

# CONVERSE COLLEGE

## GRADUATE CATALOG

### 2012-2013

#### **Master of Arts in Teaching**

Art Education  
Early Childhood Education  
Elementary Education  
Intellectual Disabilities  
Learning Disabilities

Middle Level Language Arts  
Middle Level Mathematics  
Middle Level Science  
Middle Level Social Studies  
Secondary English  
Secondary Mathematics  
Secondary Social Studies

#### **Master of Education**

Elementary Education  
Middle Level Education  
Secondary Education

Art Education  
Gifted Education  
Special Education  
Administration and Supervision

#### **Master of Liberal Arts**

English  
History  
Political Science

#### **Master of Marriage and Family Therapy**

#### **Master of Fine Arts in Creative Writing**

#### **Master of Music**

Music Education  
Performance

#### **Educational Specialist**

Administration and Leadership  
Administration and Supervision  
Literacy

580 East Main Street  
Spartanburg, SC 29302

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

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## Graduate Catalog

### 2012-2013

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#### POLICY ON STUDENT RECORDS

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

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

Dr. Kathy Good  
 Dean, School of Education and Graduate Studies  
 October 2012

## **THE MISSION OF CONVERSE COLLEGE**

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

## **ACCREDITATIONS AND AFFILIATIONS**

Since its founding, Converse has become one of the leading colleges for women in the South. At the time of its admission in 1912, Converse was the only college in South Carolina that held membership in the Southern Association of Colleges and Schools. Admitted to the American Association of Colleges and Universities in 1915, Converse is a founding member of that organization. Converse College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award degrees at Level IV (Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Bachelor of Music, Master of Music, Master of Liberal Arts, Master of Arts In Teaching, Master of Education, Master of 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 School of Music is a charter member of the National Association of Schools of Music. The professional programs in the Division of Education are approved by the South Carolina

State Department of Education under standards developed by the National Association of State Directors of Teacher Education and Certification. The College is accredited by the National Council for Accreditation of Teacher Education (NCATE). In addition, the Converse program for teachers of the deaf is accredited by the Council on Education of the Deaf. The documents relating to Converse College accreditation are on permanent reserve in the Mickel Library. Anyone desiring to review these documents may do so during the College's normal operating hours.

## **THE MISSION OF TEACHER EDUCATION GRADUATE PROGRAMS**

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

## **THE VISION FOR TEACHER EDUCATION PROGRAMS**

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

## **THE PHILOSOPHY FOR TEACHER EDUCATION**

The Unit Philosophy follows closely from the College and Unit missions, and it incorporates the Unit Vision. In *The Founder's Ideal*, Dexter Edgar Converse set forth this vision for the college he helped to found: "I have done what I could to found a college that would provide for women thorough and liberal education so that for them the highest motives may become clear purposes and fixed habits of life; and I desired that the instruction and influence of Converse College be always such that the students may be enabled to see clearly, decide wisely, and to act justly." This Ideal forms the cornerstone of the College mission and is the source of the Unit mission to provide the liberal and professional education necessary to produce The Ideal Educator. The ultimate fulfillment of the Unit Vision, Mission, and Philosophy is an educator

who will manifest those essential qualities of *The Founder's Ideal*: “to see clearly, decide wisely, and to act justly.” For the Unit, the primary goal is to educate teachers, administrators, and other professional educators who will “embody the qualities of a Converse education as they assume roles of leadership, service, and citizenship” in public and private K-12 schools.

## **INSTITUTIONAL STANDARDS FOR TEACHER EDUCATION**

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

1. Demonstrates knowledge of and respect for diversity and individual differences by differentiating instruction for the needs of all learners, including
  - a) culturally diverse students,
  - b) students with exceptionalities, and
  - c) students with different learning styles.
2. Demonstrates knowledge of and competence in innovative instructional strategies for
  - a) planning,
  - b) motivating, and
  - c) adaptation.
3. Demonstrates knowledge of the following by integrating them into planning and instruction:
  - a) content subject matter,
  - b) PK-12 standards,
  - c) philosophical and historical perspectives,
  - d) theory, and
  - e) research.
4. Demonstrates knowledge of technology and the value of its use by integrating it into a variety of areas, including
  - a) assessment,
  - b) instruction,
  - c) professional development, and
  - d) management.
5. Demonstrates knowledge of and competence in assessment and evaluation of students, instruction, and self through the utilization of informal and formal methods, including
  - a) standardized and non-standardized tests
  - b) questioning techniques,
  - c) problem solving,
  - d) decision making, and
  - e) reflection.
6. Demonstrates knowledge of and skills in management of
  - a) resources,
  - b) space,
  - c) time,
  - d) student records, and
  - e) student behavior
7. Demonstrates knowledge of and a positive attitude toward professionalism through
  - a) fulfillment of legal and ethical responsibilities,
  - b) commitment to both learning and teaching,
  - c) participation in professional development,
  - d) evidence of a positive attitude toward self, students, peers, parents, subject matter, and
  - e) development of human relation skills including cooperation, collaboration, communication, and humor.

## **INTRODUCTION TO GRADUATE PROGRAMS**

### **MASTER OF ARTS IN TEACHING**

The MAT program is available for those holding a baccalaureate degree in a field other than education. The purpose of the initial certification program is to prepare graduate students to become well-qualified teachers by their completion of one of our state-approved education programs. Students may elect one of the following initial certification programs: Early Childhood, Elementary, Art Education, Middle Level (Social Studies, Science, Mathematics, Language Arts), Intellectual Disabilities, Learning Disabilities, or Secondary Education (Biology, English, Mathematics, Social Studies). The Dean of Graduate Studies will consult with students regarding state-approved programs necessary for South Carolina certification.

### **MASTER OF EDUCATION**

Converse offers a MEd degree for teachers who are already certified. That program offers broad areas or tracks (art education, elementary education, gifted education, special education, middle level education, secondary education, administration and supervision). Secondary education programs are offered in English, Social Studies, Mathematics, and Natural Sciences. Art education addresses teacher preparation from kindergarten through high school.

### **MASTER OF LIBERAL ARTS**

The Master of Liberal Arts Program provides an opportunity for mature learners to pursue studies in the liberal arts for both personal and professional growth. The program requires a total of 36 graduate hours with 18–27 hours of concentration in English, history, or political science. In addition to a liberal arts concentration, a student must also take 6-15 hours of electives. Once a concentration choice has been made, the elective choices may come from the other areas of concentration or art history, music history, psychology, sociology, and religion. While providing for individual development, the program extends the professional qualifications of those students who need a disciplinary concentration sufficient to qualify them as junior college teachers and also for those high school teachers who want more content courses in their particular discipline.

### **MASTER OF MARRIAGE AND FAMILY THERAPY**

The Master of Marriage and Family Therapy program is designed to meet the academic and clinical practicum requirements for Clinical Member with the American Association for Marriage and Family Therapy and Licensed Marriage and Family Therapist in South Carolina. This degree involves 57 graduate semester hours of a core curriculum and three graduate semester hours of electives. It is fully accredited with the Commission on Accreditation for Marriage and Family Therapy Education.

The master's program involves a partnership between Converse College and WestGate Consultation Network, Inc. Converse College provides the academic portion and WestGate provides the clinical practicum.

### **MASTER OF FINE ARTS IN CREATIVE WRITING**

The MFA in Creative Writing is a two-year low residency program designed for serious, independent writers seeking advanced instruction in fiction, poetry and creative nonfiction through a non-traditional course of graduate study. The program's emphasis on the mastery and understanding of writing skills and contemporary literature and craft through the master-writer and apprentice mentoring relationship, offers students a stimulating and individually tailored curriculum of courses and projects.

The degree requires 48 hours of graduate credit completed during four 9-day residencies at Converse College, offered twice annually (summer and in January), four mentoring semesters, a fifth graduating residency, the completion of a substantive analytical project on literature or craft, and a book-length creative thesis and oral defense.

### **EDUCATIONAL SPECIALIST DEGREE ADMINISTRATION & SUPERVISION ADMINISTRATION & LEADERSHIP**

The Converse Educational Specialist Degree in Administration & Supervision or Administration & Leadership are programs of 36 semester hours in education. The first program focuses on the preparation of administrators/supervisors at the elementary or secondary level. The second program offers advanced study for the preparation of certified administrators to perform successfully in administrative positions at the district level.

## **EDUCATIONAL SPECIALIST DEGREE LITERACY**

The Education Specialist degree in Literacy is for literacy coaches and classroom teachers who recognize a need to expand their knowledge of the theories, methods, and materials of reading, reading instruction, language, language instruction, reading assessment and diagnosis and remediation of reading difficulties. By emphasizing scholarship, practice, and school based collaborations, the Education Specialist in Literacy degree prepares exemplary professionals to provide leadership in reading at local and state levels.

## **MASTER OF MUSIC DEGREE**

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

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

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

## POLICIES AND REGULATIONS

### FINANCIAL ASSISTANCE

Converse College participates in both federal and state loan programs which are available to graduate students who are enrolled at least half time. For further information about these programs, and how to apply, contact the Finance and Registration Center 864.596.9019.

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

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

#### Required hours:

##### Full-time

9 graduate hours per fall, spring and summer term  
2 graduate hours for January Term

##### Half-time

6 graduate hours per fall, spring and summer term  
2 graduate hours for January Term

### COST

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

### REFUND OF FEES

1. All students withdrawing within one week (seven days) following fall, spring, winter or summer registration will receive 80% of tuition. The student must file the appropriate paper work for withdrawal with the appropriate officials prior to

a refund being granted.

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

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

### CAMPUS SAFETY SERVICES

The Converse College Department of Campus Safety is responsible for law enforcement, security, safety, environmental health, traffic, and parking services. The Campus Safety Department is located in the Towne House and is open 24 hours per day. A trained dispatcher is on duty to handle emergency calls. The 24-hour telephone number is **ext. 9026** on campus or **596.9026** if calling from off campus. Business hours are Monday – Friday, 8:00 am–4:30 pm.

**Motor Vehicle Registration:** Graduate students must register all motor vehicles operated regularly or occasionally with the Converse Campus Safety Department within **five (5) days** after being brought to the campus. Commuter students receive a Zone C decal and may park in any **green** striped space. Campus Safety registers vehicles at each registration and Monday – Friday, 8:00 am – 5:00 pm in the Campus Safety Office. There is a \$10 fee. For complete parking information, see the Converse traffic regulations brochure.

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

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

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

## **THE CENTER FOR STUDENT DEVELOPMENT AND SUCCESS**

The Center for Student Development and Success is located in the Montgomery Student Center and can be reached at 596.9027. The CSDS serves to advance Converse students toward success in academic, personal and professional areas. The staff strive to offer services, programs and opportunities for students to create networks for personal learning and growth. The staff of the CSDS work to meet the needs of all Converse students where ever they are in their academic and personal development journey. See the *Student Handbook* for the support services that are offered.

## **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 Director of Academic Accommodations and Tutoring Services, 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 Director of Academic Accommodations and Tutoring Services immediately. No modification of the present program or promises of modification should be made until the Director has made a recommendation.

Questions or concerns regarding ADA compliance should be addressed to the Vice President for Finance 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.

## **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 The Center for 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 Director of Academic Accommodations and Tutoring Services. 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 submit a completed Request for Accommodations Form with supporting documentation to the Director Academic Accommodations and Tutoring Services 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 the 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. In addition, the student is responsible for providing the Director of Academic

Accommodations and Tutoring Services with a class schedule each term, so a new accommodation plan can be generated. All information and records regarding students with disabilities, including accommodations for them, are strictly confidential, and The Center for 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 are reviewed only by authorized personnel. Although the student's adviser and professors receive a copy of the accommodation plan, it is the student's responsibility to discuss accommodations with each professor at the beginning of each term. If a student has concerns about or encounters problems with accommodations during the term, the student should contact The Center for Student Development and Success so that accommodations may be appropriately adjusted. A student who is not satisfied with accommodations may contact either the ADA or Section 504 Compliance Officer indicated above and initiate the student grievance procedure as outlined in the *Student Handbook*.

## **HONOR CODE**

All Converse graduate students are governed by the Converse Honor Code. For graduate students the primary area of interest is the principle that "a student does not cheat." Instructors do need to require "pledged" work-which means that the work (e.g., quiz, test, paper, project, etc.) is the student's own work. Students need to put the word "pledged" on assigned work handed in. Plagiarism is also covered for you in the brochure. Stealing, of course, is a violation of the Honor Code.

If a student commits an honor violation, the student has 24 hours to report it to the Graduate Dean, after which time the professor or staff person must report the incident.

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

student may appeal the decision to the Vice President for Academic Affairs, whose decision is final. (See HIPPA - Notice of Privacy Practices)

### REMOVAL POLICY

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

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

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

### RESOLUTION PROCEDURES FOR STUDENT COMPLAINTS

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

### REGISTRATION FOR CLASSES

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

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

these two requirements.

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

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

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

### GRADUATE GRADING SCALE

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

### Other Symbols

<b>I</b>	Incomplete
<b>WF</b>	Withdrawn while failing
<b>W</b>	Withdrawn
<b>WP</b>	Withdrawn while passing
<b>P or F</b>	Pass/Fail (used only in specified courses)

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, along with the grade the student receives after the course requirements are met.

