  
*Dean of Professional Development*

Nikeshia Jackson Gilliam, EdD  
*Director of Human Resources*

Boone J. Hopkins, BA, MFA, PhD  
*Dean of the School of the Arts*

Rick Jolley, BA, ACEM  
*Sr. Director of Facility Services and Planning*

Larry Jones  
*Director of Campus Safety*

Beth F. Lancaster, BA  
*Director of Media Relations*

Robin Leslie, BA, CPA  
*Vice President of Finance and Administration*

Yongmei Li, BA, MEd, PhD  
*Director of Institutional Research, Assessment, and Effectiveness*

Tori McLean, BFA, MEd  
*Staff Council President*

Lienne Medford, BA, MA, EdD  
*Dean of Graduate Studies and Distance Education*

Rhonda Mingo, BA, MEd  
*Dean of Community Life*

Margaret S. Moore, AB, MEd  
*Faculty Senate President*

Trevor Pittman, BS, MEd  
*Associate Vice President for Enrollment Management and Services*

Ann Pletcher, BA, MBA  
*Dean of the School of Humanities, Sciences, and Education*

# GENERAL ADMINISTRATION

## OFFICE OF THE PRESIDENT

Krista L. Newkirk, JD  
*President*

Stacey Brewer  
*Assistant to the President*

OFFICE OF THE PROVOST  
Jeffrey H. Barker, BA, MA, PhD  
*Provost*

B. Brant Bynum, BA, MA, PhD  
*Associate Vice President for Academic Affairs and  
Director of Student Development and Success*

Peter Brown, BA, MS, PhD  
*Director of Distance Education*

Angela M. Janulis  
*Administrative Assistant to the Provost*

Yongmei Li, BA, MEd, PhD  
*Director of Institutional Research, Assessment,  
and Effectiveness*

CONVERSE II  
Tammy Stokes, BA, MA  
*Director of Converse II, Special Programs  
and Lifelong Learning*

Debra C. Young, AAS  
*Administrative Assistant*

## DIVISION OF STUDENT DEVELOPMENT AND SUCCESS

B. Brant Bynum, BA, MA, PhD  
*Associate Vice President for Academic Affairs  
and Director of Student Development and Success*

Tania McDuffie, BA, MEd  
*Assistant Dean of Academic Support Services*

Emily Harbin, BA, MA, PhD  
*Director of Writing Center*

## CENTER FOR PROFESSIONAL DEVELOPMENT

Witney E. Fisher, BA, MEd  
*Dean of Professional Development*

Leslie West, BA, MEd  
*Director of Professional Development and  
Career Services*

Cathy M. Gowan, BS  
*Director of Internships and Corporate Relations*

Sabrina Wilson  
*Administrative Assistant to the Dean and Center for  
Professional Development*

## OFFICE OF COMMUNITY LIFE

Rhonda L. Mingo, BA, MEd  
*Dean of Community Life*

Jessica Backman, BA  
*Coordinator of Student Activities, Clubs and  
Organizations*

Kimberly Seibles, BA, MEd  
*Director of Community and Inclusion/Assistant  
Director of Residential Life*

Kathy Hennigan, BS, MS  
*Director of Residential Life and Student Conduct*

Tori McLean, BFA, MEd  
*Director of Leadership Development and Orientation/  
Assistant Director of Residential Life*

Renee Hill, BA  
*Coordinator and Systems Support for Student  
Development and Success*

## WELLNESS CENTER

Bethany Garr, MSED, LPC  
*Director of Counseling and Wellness*

Jacob Parsons-Wells. MAMFT, LMFT  
*College Counselor*

Melody Juarez  
*College Counselor*

Denielle Haines  
*Wellness Center Coordinator*

## OFFICE OF THE CHAPLAIN

Jason P. Loscuito, BA, MTS  
*College Chaplain and Director of Religion*

## INTERNATIONAL STUDIES

Erin Templeton, BA, MA, PhD  
Anne Morrison Chapman  
*Distinguished Professor of International Study*

## MASTER OF FINE ARTS

Rick Mulkey, BA, MS, MFA  
*Director of MFA in Creative Writing*

Paula Cash  
*Administrative Assistant*

Sarah Gray, BFA, MFA  
*Associate Director of the MFA Writing Program*

## MICKEL LIBRARY

Wade M. Woodward, BS, MLS, MA  
*Director of Mickel Library,  
Associate Librarian*

Wendi W. Arms, BMus, MMus  
*Music Librarian, Associate Librarian*

Mark A. Collier, AB, MA, MLIS  
*Coordinator of Reference and Collections,*

*Associate Librarian*

Rebecca G. Dalton, BA  
*Administrative Assistant and Acquisitions Supervisor*

Richard Dell Morgan, BA  
*Circulation/Document Delivery Supervisor*

Sarah R. Spigner, BMus, PGDipl  
*Cataloging Librarian*

Jeffrey R. Willis, Jr, BA, MA, PhD  
*Director of Archives and Special Collections*

NISBET HONORS PROGRAM  
Debra C. Young, AAS  
*Administrative Assistant*

OFFICE OF THE REGISTRAR  
Mary L. Brown, BS, MEd  
*Registrar*  
*Director of Summer School*

Kathy P. Flaherty  
*Data Entry and Customer Service Clerk/Generalist*

Elizabeth H. Wood, BA  
*Data Specialist/Generalist*

Pam Wylie, BS  
*Associate Registrar*

SCHOOL OF THE ARTS  
Boone J. Hopkins, BA, MFA, PhD  
*Dean of the School of the Arts*

Kathryn Boucher, MA  
*Director of the Milliken Gallery*

Paula M. Cash  
*Administrative Assistant*

Kathryn S. Holt, BA, MEd, EdS  
*Administrative Assistant*

Andre Lancaster  
*Technical Director*

PETRIE SCHOOL OF MUSIC  
Chris Vaneman, BM, MM, MMA, DMA  
*Head of the Petrie School of Music*

Glen Chaddock  
*Head Piano Technician*

Valerie MacPhail, BA, MM, DMA  
*Director of the Lawson Academy of the Arts*

Janae N. O'Shields, BA  
*Assistant Director of the Lawson Academy of the Arts*  
*Director of the Fine Arts Day Camp*

Mildred A. Roche, BM, MM  
*Director of Accompanying*

SCHOOL OF HUMANITIES,  
SCIENCES AND EDUCATION  
Ann Pletcher, BA, MBA, CMA  
*Dean, School of Humanities, Sciences and Education*

DEPARTMENT OF EDUCATION  
Lienne Medford, BA, MA, EdD  
*Dean of Graduate Studies and Distance Education*