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

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

Graduate students must use the College web site to review grade reports, as paper copies are not mailed to students. This requires a user ID number, available from ITS in the Carnegie Building. Your user ID number will also permit graduate students to use campus computer labs.

## AUDIT

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

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

## CALENDAR

Converse College operates within the framework of a three-term calendar, which is arranged in the following pattern: fourteen weeks (fall term), four weeks (January term), and fourteen weeks (spring term). The fall term extends from late August through mid-December; the January term is one calendar month, and the spring term from early-February through May. Students may earn

up to 15 semester hours of credit in the summer session; 9 semester hours in summer session I and 6 semester hours in summer session II. Academic work and credits are measured by the standards of the semester system.

## PROGRAM REQUIREMENTS AND ADVISING

Minimum graduate semester hour requirements for graduate degrees at Converse depend on the degree and program. Specific course requirements for each graduate curriculum are available on the Converse website ([www.converse.edu](http://www.converse.edu).) Degree requirements are subject to change, partly in response to changes in teacher certification mandated by accrediting agencies and state law or policy. **Students are responsible for new requirements that are put into effect during their course of study.** Advisers will make every effort to keep up with changing requirements and will assist students in meeting their course obligations. Adviser worksheets are helpful in this process, especially in detailing specific test requirements (such as Praxis I and II), exit requirements (such as assessment portfolios), and related certification requirements for those pursuing teacher certification.

## REQUIREMENTS FOR DEGREE

The graduate student must:

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

## TRANSFER CREDIT

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

1. The graduate transfer work – a maximum of 9 credits (6 for the Master of Music degree) – has been deemed appropriate for the given Converse program of graduate studies;
2. The prior graduate credits have been completed within five years of beginning the Converse degree program and from an accredited institution;
3. All approved transfer courses have received grades of “B” or better; and,
4. The student has sent official transcripts of the graduate credits to the appropriate dean.
5. Credit did not apply toward degree requirements in another program.

## PROBATIONARY PERIOD

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

## DIRECTED INDEPENDENT STUDY COURSES

The College offers Directed Independent Study according to these general principles:

1. When a graduate student needs a DIS course, it may be provided if the need for the DIS course meets College guidelines and is approved by the student’s adviser, the DIS course instructor and the Dean of the School of Graduate Studies. Such courses require higher than normal fees from students and offer faculty additional remuneration.
2. DIS courses are not considered a part of a faculty member’s normal teaching load unless scheduled and advertised, e.g. some “special topics” courses.
3. Graduate students may take no more than two (2) DIS courses toward hours for program completion.

4. While the College cannot guarantee that students can be offered a DIS in an existing course, under unusually compelling circumstances a student may request approval for a DIS. Such a request should be made from a student only:
  - a. If a course is required for program completion but is not scheduled so that one or more students can enroll.
  - b. If a student has an unalterable schedule conflict.
  - c. If a student needs a course to correct an out-of-sequence program
  - d. If a student has special circumstances that require a “special topics” that is not offered as a regularly scheduled course and can only be taken as DIS.
  - e. If a student has compelling personal circumstances...such as a health problem.
5. Conditions and Qualifications for Faculty
  - a. If a regular course does not lend itself to DIS, a faculty member should decline to offer the course in this format, i.e., courses that depend on classroom discussion or class interaction or other skill courses.
  - b. A faculty member should normally limit DIS courses to not more than two (2) per regular semester and to not more than one (1) during the short (January) term or summer term in addition to the regular teaching load. Normally, a faculty member should not carry more than a total of four (4) DIS students in any term. Exceptions to this load must be based on extenuating, student circumstances and must be approved, in advance, by the Dean of the School of Graduate Studies.
6. Procedures
  - a. Directed Independent Study Approval Forms can be secured by graduate students from the Office of the School of Graduate Studies or from the Registrar’s Office. **The form must be completed and approved prior to registration.** A student is not enrolled in the DIS until the form is on file with the Registrar. One copy of the form should be on file with the instructor and in the Office of the School of Graduate Studies.
    1. An initial conference must be held with the instructor during which all aspects of the DIS course must be discussed and recorded on the DIS Approval Form. If the DIS course is a regularly scheduled course, a copy of the course syllabus must be attached to the DIS Approval Form.
    2. A minimum of six (6) contact hours with the instructor is required.

- b. Graduate students, who otherwise qualify for a DIS and cannot secure the support of a faculty member, may discuss individual problems with their adviser first and the Dean of the School of Graduate Studies second.

#### 7. Fees

These policies concerning fees are currently in place:

- a. Graduate Students and Converse II students pay current per credit hour costs for a DIS course.
- b. Faculty are remunerated for graduate and Converse II courses at a specified rate per credit hour.

### **PROFESSIONAL DEVELOPMENT COURSES**

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

NOTE: PD courses may not be counted towards EdS programs.

### **UNDERGRADUATE COURSES**

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

### **SUMMER SESSION COURSES**

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

**MASTER OF ARTS  
IN TEACHING**

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

**Early Childhood Education**

**Elementary Education**

**Art Education**

**Middle Level Education**

Language Arts

Mathematics

Science

Social Studies

**Secondary Education**

English

Mathematics

Social Studies

**Special Education**

Intellectual Disabilities

Learning Disabilities

# MASTER OF ARTS IN TEACHING INITIAL CERTIFICATION

## REQUIREMENTS FOR ADMISSION

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

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

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

## THE CONVERSE ELECTRONIC SYSTEM POWERED BY LIVETEXT

All MAT candidates are required to purchase LiveText. Candidates submit a minimum of six to eight lesson plans, portfolios, projects, or other work samples via the Converse electronic system powered by LiveText. Professors assess candidate

work through this online system as well. The School of Education and Graduate Studies uses LiveText to track candidate performance and to measure program effectiveness.

Candidates may register their LiveText accounts at [www.livetext.com](http://www.livetext.com) and receive the complimentary upgrade that includes United Streaming at no additional charge to the basic subscription price. LiveText accounts are active for the duration of a candidate’s degree program plus a year or a total of three years, whichever is greater.

## REQUIREMENTS FOR ADMISSION TO TEACHER EDUCATION

1. a cumulative GPA of 2.5 on a 4.0 scale. Secondary and middle level MAT students must also have a GPA of 3.0 in the secondary and middle level content courses.
2. a passing score on all sections of the State-adopted entrance examination, Praxis I. NOTE: This requirement may be waived for candidates with the following minimum scores:
  - ACT Composite Score – 24
  - Old SAT (Verbal & Math) – 1100
  - New SAT (Verbal, Math, & Writing) - 1650
3. a minimum of 9 graduate hours.
4. successful completion of clinical I.

## REQUIREMENTS FOR DEGREE

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

1. complete an approved program in one of the designated areas within a five-year period from the first Converse graduate course in the MAT degree program. (Program completion depends upon the number of courses taken each semester. Normally, a minimum of two years is necessary to complete an initial certification program);
2. submit Praxis II scores (Specialty Area) from designated area of degree;
3. maintain an overall B (3.0) average. (Secondary and Middle Level teachers must maintain a B average in both the academic and the professional areas.);
4. develop a portfolio based on ADEPT Performance Dimensions
5. **request and complete** a degree application form.  
**It is the student’s responsibility to submit an “application for degree” form to the Dean of Graduate Studies during the academic**

**semester in which the program is completed.**

The adviser checks the degree application for program completion. The Graduate Council and the Graduate Faculty must approve the degree. If all is in order, the Registrar places the degree on the student's transcript at the end of the following term. Regardless of the semester in which the student completes the degree, the student is not eligible to receive the degree until the summer graduation. Students who complete the program during either summer term must submit a degree application form by mid May; and

6. complete a graduate questionnaire, which assesses academic courses, professional education, supervision, registration, advising, and personal treatment by administrators and secretaries, prior to the summer graduation.

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

**REGISTRATION FOR CLASSES**

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

**STANDARDIZED TESTS**

All prospective teachers must take standardized tests to evaluate their preparation for classroom teaching. One prerequisite for admission to the teacher education program is passing all parts of the State-adopted admission test, Praxis I. The State of South Carolina requires that all test scores be published. The current pass rate for Converse graduate students who are program completers is 98%. Program completers are defined as those students who receive a Master of Arts in Teaching Degree, complete a graduate Teacher Education Program that includes student teaching, and demonstrate mastery of content by obtaining a passing score on the Praxis II.

**CLINICAL EXPERIENCES**

The teacher education curriculum at Converse College includes sequential clinical experiences in public school settings. A candidate must complete at least two of these clinical experiences prior to student teaching. See the Clinical Experiences Handbook at [converse.edu](http://converse.edu).

**STUDENT TEACHING**

Student teaching is the capstone experience for the candidate who completes a program in any one of the initial certification areas. Prior to student teaching, candidates complete course work, examinations, clinical experiences, and other requirements. During

student teaching the candidates have opportunities to apply the theories and principles they have studied during their course work in teacher education. The student teaching experience includes sixty full days in the classroom during the spring or fall term and carries nine credit hours. Candidates must take the appropriate Praxis II Specialty Area(s) exams no later than the term in which they student teach. Candidates submit the application for student teaching by September 15 for the spring term and by March 1 for the fall term.



# MASTER OF ARTS IN TEACHING INITIAL CERTIFICATION PROGRAMS

## EARLY CHILDHOOD EDUCATION

### PROGRAM DESCRIPTION

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

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

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

### PROGRAM GOALS

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

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

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

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

### PROGRAM COURSEWORK

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

## ELEMENTARY EDUCATION

### PROGRAM DESCRIPTION

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

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

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

### PROGRAM GOALS

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

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

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

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

## **PROGRAM COURSEWORK**

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

## **ART EDUCATION**

### **MISSION STATEMENT**

The MAT in Art Education at Converse College prepares the graduate student through courses pertaining to all areas included in teaching art students. The focus is on curriculum development and providing appropriate instructional methods for teaching art in grades preK–12, as well as identifying and appropriately serving students in special populations (gifted, underachievers, minorities, handicapped). Adding to past studio art experiences, as well as the study of art history is a facet of the art education program. Student Teaching completes the educational program for art education.

### **OBJECTIVES**

The student will be able to:

1. Identify needs and characteristics of art students, including special populations.
2. Demonstrate an understanding of one or more issues in art education.
3. Develop curriculum appropriate for children in art (preK–12).
4. Use instructional strategies that emphasize creativity in the classroom.
5. Understand and use research to provide for better art teaching.
6. Integrate both theory and practice within the art teaching experience.

### **ASSESSMENT**

The student will maintain a portfolio of the following:

- a. Curriculum and learning strategies for teaching art students.
- b. A visual portfolio of studio art works.
- c. A research paper in art history.
- d. A research article in the field of art education.
- e. Successful completion of Clinicals and Student Teaching in an Art classroom for the grades preK–12.

## **PROGRAM COURSEWORK**

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

## **SPECIAL EDUCATION: INTELLECTUAL DISABILITIES**

### **PROGRAM DESCRIPTION**

Students in this program complete a planned sequence of courses which includes at least 60 hours in the major and related field combination. The program provides preparation leading to certification in the area of Intellectual Disabilities and Elementary Education. Instruction in special education, elementary education, and psychology is designed to give the prospective teacher a strong background for work with intellectually disabled students. Directed student teaching is arranged at The Charles Lea Center or in area public schools. Adding multiple certification is possible by completing additional courses and obtaining passing scores on the Praxis II examinations.

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

### **PROGRAM GOALS**

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

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

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

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

## **PROGRAM COURSEWORK**

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

# **SPECIAL EDUCATION: LEARNING DISABILITIES**

## **PROGRAM DESCRIPTION**

Students in this program complete a planned sequence of courses which includes at least 60 hours in the major and related field combination. The program provides preparation leading to certification in the areas of Learning Disabilities and Elementary Education. Instruction in special education, elementary education, and psychology is designed to give the prospective teacher a strong background for work with learning disabled students in grades preK–12. Directed student teaching is arranged in area public schools. Adding multiple certification is possible by completing additional courses and obtaining passing scores on the PRAXIS II examinations.

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

## **PROGRAM GOALS**

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

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

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

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

## **PROGRAM COURSEWORK**

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

# MASTER OF ARTS IN TEACHING INITIAL CERTIFICATION IN MIDDLE LEVEL PROGRAM

## PROGRAM DESCRIPTION

This program is for students who have already earned a baccalaureate degree in a field other than education. The purpose of the Converse College Middle Level MAT is to prepare highly qualified teachers who embody the fourteen characteristics identified by the NMSA's *This We Believe In Action: Implementing Successful Middle Level Schools* (2005) to work in successful middle schools. After completing certification requirements students will be certified to teach in Grades 5-8 in the subjects in which they qualify.

Students in the Middle Level Program must take the Praxis II Subject Assessment for their area, and the Praxis Principles of Learning and Teaching. Students applying to the program must have a 2.75 on a 4.0 scale and must have 21 hours in content area course work at the 200 level or above.