Barbara Austin  
*Administrative Assistant/Budget Manager*

Pamela Bradley  
*Administrative Assistant Department of Education*

Linda Nicholls  
*Coordinator of Field Placements and Administrative Assistant*

Judy Wiliford  
*Education Department Assistant*

OFFICE FOR ENROLLMENT MANAGEMENT  
AND SERVICES  
Trevor Pittman, BS, MEd  
*Associate Vice President for Enrollment Management and Services*

OFFICE OF ADMISSIONS  
Wendy Vinson, BA, MA  
*Dean of Admissions*

Kimberly Newton-Burgess, BS, MLA  
*Director of Post Traditional and Data Team*

Jennifer Barksdale, BA  
*Senior Admissions Counselor*

Janet D. Broome  
*Assistant Director for Operations*

Savannah White, BFA  
*Admissions Counselor*

Cymone Eldridge, BA  
*Senior Admissions Counselor*

Vacant  
*Admissions Counselor*

Jordan Moeller, BS  
*Assistant Director of Admissions*

Yulia Rigg, BA  
*Assistant Director of Admissions*

Julia Sharpe, BA  
*Admissions Counselor*

Jill Feist  
*Data Specialist*

Shannon Stone, AA  
*Data Entry Specialist*

Ann Tucker

*Data Entry Specialist and Office Administrator*

OFFICE OF THE VICE PRESIDENT FOR  
FINANCE AND ADMINISTRATION

Robin S. Leslie, BA, CPA  
*Vice President for Finance and Administration*

OFFICE OF ACCOUNTING AND  
ADMINISTRATION

Dianne S. Crocker, BS, CPA  
*Controller*

Wendy Baker  
*Accountant*

Sheila C. Bishop  
*Accounts Payable Administrator*

Annette S. Carswell  
*Payroll Administrator*

Pamela Greenway, BA  
*Accounting and Business Office Administrative  
Assistant*

Kimberly D. Johnson, BS  
*Student Billing Coordinator*

Cindy Mason  
*Cash Receipts/Generalist*

Miranda Rochester, BS  
*Senior Accountant*

FACILITY SERVICES AND PLANNING

Richard L. Jolley, BS  
*Senior Director of Facility Services and Planning;  
Risk Management*

EVENT SERVICES

Leigh O'Shields, BA  
*Director of Event Services*

Elizabeth Flagg  
*Event Services Coordinator  
and Costume Shop Technician*

Breanna Waldrop  
*Guest Services Associate*

OFFICE OF CAMPUS TECHNOLOGY

Zach Corbitt, AA, BS, MBA  
*Chief Information Officer*

Sarah Bosler, BA  
*Helpdesk Support Technician*

Nancy S. Gage, BA  
*Database Programmer*

Amanda Gosnell, BA  
*Web Developer*

Brandon Kennedy, AS  
*Systems Administrator*

Cori W. McClure, BA  
*Network Administrator*

Sonya Mode  
*Office Coordinator*

Donna Rawls, BS  
*Database Programmer*

CAMPUS SAFETY  
Larry W. Jones  
*Director of Campus Safety*

Joseph Bradley  
*Campus Safety Officer*

Kyle Crowder  
*Campus Safety Officer*

Bobby R. Finch  
*Shift Sergeant*

James Green  
*Campus Safety Officer*

Marc Howard  
*Shift Sergeant*

Brian Huckaby  
*Campus Safety Officer*

Ken McAbee  
*Campus Safety Officer*

Claire B. Owings  
*Administrative Assistant*

Jordan White  
*Campus Safety Officer*

Lannie D. Rudicill  
*Shift Sergeant*

Russell Joye  
*Campus Safety Officer*

OFFICE OF FINANCIAL PLANNING  
James W. Kellam, MBA  
*Director of Financial Planning*

Leigh Lanford, BS  
*Senior Financial Planning Counselor*

Rachel Hill  
*Senior Financial Planning Counselor*

Christina Shook  
*Financial Planning Generalist and Assistant to the  
Director*

MAILROOM  
Carol W. Gibbs  
*Mail Room Supervisor*

Bridgette Hall  
*Mail Room Assistant*

HUMAN RESOURCES  
Nikeshia Jackson Gilliam, EdD  
*Director of Human Resources*

Marissa D. Haben  
*Human Resources Specialist*

INSTITUTIONAL ADVANCEMENT  
Krista Bofill, BS, MA, CFRM  
*Vice President for Institutional Advancement*

OFFICE OF DEVELOPMENT  
Michael D. Kennedy, BS, CTFA  
*Assistant Vice President for Philanthropy*

Michelle Patton, BS  
*Administrative Assistant for Institutional Advancement*

Vacant  
*Assistant Director of the Converse Annual Fund*

Alicia Parsons, BS, CVA  
*Director for Philanthropy*

Gina Miller, BA, MA  
*Assistant Director for Philanthropy*

Louise Unti, BA  
*Annual Fund Coordinator*

OFFICE OF ADVANCEMENT  
SERVICES  
Anna French, BA  
*Gift Management Coordinator*

Lisa Marchi, BA  
*Director of Advancement Services*

Vacant  
*Research and Grant Coordinator*

OFFICE OF ALUMNAE AND  
DONOR RELATIONS  
Jessica Eggmann, BS  
*Director of Alumnae Relations and Advisory Boards*

Yvonne Harper  
*Associate Director of Donor Relations  
and Special Events*

Vacant  
*Operations Manager*

Vacant  
*Assistant Director of Board Management  
and Special Events*

OFFICE OF COMMUNICATIONS  
Beth F. Lancaster, BA  
*Director of Media and Public Relations*

Glenn Abel  
*Online Experience Manager*

Leah Anderson, BA  
*Public Relations Manager*

Deb Peluso, BFA  
*Digital Content Coordinator*

INTERCOLLEGIATE ATHLETIC DEPARTMENT  
Joy A. Couch, BA, MEd  
*Director of Intercollegiate Athletics*

Mary Jo Strehl, BA  
*Assistant Athletic Director*

Matthew Farris  
*Sports Information Director*

Chandra Hopkins, BA, MFA, PhD  
*Faculty Intercollegiate Athletic Representative*