## PROGRAM GOALS

Our long term goal is to develop cultural characteristics and school practices that reflect the needs of the middle school students and the middle school philosophy. These 14 characteristics and school practices that are reflected in our goals are:

1. high expectations;
2. courageous, collaborative leadership;
3. active learning;
4. adult advocates;
5. shared vision;
6. safe environment;
7. knowledgeable educators; and
8. school-initiated partnerships;
9. relevant, challenging, integrative exploratory curriculum;
10. assessment and evaluation;
11. organizational structures;
12. multiple learning and teaching approaches;
13. health, wellness and safety; and
14. guidance and support.

**Preparing candidates in a thorough understanding of these characteristics and what they look like in a real school setting will make our candidates uniquely prepared to teach in a middle level school.**

## PROGRAM AREAS

The MAT in Middle Level Education has a minimum of 42 graduate semester hours. The program will consist of 33 hours in Professional Education and 9 to 18 hours in content area courses. The number of content hours required may vary depending on student post secondary academic

background. Those coming from backgrounds other than these four content areas would naturally have to take more content area courses to develop expertise in that content area.

- **Middle Level Language Arts**
- **Middle Level Mathematics**
- **Middle Level Science**
- **Middle Level Social Studies**

All of the courses in the MAT in Middle Level Education Program are designed to develop, improve, and continually upgrade the process in which our candidates seek to improve on ways they can develop knowledge of their students and their fields. Further, these courses are designed to keep their students engaged in learning, to provide a caring and challenging environment, to use a variety of texts to promote opportunities to learn acceptance and appreciation of others, to continue to develop instructional resources, to set attainable and worthwhile learning goals for students, and to develop meaningful learning opportunities for their students. A component for self- reflection and growth is included in each of the core courses as well as the content area courses.

# MASTER OF ARTS IN TEACHING

## INITIAL CERTIFICATION IN SECONDARY PROGRAM

### MISSION STATEMENT

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

### OBJECTIVES

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

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

### DESCRIPTION

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

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

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

These competencies include:

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

# MASTER OF ARTS IN TEACHING INITIAL CERTIFICATION PROGRAMS

## ENGLISH

(Leading to Certification in English)

### PROGRAM DESCRIPTION

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

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

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

### PROGRAM GOALS

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

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

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

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

### PROGRAM COURSEWORK

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

## MATHEMATICS

(Leading to Certification in Mathematics)

### PROGRAM DESCRIPTION

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

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

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

### PROGRAM GOALS

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

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

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

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

### PROGRAM COURSEWORK

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

## **SOCIAL STUDIES**

(Leading to Certification in Social Studies)

### **PROGRAM DESCRIPTION**

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

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

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

### **PROGRAM GOALS**

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

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

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

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

### **PROGRAM COURSEWORK**

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

**MASTER OF EDUCATION  
FOR  
CERTIFIED TEACHERS**

**Art Education**

**Elementary Education**

**Gifted Education**

**Special Education**

**Middle Level**

**Secondary Education**

English

Mathematics

Social Studies

**Administration and Supervision**



## THE MASTER OF EDUCATION PROGRAM

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

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

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

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

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

### PROGRAMS OF STUDY

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

### REQUIREMENTS FOR ADMISSION

For consideration of admission to the MEd program, the applicant should have the following credentials:

1. graduation from a recognized college;
2. earned grades indicating a likelihood for success in graduate studies. For full, non-provisional admission, an overall cumulative 2.75 GPA on a 4.0 scale of college work;
3. a major undergraduate program appropriate for given teaching areas;
4. certification in some area of teaching (may be waived in certain cases);
5. Praxis II normally taken in the Specialty Area for certification in South Carolina;

6. a completed application form, \$40 non-refundable application fee, two letters of recommendation (with at least one from an academic source), official transcripts from all colleges attended; and
7. a personal statement. This statement should be a reflection on how your personal goals as an educator tie with the Converse concept of The “Ideal” Educator. This ideal is derived from the Converse College Founder’s Ideal in which Dexter Edgar Converse said his desire was that Converse students “may be enabled to see clearly, decide wisely, and to act justly.” How do you see your Converse graduate program helping you “to see clearly, decide wisely, and to act justly”? Your personal statement should be approximately one page (250–300 words). In keeping with the Honor Tradition at Converse, your essay must be entirely your own work. Organize your essay clearly, proofread, and spell-check your essay carefully. Be as specific as you can as you reflect on how Converse can help you become The “Ideal” Educator.

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

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

### THE CONVERSE ELECTRONIC SYSTEM POWERED BY LIVETEXT

All MEd candidates are required to purchase LiveText. Candidates submit a minimum of six to eight lesson plans, portfolios, projects, or other work samples via the Converse electronic system powered by LiveText. Professors assess candidate work through this online system as well. The School of Education and Graduate Studies uses LiveText to track candidate performance and to measure program effectiveness.

Candidates may register their LiveText accounts at [www.livetext.com](http://www.livetext.com) and receive the complimentary upgrade that includes United Streaming at no additional charge to the basic subscription price. LiveText accounts are active for the duration of a candidate’s degree program plus a year or a total of three years, whichever is greater.

## REQUIREMENTS FOR DEGREE

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

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

## TRACK A—SECONDARY EDUCATION

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

### I. ENGLISH

#### MISSION STATEMENT

The mission of the MEd in English is to broaden the candidate's knowledge base in order to become a more

effective secondary teacher of English. Course work will enable the candidate to become a more critical consumer of English education research as well as to be able to conduct classroom research in order to improve classroom instruction and curriculum.

## OBJECTIVES

The candidates will be able to accomplish the following"

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

For certified teachers, the MEd in English is a 36-hour program requiring 18–27 graduate hours in English. The hours in English must include a graduate course in the following:

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

Nine to 18 graduate hours are required in professional education. Professional education courses must include the following *if not taken* at the undergraduate level:

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

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

## ASSESSMENTS

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

## PROGRAM COURSEWORK

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

## **II. MATHEMATICS**

### **MISSION STATEMENT**

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

### **OBJECTIVES**

The student will be able to:

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

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

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

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

Nine to 18 graduate hours are required in professional education. Professional education courses must include:

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

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

### **ASSESSMENTS**

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

### **PROGRAM COURSEWORK**

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

## **III. SOCIAL STUDIES**

### **MISSION STATEMENT**

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

### **OBJECTIVES**

The candidate will be able to:

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

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

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

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

### **ASSESSMENTS**

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

### **PROGRAM COURSEWORK**

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

## **TRACK B— SPECIAL EDUCATION**

### **MISSION STATEMENT**

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

### **OBJECTIVES**

The student will be able to:

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

The MEd in special education is a 36-hour program. Required courses include:

- a. SED 576: Assessment of Exceptional Learners
- b. PSY 511: Behavior Modification
- c. EDU 567: Educational Psychology *or* EDU 621: Educational Research and Evaluation
- d. EDU 500f: MEd Clinical: Teacher Work Sample
- e. EDU 500g: MEd Clinical: NBPTS Portfolio
- f. Add-on requirements of at least one area of SED

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

### **ASSESSMENTS**

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

### **PROGRAM COURSEWORK**

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

## **TRACK C— ELEMENTARY EDUCATION**

### **MISSION STATEMENT**

The MEd in elementary education for certified teachers provides in-service teachers with the opportunity to acquire new knowledge and skills and to build upon their current teaching skills.

### **OBJECTIVES**

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

1. demonstrate an understanding of research and the manner by which research is conducted; and
2. demonstrate an advanced understanding of the subject matter, bibliography, theory and methodology of the field of elementary education.

The MEd in elementary education is a 36-hour degree program designed for teachers already certified in early childhood, elementary, special education, secondary education, and/or certain other teaching areas. The program offers course selection across three categories of study:

- I. Research
- II. Psychological and Sociological Foundations
- III. Methodology and Content

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

### **ASSESSMENTS**

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

### **PROGRAM COURSEWORK**

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

## **TRACK D— GIFTED EDUCATION**

### **MISSION STATEMENT**

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

### **OBJECTIVES**

The candidate will be able to:

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

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

### **ASSESSMENTS**

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

### **PROGRAM COURSEWORK**

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

## **TRACK E— ART EDUCATION**

### **MISSION STATEMENT**

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

### **OBJECTIVES**

The student will be able to:

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

### **ASSESSMENTS**

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

### **PROGRAM COURSEWORK**

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

## **TRACK G— MIDDLE LEVEL EDUCATION**

### **MISSION STATEMENT**

The Master of Education in middle level education at Converse College is designed to provide the necessary young adolescent pedagogy and subject matter content needed by licensed teachers to be effective educators in the middle grades. The focus is on mastery of the Middle Level Performance Standards from National Middle School Association. Courses emphasize the characteristics of middle age students, varying instructional strategies necessary to teach this unique age group, and the SC Curriculum Standards.

### **OBJECTIVES**

Middle Level candidates who complete the MEd in Middle Level Education will understand all seven of the NMSA Performance standards:

#### *Standard 1. Young Adolescent Development*

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to young adolescent development, and they apply that knowledge in their practice.

#### *Standard 2. Middle Level Philosophy and School Organization*

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research underlying the philosophical foundations and organizational components of highly effective middle level schools, and they apply that knowledge in their practice.

#### *Standard 3. Middle Level Curriculum and Assessment*

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to middle level curriculum and assessment, and they apply that knowledge in the practice.

#### *Standard 4. Middle Level Teaching Fields*

Middle level masters candidates understand and analyze the major concepts, principles, theories, standards, and research related to their teaching field(s), and they apply that knowledge in their practice.

#### *Standard 5. Middle Level Instruction and Assessment*

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to effective middle level instruction and assessment, and they apply a variety of effective strategies to meet the varying abilities, interests, and learning styles of all young adolescents.

#### *Standard 6. Family and Community Involvement*

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they provide leadership in helping all stakeholders offer high quality learning opportunities for all young adolescents.

#### *Standard 7. Middle Level Professional Roles*

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to their professional roles in middle level education, and they apply that knowledge in their practice.

### **ASSESSMENTS**

Students will be assessed on each of these performance standards. Measures will determine how well the students have mastered these assessments.

# ADMINISTRATION AND SUPERVISION

## DESCRIPTION

The MEd degree for initial certification in administration and supervision is a 36 semester hour program designed to extend the instructional competence of the candidate into school leadership. The special focus of this program is in the preparation of administrative instructional leaders. Prospective administrators must make certain that they meet the requirements of admission and hold a valid South Carolina teacher's certificate. The elementary candidate must have had at least one year of the three years required teaching experience in grades 2–6. For secondary certification, candidate must have had at least one year of the three years required teaching experience in grades 9–12. Prior to completion of the program, the student must take the Praxis II in Administration and Supervision. This program is approved by the South Carolina Department of Education for those seeking certification as principals or supervisors.

## MISSION STATEMENT

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

## REQUIREMENTS FOR ADMISSION

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

### 1. *Academic Record.*

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

### 2. *Teaching Ability.*

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

### 3. *Personal Qualities.*

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

## APPLICATION PROCEDURE

To be considered for admission to the MEd program an applicant should submit the following credentials:

1. a completed application
2. \$40 application fee;

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

## THE CONVERSE ELECTRONIC SYSTEM POWERED BY LIVETEXT

All MEd candidates are required to purchase LiveText. Candidates submit a minimum of six to eight lesson plans, portfolios, projects, or other work samples via the Converse electronic system powered by LiveText. Professors assess candidate work through this online system as well. The School of Education and Graduate Studies uses LiveText to track candidate performance and to measure program effectiveness.

Candidates may register their LiveText accounts at [www.livetext.com](http://www.livetext.com) and receive the complimentary upgrade that includes United Streaming at no additional charge to the basic subscription price. LiveText accounts are active for the duration of a candidate's degree program plus a year or a total of three years, whichever is greater.

## REQUIREMENTS FOR DEGREE

In order to earn the MEd degree the candidate must:

1. complete an approved 36-hour program as outlined within a five-year period from initial matriculation (up to nine hours of graduate transfer work may be accepted toward the degree, but all such work must be completed within five years of beginning the program. Work completed as part of a bachelor's degree cannot be applied to the MEd);
2. maintain an overall B (3.0) average;
3. submit score on Praxis II (Educational Administration and Supervision); maintain a portfolio of specified work;
4. **request and complete** a degree application form. It is the student's responsibility to submit an "application for degree" form to the Dean of Graduate Studies during the academic semester in which the program is completed. The degree application must be

checked for program completion, and the degree must be approved by the Graduate Council and Graduate Faculty. If all is in order, the degree will be placed on the student's transcript at the end of the following term. Regardless of the semester in which the graduate degree is completed, the student will receive the degree at the end of Summer II. Students who complete the program during either summer term **must** submit a degree application form by mid-May;

5. complete certification form in the Graduate Studies Office; and
6. complete, prior to the Summer graduation, a graduate questionnaire, which assesses academic courses, professional education, supervision, registration, advising, personal treatment by administrators and secretaries.

## OBJECTIVES

Prospective administrators are required to:

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

15. demonstrate competence in supervision, classroom observation, evaluation, and conference skills; and
16. demonstrate competence in conceptualizing the interrelatedness of the various disciplines in order to make curricular improvements.

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

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

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

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

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

## ASSESSMENTS

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

## PROGRAM COURSE-WORK

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



**MASTER OF LIBERAL ARTS**  
with concentration in

**English**

**History**

**Political Science**

# MASTER OF LIBERAL ARTS DEGREE

## DESCRIPTION

The MLA is a 36-hour program which requires 18–27 hours in an area of concentration chosen from English, history, or political science. Students may choose 6–15 hours of electives from the areas of concentration not used as major concentration and/or art history, music history, psychology, sociology, economics or religion.

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

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

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

## REQUIREMENTS FOR ADMISSION

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

1. Graduation from a recognized college;
2. Overall GPA of 3.0 on a 4.0 scale for full admission;
3. A completed application form, \$40 application fee, two letters of recommendation (with at least one from an academic source), official transcripts from all colleges attended; and
4. Acceptance into the MLA program does not require a major or minor in the proposed area of concentration—English, History or Political Science—but applicants should have course work and academic success in the traditional liberal arts, including upper division courses in the proposed area of concentration, in related humanities disciplines, or in cognate areas beyond the area of concentration.
5. A personal statement of approximately one page (250–300 words). Describe either an experience that prompted you to seek entrance into the degree program to which you are applying OR your reasons for wanting to enter the degree program. In keeping with the Honor Tradition at Converse, your essay must be entirely your own work and must indicate by proper documentation any ideas or words that come from another source. Organize your essay clearly, proofread, and spell-check your essay carefully. Use specific details and avoid clichés. Your essay should include your personal reflection on the value of a liberal education and, more specifically the MLA program at Converse, since the MLA is designed specifically to strengthen the liberal education of degree seekers.

All applications will come before the Graduate Admissions Committee. The Committee will accept applicants fully or provisionally, defer applicants,

or reject applicants based on its determination of likelihood for success in graduate studies. Having the minimal credentials does not guarantee a student’s admission. The Graduate Admissions Committee meets every month except for July and December.

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

## REQUIREMENTS FOR DEGREE

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

1. Complete an approved 36-hour program in one of the designated areas of the program within a five-year period from first Converse graduate course in MLA degree programs;
2. Maintain an overall B average in both the liberal arts concentration and the liberal arts electives;
3. Request and complete a degree application form. It is the student’s responsibility to submit an “application for degree” form to the Dean of Graduate Studies and Special Programs during the academic semester in which the program is completed. The degree application must be checked for program completion, and the degree must be approved by the Graduate Council and the Graduate Faculty. If all is in order, the degree will be placed on the student’s transcript at the end of the following term. Regardless of the semester in which the graduate degree is completed, the student will receive the degree at the Summer graduation;
4. Prior to the Summer graduation, complete a graduate questionnaire, which assesses academic and professional courses, supervision, registration, advising, personal treatment by administrators and secretaries.

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

### Concentration Area—18–27 hours

English  
History  
Political Science

### Electives 9–18 hours

**Other liberal arts areas, which include the other concentration areas (above) and such disciplines as:**

Art History  
Economics  
Music History  
Psychology  
Religion/Philosophy  
Sociology/Anthropology

**MASTER OF  
MARRIAGE AND FAMILY THERAPY**

# THE MASTER OF MARRIAGE AND FAMILY THERAPY

## PROGRAM

### MISSION STATEMENT

The mission of the Master of Marriage and Family Therapy program is to train clinically-skilled and culturally-competent systemic marriage and family therapists who can practice effectively and ethically with a wide variety of clients. The MMFT degree is designed to meet the academic and clinical practicum requirements of the American Association for Marriage and Family Therapy and for Licensed Marriage and Family Therapists in South Carolina. The program was granted full accreditation with the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) in 2005.

The Marriage and Family Therapy program at Converse College values diversity in its faculty, students, and the community it serves. The program's definition of diversity includes but is not limited to the following: race, ethnicity, age, gender, sexual orientation, religion, socioeconomic status, physical status and geographical location. The program is committed to creating a learning environment in which the accompanying values, beliefs, traditions, and symbols of diverse cultures are respected, cultivated and taught.

### OBJECTIVES

Students will be able to:

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

### REQUIREMENTS FOR ADMISSION

Applicants will be required to submit a formal application and meet individually with an advisor. For full admission, the applicant must have a bachelor's degree from an accredited college or university with a cumulative GPA of at least 3.0 on a 4.0 scale. Admission materials must include:

1. a \$40 application fee
2. completed application form
3. official transcripts from all colleges attended
4. completion of an admissions essay
5. three letters of recommendation; and
6. GRE or Millers Analogy scores

### THE PROGRAM

This is a 60 credit hour master's degree program in MFT. A partnership between Converse College and WestGate Training and Consultation Network, Inc. provides a complementary interface between the academic and clinical components offered in this degree program. Converse College provides the academic component and WestGate TCN provides the clinical practicum.

Before applying to begin the clinical practicum, students must complete at least 24 credit hours of coursework which must include practicum prerequisite courses (EDU634, EDU680, EDU645, EDU642 and either EDU635 or EDU639), have passed the first year student Progress Evaluation in which faculty members assess students for both their academic performance and their professional disposition for the field of MFT, and have the approval of their academic advisor. Students will then meet with the Clinical Readiness Committee, composed of AAMFT approved supervisors, who will make the final decision regarding acceptance into the practicum. This decision is based upon both the students' readiness and the capacity of the WestGate TCN system to provide training placement at that time. Students who have an existing MFT related graduate degree may be approved to begin their practicum experience before completion of the 24 hours.

The practicum experience includes a 900 hour internship that meets or exceeds the requirements for Clinical Membership with the AAMFT and LMFT in South Carolina. However, Converse College/WestGate TCN are not responsible for changes made to licensure laws. As a part of this internship, each student will receive 100 hours of clinical supervision of 500 hours of face-to-face client contact with individuals, couples and families with a wide variety of DSMIVTR diagnoses, including serious mental illness, and diverse racial/ethnic backgrounds. Of the 100 hours of supervision, 50 must be group supervision and 50 must be individual supervision. In addition, 50 hours must entail raw data, such as live, video-taped, or audio-taped therapy sessions. Of the 500 client contact hours, 250 must be relational, i.e. with couples or families. The remaining 300 hours include, but are not limited to, monthly administrative clinic meetings, interfacing with other community professionals, participating in satellite site activities such as treatment teams and consultation groups, record-keeping, and case management activities. Students will participate in quarterly evaluations of their progress with the supervisors and must pass a clinical comprehensive exam in order to successively complete the practicum.

WestGate Family Therapy Teaching Clinic is located at 167 Alabama Street in Spartanburg. The clinic is fully accredited by COAMFTE at the post-degree level. There are also satellite facilities in several local agencies in Spartanburg that work with the WestGate Teaching Clinic to provide sites for training. In general, students complete the practicum in 12 months, but, if due to unforeseen circumstances a student is unable to do so, the MFT faculty will work with each student to complete the plan. If a student takes more than 15 months to complete the clinical practicum, an additional fee will be assessed for each semester beyond the 15-month time frame. Each student must complete the practicum in no more than 2 years.

Students attending full-time may complete the entire program within two years. Part-time students may complete the program in three years. All students have up to five years.

**REQUIREMENTS FOR DEGREE**

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

1. complete an approved 60 credit hours of coursework in the MFT program, including the 12 credit hour clinical practicum
2. complete the 12 credit hours clinical practicum, including 500 client contact hours, 100 hours of supervision, and 300 hours of internship experience.
3. maintain an overall B (3.0) average
4. receive a satisfactory score on the first year Progress Evaluation
5. receive a passing score on Clinical Comprehensive Examinations
6. receive a passing score on Academic Comprehensive Examinations
7. **request and complete** a degree application form. **It is the student’s responsibility to submit an “Application for Degree Form” to the Dean of Graduate Studies during the academic semester in which the program is completed.** If all is in order the student’s transcript bears the degree at the end of the following term. Regardless of the semester in which the student completes the graduate degree, the student will receive the degree at the graduation ceremony held at the end of Summer Session II. Students who complete the program during either summer term must submit a degree application form by mid-May.

**REQUIRED HOURS**

**The MMFT has a minimum of 60 graduate semester hours.**

**AREA I: THEORETICAL FOUNDATIONS OF MFT .....9 HOURS**

**REQUIRED COURSES**

- EDU 634: Systems of Family Therapy I.... 3 hours
- EDU 639: Selecting a Family Therapy Model ..... 3 hours
- EDU 680: Systems of Family Therapy II.. 3 hours

**AREA II: CLINICAL PRACTICE OF MFT .....30 HOURS**

**REQUIRED COURSES**

- EDU 633: Child Psychopathology..... 3 hours
- EDU 635: Brief & Extended Models of MFT ..... 3 hours
- EDU 642: DSMIV TR in MFT..... 3 hours
- EDU 643: Cultural Competence and MFT 3 hours
- EDU 646: Systemic Approaches to Couples Therapy ..... 3 hours
- EDU 661: Basic Techniques in the Psychotherapy Interview..... 3 hours
- EDU 681: Individual Psychopathology in MFT ..... 3 hours
- EDU 683: Advanced Techniques in the Psychotherapy Interview..... 3 hours

**ELECTIVES**

- EDU 637: Family Therapy with Families of Addictions..... 3 hours
- EDU 638: Traumatic Stress and the Family ..... 3 hours
- EDU 649: Systemic Understanding of Group Dynamics..... 3 hours
- EDU 650: MFT Supervision..... 3 hours
- EDU 651: Theoretical Contributions for Treatment of Adult Survivors of Childhood Sexual Abuse..... 3 hours
- EDU 655: Creative Approaches to MFT.... 3 hours
- EDU 656: Business Strategies for Health Practitioners..... 3 hours
- EDU 657: Spiritual/Religious Issues in Psychotherapy I..... 3 hours
- EDU 658: Spiritual/Religious Issues in Psychotherapy II ..... 3 hours
- EDU 659: Psychopharmacology..... 3 hours
- EDU 660: Gender in Family Therapy..... 3 hours
- EDU 662: Play Therapy..... 3 hours
- EDU 691: Special Topics in MFT..... 3 hours

**AREA III: INDIVIDUAL DEVELOPMENT & FAMILY RELATIONS .....6 HOURS**

**REQUIRED COURSES**

- EDU 636: Assessment & Treatment of Sexual Dysfunction..... 3 hours
- EDU 641: Developmental Process of the Resilient Family ..... 3 hours

**ELECTIVE**

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

**AREA IV: PROFESSIONAL IDENTITY AND ETHICS .....3 HOURS**

**REQUIRED COURSE**

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

**AREA V: RESEARCH: .....3 HOURS**

**REQUIRED COURSE**

- EDU 647: Research Literacy ..... 3 hours

**AREA VI: SUPERVISED CLINICAL PRACTICUM..... 12 HOURS required over 12-month consecutive time frame**

- EDU 648 (a), (b), (c), (d): Supervised Clinical Practicum..... 3 hours

**AREA VII: OTHER ELECTIVE COURSES**

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

**MASTER OF FINE ARTS**  
**IN**  
**CREATIVE WRITING**

# MFA Creative Writing Low-Residency

## Master of Fine Arts in Creative Writing, 48 hours

The MFA in Creative Writing is a two-year co-educational low residency program designed for serious, independent writers seeking advanced instruction in fiction, poetry and creative nonfiction through a non-traditional course of graduate study. The program's emphasis on the mastery and understanding of writing skills and contemporary literature and craft through the master-writer and apprentice mentoring relationship, offers students a stimulating and individually tailored curriculum of courses and projects.

The degree requires 48 hours of graduate credit completed during four 9-day residencies at Converse College, offered twice annually (summer and in January), four mentoring semesters, a fifth graduating residency, the completion of a substantive analytical project on literature or craft, and a book-length creative thesis and oral defense.

### HOW THE LOW-RESIDENCY PROGRAM WORKS

#### THE RESIDENCY

The residency is an integral part of each semester, and each nine-day residency, held on campus in early summer and again in January, begins the new semester with a demanding program of creative writing workshops in which student work is discussed and evaluated. Students also attend craft lectures on the history, theory and critical approaches to the genres, faculty/student presentations and one-on-one consultations, in addition to presentations by visiting writers, editors and agents. With a low student-faculty ratio, students have important access to instruction from mentors. In addition, workshops are kept small, never more than 6–8 student writers. This allows students to receive direct contact with experienced writers and their peers, providing a stimulating and supportive community of writers. (Refer below for additional details concerning on-campus residencies)

#### THE MENTORING SEMESTERS

During the months between these residencies, students work individually with faculty mentors—award-winning writers, with whom students construct reading lists and to whom they send their creative and critical work for written feedback on a schedule determined at the time of their residency.

Each student exchanges 5 packets of creative writing and craft topic response papers with a mentor per term. The faculty/mentor responds within one to two weeks via mail or e-mail and offers instructive critiques for revision, additional reading suggestions and relevant observations on craft and theory.