Jennifer George  
*Head Softball Coach*

Brandon Morton  
*Head Cross Country and Track Coach*

Katherine Mancebo  
*Head Tennis Coach*

Patti McGowan  
*Head Golf Coach*

Kelsi Pack, BS  
*Director of Compliance*

Rick Parlow  
*Head Soccer Coach*

Suzanne Russell  
*Head Equestrian Team Coach*

Amy Nokes  
*Head Volleyball Coach*

Dean Walsh, BS  
*Head Basketball Coach*

Samantha McCarrick  
*Head Lacrosse Coach*

Vacant  
*Head Swimming Coach*

Keegan Johnson  
*Head Acrobatics and Tumbling Coach*

Kaitlyn Kerrigan  
*Soccer Reserve Coach*

Ashlen Dewart  
*Basketball Reserve Coach*

FACILITIES MANAGEMENT  
Robert Brown  
*Director of Facilities Management*

FOOD SERVICES  
Helen Cox  
*Director of Food Services*

VALKYRIE'S STATION  
Vacant  
*Assistant Manager*

## THE FACULTY

Krista L. Newkirk, *president*

BA, University of Nebraska-Lincoln; JD, Marshal  
–Wythe School of Law, College of William and  
Mary. (2016)

Jeffrey H. Barker, *professor of religion and philosophy,  
Provost*

BA, California State University; MA, PhD,  
Purdue University. (2002)

Lienne Medford, *professor of education, Dean of  
Graduate Studies and Distance Education*

BA, Hamilton College; MA, University of North  
Carolina; EdD, East Carolina University. (2017)

### EMERITI FACULTY

John M. Bald, *associate professor  
emeritus of theatre*

BA, Baldwin-Wallace College; MFA, Brandeis  
University. (1982, 2015)

William M. Baker, *associate professor emeritus of  
psychology*

BA, Oberlin College; PhD, Duke University.  
(1967, 2012)

Nancy S. Breard, *associate professor emerita of  
education*

BA, Newcomb College; MEd, Northeast  
Louisiana University; EdD, University of  
Georgia. (1989, 2012)

John A. Byars, *Charles A. Dana professor emeritus  
of English*

AB, Furman University; MA, PhD, University of  
North Carolina at Chapel Hill. (1965, 1994)

Anita P. Davis, *Charles A. Dana professor emerita of  
education*

BS, MA, Appalachian State University; EdD,  
Duke University. (1969, 2005)

Janis I. Dengler, *associate professor emerita of health  
and physical education*

BSEd, MEd, Ohio University. (1960, 2001)

Jean E. Dunbar, *professor emerita of mathematics*

BA, Erskine College; MS, PhD, Clemson  
University. (1986, 2015)

Joan L. Foss, *assistant professor emerita of sociology*

BA, MA, University of Missouri at Columbia.  
(1974, 2009)

Kathy Good, *assistant professor emerita of education*

BA, Limestone College; MEd, EdS, University of  
South Carolina; PhD, Clemson University.  
(2007, 2015)

Jane Rolandi Gray, *Mary Reynolds Babcock professor  
emerita of voice*

BMus, Salem College; studies in voice  
with Bair, Verna; repertoire with Cimara,  
Terni, Bambosheck; lessons in scena with  
Yanapolous, Baccaloni, Defrere. (1964, 1989)

Beverly Reed Hay, *Charles E. Daniel Professor  
Emerita of Voice*

BA, MM, University of South Carolina; DM,  
Indiana University. (1989, 2014)

James G. Harrison, Jr., *associate professor emeritus  
of classics*

AB, University of North Carolina at Chapel Hill;  
MA, Harvard University; MSLS, Simmons  
College; PhD, University of North Carolina at  
Chapel Hill. (1970, 2002)

Donald G. Henderson, *Mary Reynolds Babcock  
professor emeritus of musicology and woodwinds*

BME, Indiana University; MA, Western State  
College of Colorado, Gunnison; PhD University  
of Michigan; Fulbright Fellowship, State  
Academy of Music and Dramatic Art and the  
University of Vienna. (1962, 1994)

Richard L. Higgs, *emeritus professor of Art*

BA, MA, University of Wisconsin; MFA,  
University of Kentucky. (2010, 2015)

Phillip E. Highsmith, *Charles A. Dana professor  
emeritus of physics*

BS, East Tennessee State University; MEd,  
University of Virginia; PhD, Ohio State  
University. (1966, 1991)

Jerry J. Howe, *Charles A. Dana professor emeritus of  
chemistry*

BS, Ohio University; PhD, Michigan State  
University. (1972, 2015)

James A. Hymas, *associate professor emeritus of  
mathematics*

BS, MS, DA, Idaho State University. (1978, 2017)

William J. Kimball, *professor emeritus of English*

BS, Rutgers University; MS, Middlebury College;  
PhD, Pennsylvania State University. (1965, 1987)

Jeri D. King, *Anne Morrison Chapman professor  
emerita of modern languages*

BA, George Peabody College; MA, PhD,  
Louisiana State University. (1972, 2012)

Melba L. Long, *professor emerita of art*

AB, Meredith College; M.R.E., Southwestern  
Theological Seminary; MFA, 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*

BA, James Madison University; MA, Cleveland State University; PhD, Bowling Green State University. (1986, 2002)

Roger F. Luttrell, *associate professor emeritus of accounting*

BA, Baldwin-Wallace College; MBA, Siedman Graduate College, Grand Valley State College; CPA; additional graduate studies, University of Akron. (1985, 2017)

John T. MacLean, *Charles E. Daniel professor emeritus of music theory, composition, and strings*  
AB, Drew University; MA, MM, Florida State University; DM, Indiana University; additional studies at Columbia University, California Institute of the Arts. (1975,1991)

Ross A. Magoulas, *associate professor emeritus of voice and opera*

BMus, Converse College; MMus, Florida State University. (1982, 1992)

Gayle G. Magruder, *associate professor emerita of physical education*

BS, Auburn University; MS, University of North Carolina at Greensboro. (1967, 2001)

Spencer R. Mathews, Jr., *associate professor emeritus of psychology*

BA, MA, PhD, University of Virginia. (1967, 2005)

Thomas R. McDaniel, *professor emeritus of education*

BA, Hampton-Sydney College; MAT, MLA, PhD, The Johns Hopkins University. (1971, 2015)

Charles H. Morgan, *associate professor emeritus of English*

AB, Princeton University; MA, Tulane University. (1965, 2015)

Robert E. Muzzy, *associate professor emeritus of sociology*

BA, University of Washington; MA, PhD, Stanford University. (1971, 2003)

Frazier S. M. Pajak, *AIA, associate professor emeritus of interior design*

BArch, MArch, Clemson University. (1985, 2015)

Robert W. Powell, Jr., *Charles A. Dana professor emeritus of biology*

BS, Memphis State University; MS, University of Houston; PhD, Duke University. (1963,1999)