Students must complete four mentoring semesters to graduate. The Summer/Fall mentoring semester begins with the Summer residency, and the Winter/Spring mentoring semester begins with the January residency.

#### The Fifth, Graduating Residency

At the end of the two years, students finish the program by returning to campus for a fifth, graduating residency. In this final residency, graduating students complete the following:

- give a presentation and oral defense of their creative thesis project
- give a public reading from their creative work
- lead their fellow students in a craft seminar developed under the guidance of a faculty mentor.

#### REQUIRED ACTIVITIES FOR GRADUATION

In addition to the requirements of the Graduate School, the following must be met:

- Completion of 4 on-campus residencies (16 credit hours)
- Completion of 4 courses in chosen genre (16 credit hours)
- Completion of 4 courses in craft topics (16 credit hours)
- Completion of original, book-length manuscript of high quality in the selected genre (Creative Thesis)
- Completion of substantive research paper, 25–30 pages, written during third semester of enrollment
- Evidence of broad reading and an annotated bibliography of required reading list. By the time of graduation, participants will be expected to have read a substantial number of books concerning such topics as aesthetics, craft, genre, and the works of individual writers of achievement in the participant's chosen genre.
- Completion of fifth, graduating residency.
- Students are expected to devote a minimum of 16–18 hours per week to their graduate work.



## ADMISSION PROCEDURES

Admission into the low-residency MFA in Creative Writing requires completion of a two-step approval process. In addition to meeting the minimum requirements set by the Converse College Graduate School, the MFA applicant seeking full standing in the degree program must receive approval for degree program status from the MFA program faculty and director. Only those students who received approval for degree program status in addition to acceptance into the Converse College Graduate School may enter the low-residency MFA in Creative Writing program.

In evaluating applications for the MFA in Creative Writing, panels composed of MFA faculty look for a demonstrated commitment to the art, and a level of skill that suggests the potential student is ready for graduate work in creative writing. The main requirement for applications is a portfolio of original work: approximately 25 pages of fiction or creative nonfiction or up to 12 pages of poetry. Students will need to submit three copies of this portfolio with application. Students must also submit official transcripts from the accredited colleges or universities attended and two letters of academic and/or professional reference.

## APPLICATION DEADLINES

Students can begin the program in the Summer/Fall term that begins with the summer residency, or the Winter/Spring term that begins with the January residency. Applications for the Summer/Fall term should be submitted by February 15. Applications for the Winter/Spring term should be submitted by October 1.

The following materials are required for application:

1. Hold at least a bachelor's degree from an accredited college or university.
2. Submit a completed graduate school application form, including a non-refundable \$40 application fee.
3. Submit official transcripts from the accredited colleges or universities attended. A minimum GPA of 2.75 on a 4.0 scale is required for full admission to the MFA program.
4. Submit three copies of a portfolio of creative writing consisting of up to 25 pages of fiction or creative nonfiction or up to 12 pages of poetry. Include the MFA application cover sheet.
5. Submit two copies of a brief personal statement (up to two typed pages) responding to the following: Whose writing do you admire and why? Why do you want to study the writing of poetry, fiction or nonfiction? What do you

hope to gain from an MFA program, especially a low-residency MFA program?

6. Provide two letters of academic or professional reference to be sent from people familiar with your academic record and/or your professional record. Letter should address several of the following: motivation and intellectual ability for graduate work, understanding of major field, your potential as a writer, personal maturity and ability to contribute to a writing community, and ability to meet deadlines and work independently.

*Send entire application packet and all supporting materials to:*

Rick Mulkey, Director of MFA in Creative Writing  
English Department  
Converse College  
580 East Main St.  
Spartanburg, SC 29302

## TRANSFER STUDENTS

Converse recognizes there may be cases in which students enrolled in another MFA program might want to transfer to Converse College's MFA in Creative Writing program. Our policy regarding transfer students is as follows:

- Students currently enrolled in another MFA program (residency or low-residency) who wish to transfer to Converse College's low-residency MFA program must submit a complete application as described in our Application Guidelines.
- Students attending a full-residency MFA program will begin our low-residency program as first or second-semester students; any credits earned from residency MFA programs will be accepted by Converse College on a case-by-case basis.
- Students who have successfully completed and passed one or more semesters at another accredited low-residency MFA in Creative Writing program may enter the low-residency MFA program at Converse College with *one* semester's worth of credits (3 courses or up to 12 hours).

## TIME LIMIT

Candidates have five calendar years from the time of enrollment to complete the MFA degree.

## REGISTRATION AND TUITION PAYMENTS

Upon acceptance, a \$500 deposit is required to hold the student's place in the program. This deposit is non-refundable and is applied to tuition.

Full payment of tuition is due two weeks before the beginning of the residency and may be sent by check or money order, paid by Visa or MasterCard by phone before arrival at the residency. See MFA calendar for specific dates regarding tuition deadlines and refunds.

- **Tuition**  
The 2012-2013 tuition rates for the MFA program are \$467 per credit hour, or \$5,604 per semester, well below the national average for low residency MFA programs.
- **Housing Costs-Residency Sessions**  
Current room and board plans for the residency sessions total \$55 a night for shared rooms. This includes both the room rate and all meals. Dining hall meal plans are also available for students choosing to live off campus. Limited housing is available in the January residency.

*Tuition and room & board costs are evaluated annually and are subject to change.*

### **FINANCIAL AID**

Many students choose student loan funds to assist with their educational costs in the MFA program. You do not have to demonstrate “financial need” to secure a Federal Stafford Loan, but you must complete the Free Application for Federal Student Aid (FAFSA). The FAFSA must be filed annually. The priority deadline for applying for federal financial aid is February 15. For more information on how to apply for subsidized and non-subsidized student loans, contact the Office of Financial Aid: 864.596.9019.

Federal aid recipients who withdraw prior to the completion of the current term are subject to a federal aid refund which can impact the amount of aid a student can retain upon withdrawing from Converse College.

Many private or alternative student loan sources are available to help with payment of your educational costs. Most private/alternative loans do not require completion of the annual FAFSA to determine eligibility; however, most consider your credit history. Contact the Office of Financial Aid for information on these alternative loans.

Financial aid is a means of payment, and the absence of or delay in receipt of financial aid funds does not affect the financial responsibility of the student for charges due to the College.

## **WITHDRAWAL AND TUITION REFUND**

### **POLICY**

A withdrawal is considered to be a complete withdrawal from the College. The date of withdrawal is the earlier of:

- The date the student notifies the college; or
- The ending date of the previous term if the student fails to register for a new term; or
- The date the student specifies as the date of withdrawal if this date is after the date of notification.

The withdrawal must be written and sent directly to the MFA program office. When a student withdraws from the College prior to the end of a term, all incomplete courses for which the student is currently registered at the time of withdrawal will be recorded as withdrawn on the student’s grade record. If the withdrawal is effective at the end of the term, the grade as supplied by the evaluating faculty for each course will be posted to the student’s grade record.

Students who withdraw prior to the end of the term should refer to the current tuition policies statement for information about appropriate tuition refunds. Financial aid adjustments are based on federal guidelines.

### **DISMISSAL**

Please refer to the Graduate Catalogue for policies concerning student dismissal from Converse College.

### **GRADUATION POLICY**

The date of graduation is the last day of the student’s graduation residency. Graduation requires both academic and financial clearance. The Business Office and the Financial Aid Office will audit financial accounts. The Program Director and Registrar certifies that all academic degree requirements have been fulfilled. If academic and/or financial clearance is not granted, a hold will be placed on the graduation process until the academic deficiency and/or the financial obligation is cleared.

# **EDUCATIONAL SPECIALIST DEGREES**

## **Administration and Supervision**

Elementary Principal/Supervisor

Secondary Principal/Supervisor

## **Administration and Leadership**

**Literacy**

# EDUCATIONAL SPECIALIST DEGREE

## ADMINISTRATION AND SUPERVISION

### DESCRIPTION

The EdS degree in administration and supervision is a 36-hour program in education designed to extend the instructional competence of the candidate into the leadership dimension of the schools. The special focus is on the preparation of administrative instructional leaders. Prospective administrators must make certain that they meet the requirements of admission and hold a valid South Carolina teacher's certificate. The elementary candidate must have had at least one year of the three years required teaching experience in grades 2–8. For secondary certification, candidate must have had at least one year of the three years required teaching experience in grades 7–12. Prior to completion of the program, the student must take the Praxis II in Administration and Supervision. This program is approved by the South Carolina Department of Education for those seeking certification as principals or supervisors.

### MISSION STATEMENT

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

### REQUIREMENTS FOR ADMISSION

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

1. *Academic Record.*

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

2. *Teaching Ability.*

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

3. *Personal Qualities.*

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

### APPLICATION PROCEDURE

To be considered for admission to the EdS program an applicant should submit the following credentials:

1. a completed application
2. \$40 application fee;
3. official undergraduate and graduate transcripts from all colleges attended;
4. NTE/Praxis II scores;
5. three letters of recommendation;
6. copy of teaching certificate; and
7. a personal statement. This statement should be a reflection on how your personal goals as an educator tie with the Converse concept of The "Ideal" Educator. This ideal is derived from the Converse College Founder's Ideal in which Dexter Edgar Converse said his desire was that Converse students "may be enabled to see clearly, decide wisely, and to act justly." How do you see your Converse graduate program helping you "to see clearly, decide wisely, and to act justly"? Your personal statement should be approximately one page (250–300 words). In keeping with the Honor Tradition at Converse, your essay must be entirely your own work. Organize your essay clearly, proofread and spell-check your essay carefully. Be as specific as you can as you reflect on how Converse can help you become The "Ideal" Educator.

### THE CONVERSE ELECTRONIC SYSTEM POWERED BY LIVETEXT

All EdS candidates are required to purchase LiveText. Candidates submit a minimum of six to eight lesson plans, portfolios, projects, or other work samples via the Converse electronic system powered by LiveText. Professors assess candidate work through this online system as well. The School of Education and Graduate Studies uses LiveText to track candidate performance and to measure program effectiveness.

Candidates may register their LiveText accounts at [www.livetext.com](http://www.livetext.com) and receive the complimentary upgrade that includes United Streaming at no additional charge to the basic subscription price. LiveText accounts are active for the duration of a candidate's degree program plus a year or a total of three years, whichever is greater.

### REQUIREMENTS FOR DEGREE

In order to earn the EdS degree the candidate must:

1. complete an approved 36-hour program as outlined within a five-year period from initial matriculation (up to nine hours of graduate transfer work may be accepted toward the degree, but all such work must be completed within five years of beginning the program. In no case can work completed as part of a master's degree be applied to the EdS);
2. maintain an overall B (3.0) average;
3. submit score on Praxis II (Educational Administration and Supervision); maintain a portfolio of specified work;
4. **request and complete** a degree application form. **It is the student's responsibility to submit an "Application for Degree" form to the Dean of Graduate Studies during the academic semester in which the program is completed.** The degree application must be checked for program completion, and the degree must be approved by the Graduate Council and Graduate Faculty. If all is in order, the degree will be placed on the student's transcript at the end of the following term. Regardless of the semester in which the graduate degree is completed, the student will receive the degree at the end of Summer II. Students who complete the program during either summer term **must** submit a degree application form by mid-May;
5. complete certification form in the Graduate Studies Office; and
6. complete, prior to the Summer graduation, a graduate questionnaire, which assesses academic courses, professional education, supervision, registration, advising, personal treatment by administrators and secretaries.

## OBJECTIVES

Prospective administrators are required to:

1. demonstrate a knowledge of learning theories and its application to the improvement of instruction;
2. develop administrative and supervising knowledge and skills necessary for effective selection and evaluation of school personnel;
3. understand the principles and practices of curriculum development and its implementations and improvement; and
4. acquire the theoretical understandings of the particular rights, responsibilities, and ethics inherent in professional administrative service;
5. demonstrate knowledge and skills related to school community relations;
6. demonstrate a knowledge of school law;
7. demonstrate competence in research used to its usage to improve school programs and

- administration;
8. develop human relations skills and insight necessary for effective selection and continuing development of personnel;
9. develop knowledge of school finance and its implication for fiscal responsibilities;
10. develop insight into school organization and demonstrate competence in promoting a healthy school climate;
11. demonstrate competence in understanding the role of the school in society, including emphasis on the need to re-focus the resources of the school and school system on recognized and emerging social concerns;
12. demonstrate competence in group dynamics and interpersonal relationship skills, conflict management, and change strategies;
13. demonstrate competence in developing programs for students with special needs;
14. demonstrate competence in the management and use of information systems;
15. demonstrate competence in supervision, classroom observation, evaluation, and conference skills; and
16. demonstrate competence in conceptualizing the interrelatedness of the various disciplines in order to make curricular improvements.

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

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

educational setting and with supervision from both the school (via an assigned school-based mentor) and the College instructor during the academic year. The practicum student who is **not** currently in an administrative position will design a contract to ensure a broad range of experiences in six categories of educational leadership positions. Practicing administrators will design special projects related to—but beyond—their normal administrative responsibilities.

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

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

### **ASSESSMENTS**

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

# EDUCATIONAL SPECIALIST DEGREE (District Level)

## ADMINISTRATION AND LEADERSHIP

### DESCRIPTION

The Ed.S. degree in administration and leadership is a 36-hour program in education designed to extend the instructional competence of the candidate into the leadership dimension of the school districts. The special focus is on the preparation of administrative instructional leaders. Prospective administrators must make certain that they meet the requirements of admission and hold a valid South Carolina principal certificate. This program is approved by the South Carolina Department of Education for those seeking certification as superintendents.

### MISSION STATEMENT

The purpose of this advanced degree program is to provide an in-depth knowledge base in leadership. It will allow principals to become certified as superintendents.

### REQUIREMENTS FOR ADMISSION

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

1. Applicants must have earned a master's degree from an accredited institution and normally have maintained at least a 3.0 average in that course of study. High Praxis II scores are required to demonstrate academic ability.
2. The record of the applicant must show at least three years of successful full-time teaching and high recommendations as an instructor.
3. In evaluating the potential for leadership, the College will pay particular attention to the required letters of recommendation, seeking evidence of strength of character, skill in decision-making, and a talent for articulate speaking and writing.
4. *Applicants must have a certificate as a school principal.*

### APPLICATION PROCEDURE

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

1. a completed application
2. \$40.00 application fee;
3. official undergraduate and graduate transcripts from all colleges attended;
4. NTE/Praxis II scores;
5. three letters of recommendation;
6. copy of teaching certificate; and

7. a personal statement. This statement should be a reflection on how your personal goals as an educator tie with the Converse concept of The "Ideal" Educator. This ideal is derived from the Converse College Founder's Ideal in which Dexter Edgar Converse said his desire was that Converse students "may be enabled to see clearly, decide wisely, and to act justly." How do you see your Converse graduate program helping you "to see clearly, decide wisely, and to act justly"? Your personal statement should be approximately one page (250 – 300 words). In keeping with the Honor Tradition at Converse, your essay must be entirely your own work. Organize your essay clearly, proofread, and spell-check your essay carefully. Be as specific as you can as you reflect on how Converse can help you become The "Ideal" Educator.

### THE CONVERSE ELECTRONIC SYSTEM POWERED BY LIVETEXT

All Ed.S. candidates are required to purchase LiveText. Candidates submit a minimum of six to eight lesson plans, portfolios, projects, or other work samples via the Converse electronic system powered by LiveText. Professors assess candidate work through this online system as well. The School of Education and Graduate Studies uses LiveText to track candidate performance and to measure program effectiveness.

Candidates may register their LiveText accounts at [www.livertext.com](http://www.livertext.com) and receive the complimentary upgrade that includes United Streaming at no additional charge to the basic subscription price. LiveText accounts are active for the duration of a candidate's degree program plus a year or a total of three years, whichever is greater.

### REQUIREMENTS FOR DEGREE

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

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

**“Application for Degree” form to the Dean of Graduate Studies during the academic semester in which the program is completed.** The degree application must be checked for program completion, and the degree must be approved by the Graduate Council and Graduate Faculty. If all is in order, the degree will be placed on the student’s transcript at the end of the following term. Regardless of the semester in which the graduate degree is completed, the student will receive the degree at the end of Summer II. Students who complete the program during either summer term **must** submit a degree application form by mid-May;

5. complete certification form in the Graduate Studies Office; and
6. complete, prior to the Summer graduation, a graduate questionnaire, which assesses academic courses, professional education, supervision, registration, advising, personal treatment by administrators and secretaries.

## OBJECTIVES

Prospective administrators are required to:

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

13. demonstrate competence in developing programs for students with special needs;
14. demonstrate competence in the management and use of information systems;
15. demonstrate competence in conceptualizing the interrelatedness of the various disciplines in order to make curricular improvements.
16. demonstrate competence of educational leadership in district level administrative internship.

The internship in administration attempts to articulate principles of educational leadership at the district level.

## ASSESSMENTS

1. Successful completion of all coursework with a total GPA of at least a 3.0
2. Successful completion of district level internship
3. Portfolio over two semesters of the Internship

## PROGRAM COURSE-WORK

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



# LITERACY

## DESCRIPTION

The Education Specialist degree in Literacy is for literacy coaches and classroom teachers who recognize a need to expand their knowledge of the theories, methods, and materials of reading, reading instruction, language, language instruction, reading assessment and diagnosis, and remediation of reading difficulties. By emphasizing scholarship, practice, and school-based collaborations, the Education Specialist in Literacy degree prepares exemplary professionals to provide leadership in reading at local and state levels.

## PROGRAM FOCUS

A major focus of the program is developmental reading, including study of developmental readers, reading processes, and reading instruction at the pre-school and emergent level, elementary grades, and secondary grades. Important components of the developmental reading program include study of literacy and technology; adolescent literacy practices, content area reading instruction, language, literacy and culture; and children's and young adult literature.

A second major focus of the program is the study of reading difficulties including classroom and clinical measurement, assessment, evaluation and diagnosis of reading.

The EdS literacy curriculum is designed to extend the instructional competence of the candidate into the leadership dimension of the schools. Consequently, we plan to serve especially those who want to be—or are just beginning as—Department Heads, Literacy Coaches, or Directors of Instruction.

## REQUIREMENTS FOR ADMISSION

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

1. *Academic Record.* Applicants must have earned a master's degree from an accredited institution and normally have maintained at least a 3.0 average in that course of study. High Praxis II scores are also required to demonstrate academic ability.
2. *Teaching Ability.* The record of the applicant must show at least three years of successful

full-time teaching and high recommendations as an instructor.

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

## APPLICATION PROCEDURE

To be considered for admission to the EdS program an applicant should submit the following credentials:

1. a completed application
2. \$40 application fee
3. official undergraduate and graduate transcripts from all colleges attended
4. NTE/Praxis II scores
5. three letters of recommendation
6. copy of teaching certificate
7. a personal statement. This statement should be a reflection on how your personal goals as an educator tie with the Converse concept of The "Ideal" Educator. This ideal is derived from the Converse College Founder's Ideal in which Dexter Edgar Converse said his desire was that Converse students "may be enabled to see clearly, decide wisely, and to act justly." How do you see your Converse graduate program helping you "to see clearly, decide wisely, and to act justly"? Your personal statement should be approximately one page (250–300 words). In keeping with the Honor Tradition at Converse, your essay must be entirely your own work. Organize your essay clearly, proofread, and spell-check your essay carefully. Be as specific as you can as you reflect on how Converse can help you become The "Ideal" Educator.
8. a thoughtful and well-written letter of intent in which they discuss why they wish to develop their knowledge and skills in the field of literacy education and highlight their personal attributes that will help them meet the challenges of graduate study in the program.

## THE CONVERSE ELECTRONIC SYSTEM POWERED BY LIVETEXT

All EdS candidates are required to purchase LiveText. Candidates submit a minimum of six to eight lesson plans, portfolios, projects, or other work samples via the Converse electronic system powered by LiveText. Professors assess candidate work through this online system as well. The School

of Education and Graduate Studies uses LiveText to track candidate performance and to measure program effectiveness.

Candidates may register their LiveText accounts at [www.livetext.com](http://www.livetext.com) and receive the complimentary upgrade that includes United Streaming at no additional charge to the basic subscription price. LiveText accounts are active for the duration of a candidate's degree program plus a year or a total of three years, whichever is greater.

**PROGRAM COURSEWORK**

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

**COURSES OF INSTRUCTION  
AT THE GRADUATE LEVEL**

**Master of Arts in Teaching  
Master of Education  
Master of Liberal Arts  
Master of Fine Arts  
Master of Marriage and Family Therapy  
Educational Specialist Degrees**

## **ART**

### **ART ART FOR THE ELEMENTARY SCHOOL/**

#### **500. THREE CREDITS**

This course provides a more In depth study of the concepts and principles of art education as it relates to the pre-K through elementary level art teacher. Students will study the current materials and methods for the art classroom. Emphasis is given to the artistic development of all children in the elementary/middle school and the South Carolina and National Standards for at instruction and for Art Teacher Preparation. **Lab fee. Offered in spring term. Program requirement.**

### **ART ART FOR THE ELEMENTARY SCHOOL:**

#### **500L LAB CLINICAL/ONE CREDIT**

**Prerequisite: EDU 560. Corequisite: ART 500.** This course provides the Master of the Art of Teaching art education student an opportunity 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 video taping of lessons. The course includes observation, participation and limited directed teaching experience in local, normally, public schools. **Offered spring term. Students should sign up one full semester before the term. Grading is on a pass/fail basis.**

### **ART SCHOOL ART: CURRICULUM AND**

#### **501. METHODS/ THREE CREDITS**

This course provides a more in depth study of the basic curriculum and methods for teaching art in the public school. Emphasis is given to the planning of units and lesson plans for the various levels of instruction. Compliance with South Carolina Standards for art instruction and standards for Art Teacher Preparation will be addressed. **Lab fee. Offered in fall term. Program requirement for art education majors.**

### **ART CONTEMPORARY PROBLEMS IN ART**

#### **502. EDUCATION/THREE CREDITS**

The purpose of the course is to help practicing art educators address current problems in the art curriculum and instruction. Emphasis will be on exploring specific areas to better equip the art teacher in meeting the needs of the students in the public school setting. Topics will vary and visiting specialists in art education may conduct an in-depth look at some facet of this field. May be taken for a total of six hours. **Lab fee.**

### **ART NINETEENTH CENTURY ART/**

#### **505. THREE CREDITS**

A study of the stylistic and theoretical developments of 19th century European painting and sculpture within the context of socio-political events. Research papers and oral presentations are required.

### **ART EARLY TWENTIETH CENTURY ART/**

#### **506. THREE CREDITS**

This course will examine the major European artists and art movements during the first three decades of the twentieth century within the context of socio-political events. The course Includes readings in modern art theory. Research papers and oral presentations are required.

### **ART AMERICAN ART/THREE CREDITS**

**507** This course examines the development of American painting and sculpture from the Colonial period through the 1930s. In addition to the study of the major artists and artwork, the role of American art in defining American values and identity will be explored. In this course, the term “American” applies to the United States of America and we will focus primarily on Euro-American art due to time constraints.

### **ART TWENTIETH CENTURY ART SINCE 1945/**

#### **509 THREE CREDITS**

A study of the major developments in the visual arts from 1945 to the late 20th century. Influences on the artwork of each period, including social, philosophical and theoretical issues, will be examined. Research papers and oral presentations are required.

### **ART THE CREATIVE PROCESS FOR EDUCATORS/**

#### **510. THREE CREDITS**

An exploration of the creative process encompassing theory and application. A variety of art materials and techniques will be used to explore how creative process methods can be used in the classroom as well as in an individual’s life. **Crosslisted with EDU 510. Lab fee.**

### **ART ART FOR THE CHILD/THREE CREDITS**

**511.** This course provides the graduate education student with in depth exposure to the role that creative art experience plays in the child’s development; to increase sensitivity to the aesthetic quality in a child’s development and in his or her art work; to Increase confidence In the child’s ability to work creatively with a variety of materials that utilize art to teach academic, social and cognitive skills; and to provide learning experiences. **Crosslisted with EDU 511. For non-art education majors only. Lab fee.**

ART GRADUATE BOOK ARTS/THREE CREDITS

512. This course introduces the art educator to the book as an art form. It is a creative exploration of both handmade and artists books through the various uses of medium, techniques and bookbinding. **Lab fee.**

ART GRADUATE DRAWING/THREE CREDITS

513. An advanced course in drawing techniques. Students are expected to further develop their drawing skills as well as develop personal concepts. Figure study, color materials, and mixed media are components of this course. **Lab fee.**

ART WOMEN IN ART/THREE CREDITS

515. This course will selectively study the art and lives of women artists. The power of images in the construction of gender roles will also be examined. Research papers and oral presentations are required.

ART ART FOR THE SECONDARY SCHOOL/  
516. THREE CREDITS

This course provides a more in depth study of the concepts and principles of art education as it relates to the high school level art program. This provides a more thorough review of the concepts and principles of art education for the secondary art teacher. Students will study the materials and methods for teaching art in the twenty-first century. Emphasis is given to the artistic development of art students in the secondary school and the South Carolina and National Standards for Art Instruction and for Art Teacher Preparation. Offered in full term. Program requirement. **Lab fee.**

ART ART FOR THE SECONDARY SCHOOL:

516L.LAB CLINICAL II/TWO CREDITS

**Prerequisites:** ART 500, ART 500L and EDU 560.  
**Corequisite:** ART 516. This course provides Master of the Art of Teaching art education students with a more in depth clinical experience in the secondary art classroom. The emphasis is placed on observation and participation in the classroom. Additionally, there will be readings, written assignments, several seminars with the instructor, and videotaping of lessons. The course integrates theory as well as practice, and includes observation, participation, and limited directed teaching experience in a local public school. Students should sign up with the Dept. of Education at least one full semester before the term. **Grading is on a pass/fail basis.**

ART GRADUATE PRINTMAKING/  
520. THREE CREDITS

A course exploring non-toxic printmaking processes for primary and secondary education art teachers.