Teresa A. Prater, *Charles A. Dana professor emerita of studio art*

BFA, University of Tennessee; MA, MFA, University of New Mexico. (1990, 2016)

Marlene E. Freedom, *assistant professor emerita of economics and business*

BS, Southern Illinois University; PhD, University of South Carolina. (1989, 2006)

Martha E. Rogers, *associate professor emerita of education*

BS, MA, Furman University; PhD, University of South Carolina. (2004, 2008)

Anthony S. Scavillo, *associate professor emeritus of modern languages*

BA, LaSalle College; MA, Catholic University of America; Doctorat de Troisi me Cycle, Universit de Strasbourg, France. (1979, 2007)

Alfred O. Schmitz, *professor emeritus of philosophy*

BA, Rutgers University; PhD, University of North Carolina at Chapel Hill. (1961, 1989)

Suzanne Schuweiler, *associate professor emerita of art history*

BA, MA, Virginia Commonwealth University; PhD, University of Illinois. (1992, 2017)

Rosa C. Shand, *Leland L. and Nell B. Larrabee professor emerita of English*

BA, Randolph-Macon Woman's College; MA, PhD, University of Texas at Austin. (1985, 2001)

Katharine Stephens Slemenda, *associate professor emerita of deaf education*

BA, Converse College; MEd, Georgia State University. (1978, 2008)

Terrell Tracy, *assistant professor emerita of education*

BA, University of North Carolina Chapel Hill; MEd, Boston University; PhD, Clemson University. (2005, 2017)

Malinda Maxfield Tulloh, *Leland L. and Nell B. Larrabee professor emerita of English*

BA, PhD, Vanderbilt University. (1976,1997)

Melissa A. Walker, *George Dean Johnson, Jr. professor emerita of history*

BA, Maryville College; MA, Providence College; PhD, Clark University. (1996, 2017)

Jeffrey R. Willis, Jr., *Andrew Helmus distinguished professor emeritus of history, Director of Archives*

BA, Furman University; MA, PhD, University of Virginia. (1967, 2005)

David C. Zacharias, *associate professor emeritus of art*

BFA, MFA, University of South Carolina. (1990, 2016)



- S. David Berry, *professor of music history and theory*  
BM, University of Maryland; MM, Converse  
College; DMA, University of South Carolina.  
(1986, 2008)
- Joe P. Dunn, *Charles A. Dana professor of history and  
politics*  
BS, Southeast Missouri State University; MA,  
PhD, University of Missouri—Columbia. (1976,  
1988)
- Kevin DeLapp, *Harold E. Fleming professor of  
philosophy*  
BA, University of California; PhD, Duke  
University. (2006, 2017)
- Hatice Neval Erturk, *professor of biology*  
BS, MS, Hacettepe University, Turkey; PhD,  
Virginia Tech. (2006, 2016)
- Patricia Solesbee Foy, *professor of music education*  
BM, Converse College; MME, PhD, University of  
South Carolina. (1990, 1995)
- Mirko Manfred Hall, *professor of foreign languages*  
BA, MA, PhD, University of Minnesota. (2007,  
2017)
- Rafael E. Hernandez, *Reeves Brothers professor of  
Spanish*  
B. Architecture, Bolivariana University; MS  
Planning, PhD in Spanish and Latin American  
Literatures, University of Tennessee. (1984,  
1993)
- \*\*Keith W. Jones, *professor of voice and choral  
activities*  
BM, Furman University; MM, Southern Baptist  
Theological Seminary; DM, Indiana University.  
(1999, 2011)
- Richard G. Keen, *professor of psychology*  
BA, Kent State University; PhD, Indiana  
University. (2004, 2017)
- Monica L. McCoy, *professor of psychology*  
BA, Grove City College; MS, Villanova  
University; PhD, University of Wyoming. (1997,  
2014)
- Siegwart Reichwald, *professor of musicology*  
BM, University of South Carolina; MM, PhD,  
Florida State University. (2004, 2011)
- Malcolm Scott Robbins, *professor of musicology and  
composition*,  
BA, Wake Forest University; AM, Duke  
University; DMus, Florida State University.  
(1998, 2008)
- Edna J. Steele, *professor of biology*  
BS, MS, University of the Philippines; PhD,  
Clemson University. (1997, 2017)
- \*\*\*John M. Theilmann, *Andrew Helms  
Distinguished professor of history and politics, Nisbet  
Honors program co-director*  
BA, University of Missouri, Rolla; MA, MPA,  
PhD, University of Georgia. (1985, 2010)
- Rebecca Turner, *professor of voice*  
BM, Shorter College; MM, University Northern  
Texas. (2007, 2015)
- Kelly A. Vaneman, *professor of oboe and musicology*  
BM, Baylor University; MM, MMA, DMA,  
Yale University School of Music; Certificate of  
Performance, Koninklijk Conservatorium  
Brussel. (1997, 2017)
- Douglas Alan Weeks, *Babcock professor of piano*  
BM, Illinois State University; MM, Indiana  
University; Licens de Concert, Ecole Normalede  
Musique, Paris; DMus, Florida State University.  
(1982, 1996)
- Edward C. Woodfin, *professor of history*  
BS, Baylor University; MA, PhD, Texas A & M  
University. (2005, 2016)
- Elizabeth York, *professor of music therapy*  
BM, University of Georgia; MM, PhD, University  
of Miami. (2005, 2011)
- ASSOCIATE PROFESSORS
- Ruth Beals, *Owings associate professor of interior  
design, director of interior design*  
BS, University of Massachusetts; MS, University  
of North Carolina - Greensboro. (2008, 2014)
- \*\*Andrew Blanchard, *associate professor of art*  
BA, University of Southern Mississippi; MFA,  
The University of Mississippi. (2005, 2010)
- Ansley H. Boggs, *associate professor of special  
education, director of special education*  
BA, Converse College; MEd, University of North  
Carolina at Chapel Hill; EdD, University of  
South Carolina. (1980, 1993)
- Laura Feitzinger Brown, *associate professor of  
English, Nisbet Honors program co-director*  
BA, Williams College; MA, University of  
Virginia; PhD, University of North Carolina  
Chapel Hill. (1997, 2003)
- B. Brant Bynum, *associate professor of Spanish,  
associate, vice president for academic affairs and  
director of student development and success*  
BA, Austin College; MA, University of Missouri  
at Columbia; PhD, University of North Carolina  
at Chapel Hill. (1988, 1993)

David W. Cheser, *associate professor of education,  
director of early childhood education, and director of*