Possible techniques taught include: relief printing (wood, linoleum), collagraphy, water-based monotype, chine colle, direct drawing and photo sensitive water-based silkscreen, and some other, user friendly, techniques will be covered in the semester. **Lab fee.**

ART DIGITAL MEDIA AND GRAPHIC DESIGN/  
524 THREE CREDITS

This course will introduce educators to the field of digital media through the application and exploration of computer aided software. We will cover the historic origins of modern Graphic Design and explore the basic principles of successful design, presentation and digital documentation through projects and exercises using the Adobe Creative Design Suite, Power Point, and web-based media. **Lab fee**

ART GRADUATE CERAMICS/THREE CREDITS

530. This is a ceramics course for students pursuing a graduate degree in Art Education. The study of clays, experience in design, forming methods, surface treatments, glaze applications, and firing methods will be emphasized. Traditional, contemporary, functional, and sculptural concepts of ceramics will be explored. **Lab fee.**

ART GRADUATE PHOTOGRAPHY/  
540. THREE CREDITS

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

ART OVERVIEW OF EXPRESSIVE ARTS  
554. THERAPIES FOUR CREDITS

**Prerequisite:** Undergraduate degree. 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, sandtray therapy and play therapy. Theoretical and historical perspectives will be presented in relationship to the development of current expressive arts practices in education, special education programs, family therapy, trauma centers, hospitals and children's shelters. Students will discover the uses and benefits of the various therapies through selected readings, lectures and interactive classroom instruction. **Lab fee. January Term only.**

ART SURVEY OF CLINICAL ART THERAPY/

555. THREE CREDITS

**Prerequisites:** *Art 111 and 112 or by permission of the instructor.* A course designed to introduce students to the principles, philosophy and application of clinical art therapy. Selected topics include the history of art therapy, the role of art media in art therapy, and the utilization of the creative process in both diagnosis and treatment to promote and foster positive human growth and development. **Lab fee.**

ART ART THERAPY PERSPECTIVE:

571. UNDERSTANDING CHILDREN'S ART/  
THREE CREDITS

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

ART RESEARCH IN ART EDUCATION/

560. THREE CREDITS

This course examines various quantitative and qualitative methodologies for Art Education. Topics include ethics in research, reading and interpreting research journal articles, action research/Teachers as Researchers, authentic assessment in Art Education, research paradigms and designs, feminist and other critical theory and post-modern concerns.

ART GRADUATE EXHIBITION/NO CREDITS

565. This course provides evidence of artistic depth and accomplishment for graduate art education majors in the Masters in Education and Masters of Arts in Teaching programs. The course represents the culmination of each student's studio experiences. This course is required for all graduate Art Education majors. **Grading is on a pass/fail basis.**

ART GRADUATE PAINTING/THREE CREDITS

571. **Prerequisite:** *Undergraduate degree.* An advanced painting course in which water-based painting media appropriate to teaching in primary and secondary schools is used. Experimentation, evaluation, and resolution of image making are expected to help students develop an understanding of the media. Painting media will possibly include acrylic, watercolor, and painting new techniques. **Lab fee.**

ART GRADUATE SCULPTURE/THREE CREDITS

572. **Prerequisite:** *Undergraduate degree.* An advanced exploration of the discipline of sculpture, and 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. **Lab fee.**

ART ART THERAPY METHODS AND THEORIES/

581. THREE CREDITS

**Prerequisites:** *Art 111, 112 and 555 or by permission of the instructor.* Art 380 will build upon the principles, philosophy, and application of clinical art therapy presented in Art 555. Students will use art materials to explore specific theories and techniques grounded in art therapy paradigms and psychology paradigms. Clinical examples of art therapy in diverse populations will be presented by lecture, selected readings, handouts, and art-making exercises. This course is designed to prepare students for continued and intensive training in art therapy. **Lab fee.**

ART TRAVEL-STUDY PROGRAM/

586. THREE CREDITS

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

ART MULTICULTURAL ART EDUCATION

588. THREE CREDITS

The purpose of the course is to examine various cultures and their art as they relate to art instruction. Students will study various multicultural art works and the factors influencing them. Emphasis will be given to the planning of lessons using interdisciplinary information and production of art works. May be taken for a total of twelve hours. **Lab fee.**

ART SPECIAL TOPICS IN ART/THREE CREDITS

599 **Lab fee.**

## CREATIVE WRITING

### CRW CREATIVE WRITING RESIDENCY/

#### 600. FOUR CREDITS

*Repeated at the beginning of each mentoring semester for 16 hrs. total.* Each nine-day residency, held on the Converse campus in the summer and January, begins the new semester with a demanding program of creative writing workshops in which student work is discussed and evaluated. The residency will comprise workshops, daily seminars, craft lectures, panel discussions and readings by faculty members, visiting writers, editors and agents. This course may be repeated for credit, but only one Creative Writing Residency may be completed per semester. Students must attend and participate in the residency in order to participate in the mentoring semester. Residencies are a key component of the mentoring semester process.

During each residency students must participate in the following:

- Seven intensive three and a half hour workshops that engage students in critical, supportive discussions of their own work and issues of craft, literature and aesthetics
- A series of one-on-one conferences with writer/mentors to establish a study plan and sequence of readings for the coming semester
- A minimum of six craft lectures, special topics seminars and/or panel presentations.
- A minimum of six readings and Q/A presented by faculty, MFA students and visiting writers.
- Complete all required reading and writing assignments for workshops, lectures and seminars.
- Complete all required forms, including the evaluations, your study plan, and any other forms pertaining to the program given to you by the MFA faculty and staff. **Prerequisite: Admission into the MFA program.**

#### CRW CRAFT TOPICS IN FICTION I: GENRE HISTORY, 601. CRITICISM, AND THEORY/FOUR CREDITS

Taken during first mentoring semester. Under guidance of a faculty mentor in the genre, the student will design a specific curriculum for achieving a working awareness of the history, criticism, and craft theory associated with fiction. Each student must file a one-page reading list with the faculty mentor prior to the beginning of the term. The list is developed in consultation with the faculty mentor, and additional reading suggestions may be offered by the faculty mentor in response to writing packets submitted by the student. Writing assignments may include response papers, interviews, critical annotations,

reviews, or other options. **Prerequisite: Admission into the MFA program.**

#### CRW CRAFT TOPICS IN FICTION II: GENRE HISTORY, 602. CRITICISM, AND THEORY/FOUR CREDITS

*Taken during second mentoring semester.* Under guidance of a faculty mentor in the genre, the student will design a specific semester curriculum. The course is designed to build on Craft Topics I and provide a more advanced survey of the history, criticism, and craft theory associated with fiction. The student must file a one-page reading list with the faculty mentor prior to the beginning of the term. The list is developed in consultation with the faculty mentor, and additional reading suggestions may be offered by the faculty mentor in response to writing packets submitted by the student. Writing assignments may include response papers, interviews, critical annotations, reviews, or other options. **Prerequisite: Admission into the MFA program and Craft Topics in Fiction I.**

#### CRW CRAFT TOPICS IN FICTION III: RESEARCH 603. PROJECT/FOUR CREDITS

*Taken during third mentoring semester.* Under the guidance of a faculty mentor in the genre, each student researches and completes a substantive critical project (25-30 pages, including bibliography) in one of the areas of emphasis: craft of writing, literary theory/criticism in the genre, or creative writing pedagogy. **Prerequisite: Admission into the MFA program and Craft Topics in Fiction I and II.**

#### CRW CRAFT TOPICS IN FICTION IV: CRAFT 604. SEMINAR/FOUR CREDITS

*Taken during fourth mentoring semester.* Independent study with a faculty member chosen as an advisor to direct the student in a project culminating in a craft seminar. Oral presentation of the craft seminar will be scheduled during the fifth graduating residency, following the fourth mentoring semester. **Prerequisite: Admission into the MFA program and Craft Topics in Fiction I, II and III.**

#### CRW CRAFT TOPICS IN NONFICTION I:

#### 605. GENRE HISTORY, CRITICISM, AND THEORY/FOUR CREDITS

*Taken during first mentoring semester.* Under guidance of a faculty mentor in the genre, the student will design a specific curriculum for achieving a working awareness of the history, criticism, and craft theory associated with nonfiction. Each student must file a one-page reading list with the faculty mentor prior to the beginning of the term. The list is developed in consultation with the faculty mentor,

and additional reading suggestions may be offered by the faculty mentor in response to writing packets submitted by the student. Writing assignments may include response papers, interviews, critical annotations, reviews, or other options. **Prerequisite: Admission into the MFA program.**

CRW CRAFT TOPICS IN NONFICTION II:

606. GENRE HISTORY, CRITICISM, AND THEORY/FOUR CREDITS

**Taken during second mentoring semester.**

Under guidance of a faculty mentor in the genre, the student will design a specific semester curriculum. The course is designed to build on Craft Topics I and provide a more advanced survey of the history, criticism, and craft theory associated with nonfiction. The student must file a one-page reading list with the faculty mentor prior to the beginning of the term. The list is developed in consultation with the faculty mentor, and additional reading suggestions may be offered by the faculty mentor in response to writing packets submitted by the student. Writing assignments may include response papers, interviews, critical annotations, reviews, or other options. **Prerequisite: Admission into the MFA program and Craft Topics in Nonfiction I.**

CRW CRAFT TOPICS IN NONFICTION III:

607. RESEARCH PROJECT/FOUR CREDITS

**Taken during third mentoring semester.**

Under the guidance of a faculty mentor in the genre, each student researches and completes a substantive critical project (25-30 pages, including bibliography) in one of the areas of emphasis: craft of writing, literary theory/criticism in the genre, or creative writing pedagogy. **Prerequisite: Admission into the MFA program and Craft Topics in Nonfiction I and II.**

CRW CRAFT TOPICS IN NONFICTION IV:

608. CRAFT SEMINAR/FOUR CREDITS

**Taken during fourth mentoring semester.**

Independent study with a faculty member chosen as an advisor to direct the student in a project culminating in a craft seminar. Oral presentation of the craft seminar will be scheduled during the fifth graduating residency, following the fourth mentoring semester. **Prerequisite: Admission into the MFA program and Craft Topics in Nonfiction I, II and III.**

CRW CRAFT TOPICS IN POETRY I: GENRE HISTORY, CRITICISM, AND THEORY/FOUR CREDITS

609. **Taken during first mentoring semester.** Under guidance of a faculty mentor in the genre, the student will design a specific curriculum for achieving a

working awareness of the history, criticism, and craft theory associated with poetry. Reading will certainly be a part of this, and each student must file a one-page reading list with the faculty mentor prior to the beginning of the term. The list is developed in consultation with the faculty mentor, and additional reading suggestions may be offered by the faculty mentor in response to writing packets submitted by the student. Writing assignments may include response papers, interviews, critical annotations, reviews, or other options. **Prerequisite: Admission into the MFA program.**

CRW CRAFT TOPICS IN POETRY II: GENRE HISTORY, CRITICISM, AND THEORY/FOUR CREDITS

610. **Taken during second mentoring semester.** Under guidance of a faculty mentor in the genre, the student will design a specific semester curriculum. The course is designed to build on Craft Topics I and provide a more advanced survey of the history, criticism, and craft theory associated with poetry. The student must file a one-page reading list with the faculty mentor prior to the beginning of the term. The list is developed in consultation with the faculty mentor, and additional reading suggestions may be offered by the faculty mentor in response to writing packets submitted by the student. Writing assignments may include response papers, interviews, critical annotations, reviews, or other options. **Prerequisite: Admission into the MFA program and Craft Topics in Poetry I.**

CRW CRAFT TOPICS IN POETRY III:

611. RESEARCH PROJECT/FOUR CREDITS

**Taken during third mentoring semester.** Under the guidance of a faculty mentor in the genre, each student researches and completes a substantive critical project (25-30 pages, including bibliography) in one of the areas of emphasis: craft of writing, literary theory/criticism in the genre, or creative writing pedagogy. **Prerequisite: Admission into the MFA program and Craft Topics in Poetry I and II.**

CRW CRAFT TOPICS IN POETRY IV:

612. CRAFT SEMINAR/FOUR CREDITS

**Taken during fourth mentoring semester.** Independent study with a faculty member chosen as an advisor to direct the student in a project culminating in a craft seminar. Oral presentation of the craft seminar will be scheduled during the Fifth graduating residency, following the fourth mentoring semester. **Prerequisite: Admission into the MFA program and Craft Topics in Poetry I, II and III.**



CRW FICTION WRITING I/ FOUR CREDITS

630. ***Taken during first mentoring semester.***

An intensive study of the writing of fiction, focusing on advanced techniques of narration, exposition, descriptive detail, scene development, point of view, and additional craft elements in fiction. All instruction and discussion is revision-based. With the guidance of a faculty mentor, the student will research, develop, and write a customized project or projects for the course. Students must make two submissions of at least 12 to 25 pages during the residency session and four submissions of equal length in the mentoring component of the semester. ***Prerequisite: Admission into the MFA program.***