## CAEP

- BS, Campbellsville College; MA, Georgetown College; EdS, Eastern Kentucky University; PhD, George Peabody College. (1979, 1985)
- Amy E. Cox, *associate professor of marketing*  
BA, Duke University; M.BA, University of Michigan; PhD, University of Minnesota. (2006, 2011)
- Sherry E. Fohr, *associate professor of religion*  
BA, Ithaca College; MA, PhD, University of Virginia. (2005, 2009)
- Boone J. Hopkins, *associate professor of theatre, Dean of the School of the Arts*  
AA, Gainesville State College; BA, Brenau University; MFA, Virginia Commonwealth University; PhD, University of Kansas. (2012, 2016)
- Woodrow W. Hughes, Jr., *associate professor of economics and business*  
BA, Furman University; MA, Clemson University; PhD, University of South Carolina. (1986, 1995)
- Gretchen Hurlbut, *associate professor of art*  
BA, Arizona State; MA, MFA, Ottawa University, Arizona. (2007, 2014)
- Douglas Jensen, *associate professor of biology*  
BS, University of Michigan; PhD, University of North Carolina at Chapel Hill. (1999, 2014)
- Sarah J. Johnson, *associate professor of violin*  
BM, Curtis Institute of Music, (2004, 2008)
- Catherine Jones, *associate professor of French and director of women's studies*  
BA, University of North Carolina at Asheville; MA, PhD, University of North Carolina at Chapel Hill. (1988, 1995)
- Kyle Keefer, *associate professor of religion*  
BA, Baylor University; MDiv, Princeton Theological Seminary; MA, Baylor University; PhD, Emory University. (2006, 2010)
- Janet R. LeFrancois, *associate professor of psychology*  
BA, Converse College; MA, PhD, West Virginia University. (1985, 1991)
- Susan Lynn Lyle, *associate professor of voice and director of choral activities*  
BA, Kalamazoo College; MM, Peabody Conservatory of Music; DMA, University of Oregon. (1996, 2004)
- BA, MEd, Converse College; PhD, Clemson University. (2000, 2006)
- Delia G. Malone, *associate professor of education*  
BA, Queens College; MEd, University of South Carolina; PhD, Georgia State University. (2008, 2017)
- Margaret S. Moore, *associate professor of physical education*  
AB Queens College; MEd, University of Georgia. (1973, 1991)
- \*Richard Mulkey, *associate professor of English, director of creative writing and MFA programs*  
BA, Bluefield College; MS, Radford University; MFA, Wichita State University. (1995, 2000)
- Ann M. Pletcher, *associate professor of accounting, Dean of the School of Humanities, Sciences and Education*  
BA, Albion College; M.BA, Keller Graduate School of Management. CMA (1984,1999)
- Jeffrey J. Poelvoorde, *associate professor of politics*  
BA, MA, Northern Illinois University; PhD, University of Virginia. (1986,1992)
- Anita R. Rose, *associate professor of English*  
BA, Concord College; MEd, North Carolina State University; MA, Western Carolina University; PhD, University of North Carolina at Greensboro. (2001, 2006)
- Sharon M. Smith Strickland, *associate professor of chemistry*  
BA, Francis Marion University; MS, PhD, University of South Carolina. (2006, 2016)
- Susan C. Tekulve, *associate professor of English*  
BA, Miami University; MFA, Wichita State University. (1999, 2005)
- Erin E. Templeton, *associate professor of English*  
BA, MA, Pennsylvania State University; PhD, University of California. (2007, 2011)
- Christopher M. Vaneman, *associate professor of flute and musicology*  
BM, Eastman School of Music; MM, MMA, DMA, Yale University School of Music. (2001, 2009)
- Madelyn V. Young, *associate professor of economics*  
AB, Indiana University; MA, University of Notre Dame; PhD, Georgia State University. (1991,1996)

Kelly Harrison Maguire, *associate professor of education, director elementary education and student teaching*

## ASSISTANT PROFESSORS

Nicole De Armendi, *assistant professor of art history*  
MA, PhD, Virginia Commonwealth University.

- (2017)
- Joseph S. Barrera, *visiting assistant professor of mathematics*  
BS, Ball State University; MS, PhD, University of Wisconsin-Milwaukee. (2017)
- Mahdokht Behravan, *assistant professor of physics*  
BS, PhD, Michigan State University. (2017)
- Peter H. Brown, *assistant professor of computer science*  
BA, Williams College; MS, PhD, University of North Carolina. (2003)
- Doug P. Bush, *assistant professor of Spanish*  
BA, Dalhousie University; MA, University of Western Ontario; PhD, The Ohio State University. (2017)
- Mary E. Carlisle, *assistant professor of art*  
BFA, Converse College; MS, Drexel University; MFA, Lesley University. (2017)
- William C. Case, *assistant professor of chemistry*  
AB, BS, PhD, Duke University. (2015)
- Naina Dewan, *assistant professor of dance*  
BA, State University of New York. (2016)
- Reed Chewing, *assistant professor of education*  
BA, Wofford College, MEd Converse College; PhD, Clemson University. (2015)
- Angela Esco Elder, *assistant professor of history*  
BA, MA, PhD, University of Georgia. (2017)
- Gabriel Ford, *assistant professor of English*  
BA, University of Alabama; M.Phil, Trinity College of Dublin; MA, PhD, The Pennsylvania State University. (2017)
- Lee Givens, Jr. *assistant professor of education*  
BS, The Citadel; MEd, Furman; EdS, PhD, University of South Carolina. (2016)
- Susanne Gunter, *assistant professor of art education*  
BA, Limestone; MA, EdD, University of South Carolina (2010, 2013)
- Emily Harbin, *assistant professor of English*  
BA, Converse College; MA, PhD, Vanderbilt University. (2014)
- Jennifer Hawk, *assistant professor of chemistry*  
BS, Hillsdale College; PhD, Duke University. (2016)
- Chandra Owenby Hopkins, *assistant professor of theatre*  
BA, Brenau University; MFA, Virginia Commonwealth University; PhD, University of Kansas. (2013)
- Molly Inclan, *assistant professor of accounting*  
BS, Presbyterian College; MA, University of Georgia. (2017)
- Julie Jones, *assistant professor of education, director of student teaching*  
BA, Converse College; MA, University of South Carolina; PhD, Clemson University. (2014)
- Kelly Kennedy, *assistant professor in marriage and family therapy*  
BA, Clemson University; MA, University of Georgia Athens; PhD, University of Georgia. (2012)
- Susana M. Lalama, *assistant professor of music*  
BMus, MA, University of Miami. (2014)
- Margaret Lee, *assistant professor of education*  
BA, North Carolina State University; MEd, Converse College; EdD, Gardner-Webb University. (2017)
- Marie Louise LePage, *assistant professor of psychology*  
BA, The University of Mary Washington; MA, PhD, Kent State University. (2012)
- Stefania Licata, *assistant professor of Spanish*  
BA, MA, Università degli Studi di Palermo; MA, PhD, Stony Brook University. (2017)
- Valerie K. MacPhail, *assistant professor in the Petrie School of Music*  
BA, College of William and Mary; MM, Florida State University; additional graduate study, University of Illinois; DMA, University of South Carolina. (1994, 2000)
- Shannon Martin, *assistant professor of psychology*  
BA, University of St. Thomas; MA, Minnesota State University; PhD, Central Michigan University. (2016)
- Melissa Owens, *assistant professor of theatre*  
AAS, Seattle Central Community College; BA, Moyne College; MA, Miami University; MFA, Kent State University. (2012)
- Margaret E. Park, *assistant professor of education*  
BA, Hood College; MA, PhD, Northcentral University. (2014)
- Danielle S. Robertson, *assistant professor of education*  
BA, Limestone College; MA, Gardner Webb University; EdS, Converse College; PhD, Gardner-Webb University. (2016)
- Jennifer L. Shields, *assistant professor of accounting, economics and business*  
BS, MS Appalachian State University. (2016)
- Carol L. Shultis, *assistant professor of music therapy*  
BS, Lebanon Valley College; MEd, Pennsylvania State University; PhD, Temple University. (2012)

Amanda Szarzynski, *assistant professor of marriage and family therapy*

BS, York College; MA, PhD, Texas Tech University. (2014)

Jena Thomas, *assistant professor of art*

BFA, Massachusetts College of Art and Design; MFA, University of Miami. (2016)

Meg Hanna Tominaga, *assistant professor of theatre*

BA, University of Wisconsin-Green Bay; MFA University of Hawaii- Manoa. (2015)

Christopher Allen Varnon, *assistant, professor of psychology*

BS, Jacksonville State University; MS, University of North Texas; MS, PhD, Oklahoma State University. (2017)

Jessica Williams, *assistant professor of mathematics*

BA, Transylvania University; MS, PhD, University of Iowa. (2015)

#### INSTRUCTORS

Andrea Ezell Elliott, *instructor of art education*

BA, Converse College, MA, Winthrop University. (2013)

Thomas Maynard, C.L.U., F.L.M.I., A.R.M.,

*instructor of economics and business*

BS, University of South Carolina; JD, University of South Carolina Law. (1989)

#### PROFESSIONAL LIBRARIANS

Wendi W. Arms, *music librarian, associate librarian*

BM, MM, Converse College. (1999, 2017)

Mark A. Collier, *coordinator of reference and collections, associate librarian*

AB, University of Georgia; MLIS, MA, Vanderbilt University. (1997)

Wade M. Woodward, *director of Mickel Library, associate librarian*

BS, Mississippi State University; MLS, University of Mississippi; MA, Norwich University. (1992)

\*Sabbatical Leave Fall 2017 and January 2017

\*\*Sabbatical Leave Spring 2018

\*\*\* Sabbatical Leave January and Spring 2018

# THE ALUMNAE ASSOCIATION

The mission of the Converse College Alumnae Office is to provide a comprehensive array of programs and services for the college's alumnae and graduate alumni. The programs and events are designed to serve the alumnae and keep them in touch, informed, and invested in their alma mater.

The Alumnae Office begins working with students as freshmen, sponsoring events to increase their awareness of the Alumnae Association and of their responsibilities as future alumnae. After graduation, the Alumnae Office serves as their link to the College, keeping them informed and involved with the College, and recognizing them for their accomplishments.

The mission is accomplished by the following:

- Organizing and traveling to events in various regional areas
- Organizing reunions
- Organizing on and off-campus lifelong learning opportunities for alumnae, parent, students, and friends of the College
- Maintaining a network of alumnae volunteers who help in the areas of student recruitment, providing internships, hosting events, and helping with fundraising
- Keeping track of alumnae careers, marriages, births, deaths, and maintaining files on each alumna
- Informing alumnae about their friends and the college through the alumnae section of the Converse Magazine and the e-newsletter, *A View from the Tower*.
- Working with students to educate them about

their future role as alumnae

# THE DIRECTORY FOR CORRESPONDENCE

Please address inquiries as follows:

- Admissions, Dean of Admissions
- Alumnae interests, Director of Alumnae
- Expenses and business matters, Vice President for Finance & Administration
- Financial Assistance, Director of Financial Planning
- General Information, Chief Communications Officer
- School of Humanities, Sciences and Education, Dean of the School of Humanities, Sciences and Education
- School of Music, Head of The Petrie School of Music
- School of the Arts, Dean of the School of the Arts
- Student interests, Dean of Community Life or Dean of Professional Development
- Transcripts and academic reports, Registrar

NOTE: Information concerning the Graduate Studies program is available in the Graduate Catalog.

# Map Legend

## 1. Wilson Hall

Administration  
Admission  
Gee Dining Room  
Hazel B. Abbott/Laird Studio

## Theatre

## 2. Pell Hall

## 3. Campus Safety

## 4. Dexter Hall

## 5. Mickel Library Writing Center

## 6. Carmichael Hall Converse II Office Finance and Registration Center Hartness Auditorium

## 7. Ezell Hall School of Education & Graduate Studies

## 8. Kuhn Hall Lever Auditorium Campus Technology Services

## 9. Peterkin Drive Parking

## 10. Theatre/Converse Scene Shop

## 11. Facilities Management

## 12. Dexter Parking Lot

## 13. Montgomery Student Center Barnet Room

Dance Studios  
Events & Information Desk  
Gibbs Chapel  
Mail Room  
Pool  
SGA Offices  
Student Life Office  
The Center for Student

## Development and Success Valkyries Station/Sandella's Café

## 14. Phifer Science Hall Dalton Auditorium

## 15. The Heath Howard Hall Kate Hall Zimmerli Common

## 16. Log Cabin

## 17. Amphitheatre

## 18. Blackman Music Hall Daniel Recital Hall

## 19. Milliken Fine Arts Building Milliken Art Gallery

## 20. Belk Parking Lot 21. Belk Hall

## 22. Cudd Hall

## 23. Williams Hall

## 24. Andrews Hall Wellness Center

## 25. Food Service/Twicheil Delivery

## 26. Twicheil Parking Lot

## 27. Carnegie Parking Lot

## 28. Carnegie Building Office of Accounting and Administration

## Human Resources

## 29. Lawson Academy of the Arts

## 30. Twicheil Auditorium

## 31. Cleveland Hall/Alumnae House

## 32. The Sally Abney Rose Physical Activity Complex and The Weisiger Center



# INDEX

## A

Academic Advisement, 26  
Academic Calendar, 1-2, 23  
Academic Honors, 26  
Academic Life, 23  
Academic Policies on Disabilities, 41  
Academic Regulations, 29  
Academic Regulations for Internships, 24  
Academic Scholarships, 19  
Academic Standards, 32  
Acceleration, 34  
Accommodations for Students with Disabilities, 41  
Accounting, 58  
Accounting Minor, 59  
Accreditations and Affiliations, 4  
Additional Course Fees, 11  
Administrative Withdrawal, 39  
Admission Requirements and Regulations for International Students, 9  
Admission, 8, 158  
Admission to Teacher Education, 72  
Advanced Placement, 34, 159  
Alternate Year Courses, 35  
Alumnae Association, 208  
American History, 95  
Annual Scholarships, 22  
Applied Computing, Web Design Concentration, 113  
Arabic, 103  
Art Education, 134, 140  
Art History, 135, 141  
Art History Minor, 136  
Arts Management Minor, 187  
Art Therapy, 136, 143  
Audit, 33

## B

Bachelor of Arts  
Accounting Major, 59  
Art Education Major, 134  
Art History Major, 135  
Art Therapy Major, 136  
Biology Major, 46  
Business Administration Major, 60  
Chemistry Major, 51  
Comprehensive Special Education Major, 75  
Early Childhood Major, 73  
Economics Major, 58  
Elementary Education Major, 73  
English Major, 88  
English Major & Concentration in Creative Writing, 89  
German Studies, 102  
Health Care Administration, 61  
History Major, 95  
Interior Design Major, 139

Mathematics Major, 110  
Musical Theatre Major, 152  
Music Major, 168  
Philosophy Major, 124  
Politics Major, 98  
Psychology Major, 118  
Religion Major, 127  
Spanish Major, 103  
Special Education Intellectual Disabilities Major, 76  
Special Education Deaf and Hard of Hearing Major, 77  
Special Education Learning Disabilities Major, 76  
Studio Arts Major, 137  
Theatre Major, 151  
Bachelor of Fine Arts  
Creative and Professional Writing Major, 88  
Interior Design Major, 139  
Studio Arts Major, 138  
Bachelor of Music  
Composition Major, 160  
Music Education Major, 161  
Music Education Major, Choral, 162  
Music Education Major, Instrumental, 163  
Music Therapy Major, 167  
Performance Major, Piano, 164  
Performance Major, String Instruments, 165  
Performance Major, Voice, 164  
Performance Major, Wind Instruments, 166  
Bachelor of Musical Arts  
Contemporary Music (Media Application), 168  
Bachelor of Science  
Accounting Major, 59  
Biochemistry Major, 52  
Biology Major, 46  
Business Administration Major, 61  
Chemistry Major, 51  
Economics Major, 58  
Mathematics Major, 110  
Medical Technology Major, 47  
Biochemistry, 52  
Biology, 45  
Biology Minor, 47  
Board of Trustees, 196  
Brevard Music Center, 160  
Business Administration, 59  
Business Administration Minor, 62  
C  
Campus Map, 210  
Campus Safety and Security, 40  
Career and Pre-Professional Programs, 24, 188  
Carroll McDaniel Petrie School of Music, 158  
Center for Professional Development, 24  
Changing Courses, 33  
Chaplain's Office, 6  
Chemistry, 51



- Chemistry Minor, 51
- Chinese, 103
- Class Honors, 26
- Classification Requirements, 33
- CLEP, 34
- Commuting Students fees, 10
- Comparative Government and Politics, 100
- Comprehensive Special Education Major, 75
- Computer Science Minor, 112
- Concentration in Creative Writing, 88
- Contemporary Music (Media Application), 168
- Converse Clemson Dual-Degree Program, 37, 116
- Converse II Experience, 23
- Counseling Services, 7
- Courses of Instruction
  - Accounting, 65
  - Arabic, 103
  - Art Education, 140
  - Art History, 141
  - Art Therapy, 143
  - Biology, 47
  - Business Administration, 67
  - Chemistry, 52
  - Chinese, 103
  - Computer Science, 113
  - Dance, 156
  - Economics, 63
  - Education, 78
  - English, 89
  - Ensembles and Chamber Music, 171
  - Finance, 66
  - French, 103
  - German Studies, 105
  - Health and Physical Education, 121
  - Healthcare Administration, 69
  - History, 95
  - Individual Sports, 122
  - Interior Design, 148
  - Italian, 106
  - Japanese, 107
  - Mathematics, 111
  - Music Business and Technology, 175
  - Music Education, 176
  - Music History and Literature, 177
  - Music Media, 171
  - Music Theory and Composition, 179
  - Music Therapy, 172
  - Nisbet Honors, 183
  - Non-Departmental, 184
  - Performance Studies, 174
  - Philosophy, 125
  - Politics, 98
  - Private Lessons, Music, 175
  - Physics, 55
  - Psychology, 119
  - Religion, 129
  - Sociology, 70
  - Spanish, 107
  - Special Education, 83
  - Studio Art, 144
  - Team Sports, 123
  - Theatre, 152
  - Courses of Instruction Key to the Numbering System, 36
- Credentials Required for Freshman Applicants, 8
- Credentials Required for Transfer Applicants, 8
- Credit by Examination, 8
- Cross Listed Courses, 32
- Curriculum, 23
- D
- Dance, 156
- Dance Minor, 156
- Dean's List, 26
- Degree Completion Program, 62
- Delinquent Accounts, 11
- Department of
  - Art and Design, 133
  - Biology, Chemistry & Physics, 45
  - Economics, Accounting & Business, 57
  - Education, 71
  - English, 87
  - History & Politics, 94
  - Languages, Cultures & Literatures, 102
  - Mathematics & Computer Science, 110
  - Petrie School of Music, 158
    - Music, 169
      - Music Composition, 160
      - Music Education, 161
        - Choral, 162
        - Instrumental, 163
      - Music Therapy, 167
      - Performance Piano, 164
      - Performance, String Instruments, 165
      - Performance, Wind Instruments, 167
      - Performance, Voice, 165
    - Psychology, 118
    - Religion & Philosophy, 124
    - Theatre & Dance, 151
- Directed Independent Study, 33
- Directory for Correspondence, 208
- E
- Early Commencement Requirements, 30
- Economics, 57
- Economics Minor, 58
- Education, 71
- Education of Women, 4
- Emotional Disabilities Minor, 77
- Endowed Scholarships, 19
- Engineering, 116
- English, 87
- English Minor, 89
- Ensembles and Chamber Music (MEN), 171
- Environmental Studies, 187
- European History, 96

F

- Faculty, 202
- Federal Sources of Financial Aid, 15
- Fees, 10
- Final Exams, 31
- Finance, 66
- Financial Planning and Scholarships, 12-22
- Foreign Policy & International Relations, 100
- Founder's Ideal, 3
- Founding of the College, 4
- French, 103

G

- General Administration, 198
- General Education Program, 43
- German Studies, 102
- Grade Reports and Transcripts, 32
- Grades and Quality Points, 30
- Graduation Rate, 40

H

- Health and Physical Education, 121
- Health Forms, 9
- Health Services, 7
- History, 94
- History Minor, 95
- Honorary Organizations, 27
- Honors at Entrance, 26
- Honor Tradition, 5
- Human Resource Management, 60

I

- Ideal Educator, 71
- Individualized Major (IM), 35
- Individual Sports, 122
- Interdisciplinary Minors, 187
- Interior Design, 139
- International Baccalaureate, 34
- International Business, 60
- Internships, 24
- Institutional Standards, 71
- Involuntary Withdrawal Policy, 39
- Italian, 106

J

- Japanese, 107
- Judicial Programs, 6

L

- Languages, Cultures & Literatures, 102
- Lawson Academy of the Arts, 160
- Leave of Absence, 38
- Location of College, 4

M

- Marketing, 60
- Marketing Minor, 62
- Mathematics, 110
- Mathematics Minor, 111
- Medical Technology, 47

Mickel Library, 23

Minors

- Accounting Minor, 59
- Art History Minor, 135
- Arts Management Minor 187
- Biology Minor, 47
- Business Administration Minor, 62
- Chemistry Minor, 51
- Computer Science Minor, 112
- Dance Minor, 156
- Economics Minor, 58
- Emotional Disabilities Minor, 77
- English Minor, 89
- Environmental Studies Minor, 187
- French Minor, 103
- German Studies Minor, 103
- History Minor, 95
- Interfaith Studies Minor, 128
- Languages, Cultures and Literature Minor, 103
- Marketing Minor, 62
- Mathematics Minor, 111
- Music Minor, 170
- Philosophy Minor, 125
- Physics Minor, 55
- Politics Minor, 99
- Psychology Minor, 118
- Religion Minor, 128
- Secondary Education Minor, 74
- Social Entrepreneurship, 188
- Spanish Minor, 103
- Studio Art Minor, 138
- Theatre Minor, 152
- Women's Studies Minor, 187

Mission of the College, 4

Music Business, 170

Music Business and Technology Certificate, 170

Music Education (MUE), 176

Music Education Major, Chorale, 162

Music Education Major, Instrumental, 163

Music Ensemble and Chamber Music (MEN), 171

Music for the Non-Major, 160

Music History and Literature (MUH), 177

Music Media (MMD), 171

Music Minor, 170

Musical Theatre, 151

Musicology and Composition (MUT), 179

Music Therapy Major, 167

Music Therapy Equivalency Program, 168

N

- National Affairs, 99
- Nisbet Honors Program, 26, 182
- Non-Degree Seeking, 9
- Non-Departmental Courses, 184
- Non-Western or World History, 97

## O

Off-Campus Study-Travel Fees, 11  
Online Fees, 10  
Other Regulations, 39  
Overloads, 32

## P

Pass/Fail, 31  
Performance Certificate for Non-Performance  
    Music Majors, 170  
Performance Studies (MUA), 174  
Petrie School of Music Fees, 11  
Philosophy, 124  
Philosophy Minor, 125  
Physics Minor, 55  
Policies and Procedures on Disabilities, 41  
Policy on Student's Records, 39  
Political Theory, 100  
Politics, 98  
Politics Minor, 99  
Pre-Dentistry, 190  
Pre-Health Professions, 190  
Pre-Law, 189  
Pre-Medicine, 190  
Pre-Ministry, 189  
Pre-Occupational Therapy, 191  
Pre-Pharmacy, 192  
Pre-Physical Therapy, 191  
Pre-Physician Assistant, 191  
Pre-Veterinary School, 191  
President's Cabinet, 197  
Presidents of Converse College, 197  
Private Lessons in Music, 175  
Programs for Study Abroad, 25  
Psychology, 118  
Psychology Minor, 118

## Q

Qualitative Standard, 14  
Quantitative Standard, 14

## R

Readmission of Converse II Students, 24  
Refund of Fees, 11  
Registration and Enrollment, 32  
Religion, 127  
Religion Minor, 128  
Religious Life, 6  
Requirements for the Bachelor's Degree, 29  
Reserve Officer's Training Corps (ROTC), 194  
Residential Life, 5  
Residential Students Fees, 10  
Resolution Procedures for Student Complaints, 42  
Retaking a Course, 31

## S

Satisfactory Progress (SAP), 14  
School of the Arts, 133  
School of Humanities, Sciences and Education, 45

Secondary Education Minor, 74  
Secondary School Preparation, 8  
Second Baccalaureate Degree, 30  
Separation from the College, 38  
Sociology, 70  
Social Entrepreneurship, 188  
Sources of Financial Aid from State of  
    South Carolina, 16  
Spanish, 107  
Special Education, 83  
Special Education: Deaf and Hard of  
    Hearing Major, 77  
Special Education: Intellectual Disabilities  
    Major, 76  
Special Education: Learning Disabilities Major, 76  
Special Fees, 10  
Special Provisions, 11  
Sports Management, 61  
Student Activities, 6  
Student Development and Success, 5  
Student Government, 5  
Student Groups, 6  
Studio Art, 137  
Studio Art Minor, 138  
Summer School at Converse, 35

## T

Talent-Based Scholarships, 19  
Teacher Education Fee, 11  
Team Sports, 123  
Theatre, 151  
Theatre Minor, 152  
The College, 4  
The Honor Tradition, 5  
The Three-Year Degree, 34  
Transfer of Credits from Other Institutions, 34  
Transportation, 38  
Tuition and Fees, 10

## U

Undergraduate Students Enrolling in  
    Graduate Courses, 34

## W

Wellness Center, 7  
Withdrawal, 38  
Wofford College Cooperation Program, 36  
Women's Studies, 187  
Writing Center, 26