CRW FICTION WRITING II/FOUR CREDITS

631. ***Taken during second mentoring semester.*** A continuation of the study of Fiction Writing I. An intensive study of the writing of fiction, focusing on advanced techniques of narration, exposition, descriptive detail, scene development, point of view, and additional craft elements in fiction. All instruction and discussion is revision-based. With the guidance of a faculty mentor, the student will research, develop, and write a customized project or projects for the course. Students must make two submissions of at least 12 to 25 pages during the residency session and four submissions of equal length in the mentoring component of the semester. ***Prerequisite: Admission into the MFA program and completion of Fiction Writing I.***

CRW FICTION WRITING III/ FOUR CREDITS

632. ***Taken during third mentoring semester.*** A continuation of the intensive study of Fiction Writing II. An intensive study of the writing of fiction, focusing on advanced techniques of narration, exposition, descriptive detail, scene development, point of view, and additional craft elements in fiction. All instruction and discussion is revision-based. With the guidance of a faculty mentor, the student will research, develop, and write a customized project or projects for the course. Students must make two submissions of at least 12 to 25 pages during the residency session and four submissions of equal length in the mentoring component of the semester. ***Prerequisite: Admission into the MFA program and completion of Fiction Writing I and II.***

CRW FICTION WRITING IV: THESIS/FOUR CREDITS

633. ***Taken during fourth mentoring semester.*** An advanced independent study with a faculty member chosen as the thesis advisor. The student works one-on-one with the MFA advisor to revise

and develop a body of original, publishable writing resulting in the completion of the required Master's thesis. In addition, students prepare to offer a reading from their work to the community during the fifth and final graduation residency. ***Prerequisite: Admission into the MFA program and completion of Fiction Writing I, II and III.***

CRW NONFICTION WRITING I/ FOUR CREDITS

634. ***Taken during first mentoring semester.***

An intensive study of the writing of nonfiction, focusing on advanced techniques and craft elements in the genre. All instruction and discussion is revision-based. With the guidance of a faculty mentor, the student will research, develop, and write a customized project or projects for the course. Students must make two submissions of at least 12 to 25 pages during the residency session and four submissions of equal length in the mentoring component of the semester. ***Prerequisite: Admission into the MFA program.***

CRW NONFICTION WRITING II/ FOUR CREDITS

635. ***Taken during second mentoring semester.*** A continuation of the intensive study of Nonfiction Writing I. A study of the writing of nonfiction, focusing on advanced techniques and craft elements in the genre. All instruction and discussion is revision-based. With the guidance of a faculty mentor, the student will research, develop, and write a customized project or projects for the course. Students must make two submissions of at least 12 to 25 pages during the residency session and four submissions of equal length in the mentoring component of the semester. ***Prerequisite: Admission into the MFA program and completion of Nonfiction Writing I.***

CRW NONFICTION WRITING III/ FOUR CREDITS

636. ***Taken during third mentoring semester.*** A continuation of the intensive study of Nonfiction Writing II. A study of the writing of nonfiction, focusing on advanced techniques and craft elements in the genre. All instruction and discussion is revision-based. With the guidance of a faculty mentor, the student will research, develop, and write a customized project or projects for the course. Students must make two submissions of at least 12 to 25 pages during the residency session and four submissions of equal length in the mentoring component of the semester. ***Prerequisite: Admission into the MFA program and completion of Nonfiction Writing I and II.***

CRW NONFICTION WRITING IV: THESIS/

637. FOUR CREDITS

***Taken during fourth mentoring semester.*** An advanced independent study with a faculty member chosen as the thesis advisor. The student works one-on-one with the MFA advisor to revise and develop a body of original, publishable writing resulting in the completion of the required Master's thesis. In addition, students prepare to offer a reading from their work to the community during the fifth and final graduation residency. ***Prerequisite: Admission into the MFA program and completion of Nonfiction Writing I, II and III.***

CRW POETRY WRITING I/ FOUR CREDITS

638. ***Taken during first mentoring semester.*** An intensive study of the writing of poetry, focusing on advanced techniques and craft elements in the genre. All instruction and discussion is revision-based. With the guidance of a faculty mentor, the student will research, develop, and write a customized project or projects for the course. Students must make two submissions of at least 5 to 10 pages during the residency session and four submissions of equal length in the mentoring component of the semester. ***Prerequisite: Admission into the MFA program.***

CRW POETRY WRITING II/ FOUR CREDITS

639. ***Taken during second mentoring semester.*** A continuation of the intensive study of Poetry Writing I. A study of the writing of poetry, focusing on advanced techniques and craft elements in the genre. All instruction and discussion is revision-based. With the guidance of a faculty mentor, the student will research, develop, and write a customized project or projects for the course. Students must make two submissions of at least 5 to 10 pages during the residency session and four submissions of equal length in the mentoring component of the semester. ***Prerequisite: Admission into the MFA program and completion of Poetry Writing I.***

CRW POETRY WRITING III/ FOUR CREDITS

640. ***Taken during third mentoring semester.*** A continuation of the intensive study of Poetry Writing II. A study of the writing of poetry, focusing on advanced techniques and craft elements in the genre. All instruction and discussion is revision-based. With the guidance of a faculty mentor, the student will research, develop, and write a customized project or projects for the course. Students must make two submissions of at least 5 to 10 pages during the residency session and four submissions of equal

length in the mentoring component of the semester.

***Prerequisite: Admission into the MFA program and completion of Poetry Writing I and II.***

CRW POETRY WRITING IV: THESIS/ FOUR CREDITS

641. ***Taken during fourth mentoring semester.***

An advanced independent study with a faculty member chosen as the thesis advisor. The student works one-on-one with the MFA advisor to revise and develop a body of original, publishable writing resulting in the completion of the required Master's thesis. In addition, students prepare to offer a reading from their work to the community during the fifth and final graduation residency. ***Prerequisite: Admission into the MFA program and completion of Poetry Writing I, II and III.***

CRW GRADUATE RESIDENCY/ NO CREDIT

660. Following the fourth mentoring semester, students finish the program by returning to campus for a fifth, graduating residency. In this final residency, graduating students complete the following:

- give a presentation and oral defense of their creative thesis project
- give a public reading from their creative work
- lead their fellow students in a craft seminar developed under the guidance of a faculty mentor.

***Prerequisite: Admission into the MFA program and completion of coursework in four residencies and four mentoring semesters.***

## **ECONOMICS**

### ECN ECONOMICS FOR TEACHERS/THREE CREDITS

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

### ECN MICROECONOMIC THEORY/THREE CREDITS

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

### ECN MACROECONOMIC THEORY/THREE CREDITS

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

### ECN QUANTITATIVE METHODS/ THREE CREDITS

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

### ECN MONEY AND FINANCIAL INSTITUTIONS/ THREE CREDITS

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

### ECN INTERNATIONAL TRADE/THREE CREDITS

522. **Prerequisites:** *ECN 201 and ECN 202*. A survey of the importance of trade in the world economy, the mechanism of international payments, and the effect of current import-export practices and tariffs on the economy of the United States.

### ECN ECONOMIC PROBLEMS OF DEVELOPING

#### 523. COUNTRIES/THREE CREDITS

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

### ECN PUBLIC FINANCE/THREE CREDITS

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

### ECN LABOR ECONOMICS/THREE CREDITS

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

### ECN AMERICAN ECONOMIC HISTORY/

#### 545. THREE CREDITS

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

### ECN GEOGRAPHY OF WORLD RESOURCES/

#### 561. THREE CREDITS

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

### ECN SPECIAL TOPICS IN ECONOMICS/

#### 599. THREE CREDITS

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

## EDUCATION

### EDU CLINICAL I: READING/ONE CREDIT

500a. **Corequisite: EDU 501** This supervised 50-hour practicum graded on a pass/fail basis is the first of two sequential, incremental clinical experiences required of elementary/early childhood majors. Students work with an individual child, diagnose and prescribe, assist in building the child's self-esteem and confidence, and gain experience, practice, and training in the application of theory and skills when working with others. A pre- and post-test help to determine candidate impact on student learning. Grading is on a pass/fail basis. **Sign-up deadlines are involved. Check with your adviser.**

### EDU CLINICAL II: EARLY CHILDHOOD

#### 500b. EDUCATION/NO CREDITS

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

### EDU CLINICAL II: ELEMENTARY EDUCATION/

#### 500c. THREE CREDITS

**Prerequisite: EDU 500a.** This supervised 50-hour practicum graded on a pass/fail basis is the second of two sequential, incremental clinical experiences required of elementary majors. Students work in a public school setting and observe, manage, plan for, and instruct a large group, as opposed to an individual child. The practicum gives students the experience, practice, and training in the application of theory and skills in the classroom acquired in core courses in elementary education. Grading is on a pass/fail basis. This practicum builds on the experiences in EDU 500a. **Sign-up deadlines are involved. Check with your adviser.**

### EDU CLINICAL I: SECONDARY/ THREE CREDITS

500d. **EDU 540 is a prerequisite or corequisite. Required of all prospective secondary teachers.** A course designed for prospective secondary school teachers in all academic areas. Students observe and participate in the instructional program of a secondary school under the supervision of a classroom teacher and a college supervisor. Seminars, assigned readings, and the preparation of a journal supplement the field

experiences. **Grading is on a pass/fail basis. Fall term. Sign-up deadlines are involved. Check with your adviser.**

### EDU CLINICAL II: CONTENT READING/

#### 500e. NO CREDITS

**EDU 525 is a pre-requisite or co-requisite.**

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

### EDU M.ED. CLINICAL: TEACHER WORK SAMPLE/

#### 500f. THREE CREDITS

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

### EDU M.ED. CLINICAL: NATIONAL BOARD FOR

#### 500g. PROFESSIONAL TEACHING STANDARDS PORTFOLIO/NO CREDITS

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

### EDU CLINICAL I: MIDDLE LEVEL/THREE CREDITS

500h. **EDU 556 or EDU 557 or EDU 558 or EDU 559 is a co-requisite. Required of all teacher candidates for middle level.** This course is designed for middle level teacher candidates in Math, Science, Social Studies, and Language Arts. Students observe and participate in the instructional program of a middle school under the supervision of a middle level classroom teacher and a college supervisor. Requirements

include, but are not limited to, teaching whole class lessons with feedback from the college supervisor and cooperating teacher, journaling, and assigned readings. Grading is on a pass/fail basis. **Fall Term. Sign up deadlines are involved. Check with your advisor.**

#### EDU CLINICAL II: MIDDLE LEVEL/NO CREDIT

500i. **EDU 562 is a co-requisite.** This supervised practicum is the second of two sequential clinical experiences required of middle level teacher candidates. Classroom settings are in a middle school appropriate to the students' major. Students enhance reading by focusing on such topics as characteristics of an underachiever in reading, vocabulary acquisition, and comprehension skills. **Grading is on a pass/fail basis. January Term. Sign-up dates are involved. Check with your advisor.**

#### EDU READING/LANGUAGE ARTS IN THE

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

#### EDU CLASSROOM MANAGEMENT/THREE CREDITS

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

#### EDU MATHEMATICS FOR THE ELEMENTARY

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

#### EDU TECHNOLOGY FOR THE CLASSROOM

##### 504. THREE CREDITS

This elective course is recommended for both undergraduate and MAT students seeking initial teacher certification during the semester prior to their student teaching experience. The course is intended to familiarize candidates with instructional applications for commonly used types of current technologies and facilitate their immediate and successful classroom use.

#### EDU FIRST-YEAR TEACHER/THREE CREDITS

505. This course will enable beginning teachers to form a network of district professionals who can support and assist them in applying effective classroom practices in concert with district policies and procedures. Teachers will also be able to develop a commitment to continuous learning and professional growth.

#### EDU PORTFOLIO TEACHING AND LEARNING/

##### 506. THREE CREDITS

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

#### EDU READING/LANGUAGE ARTS IN THE EARLY

##### 507. CHILDHOOD CLASSROOM/THREE CREDITS

**Prerequisites for Early Childhood Majors: EDU 560, EDU 533. Corequisite: EDU 500a.** This course is a study of the language arts; theoretical models for early literacy development and learning; and methods of literacy instruction specific to emergent readers. Topics include the connection between oral and written languages, reading and writing processes; and approaches to teaching language arts in the early childhood classroom including assessment, planning, implementing, and evaluating outcomes. **This course is a prerequisite to student teaching. A student must take EDU 500a concurrently with this course.**

#### EDU TEACHING YOUNG STUDENTS PRENATALLY

##### 508. EXPOSED TO DRUGS/ONE CREDIT

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

#### EDU ADEPT TECHNIQUES/THREE CREDITS

509. A graduate course for teachers who are in a position of leadership in their schools or districts. The course explores theories and principles of instructional supervision, staff development, in-service programs

for teachers, problem-solving and communication techniques, and teacher-supervisor conferences as included in SC ADEPT training program.

EDU THE CREATIVE PROCESS FOR EDUCATORS/  
510. THREE CREDITS

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

EDU ART FOR THE CHILD/THREE CREDITS

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

EDU DIRECTED STUDENT TEACHING:

512a .ELEMENTARY/NINE CREDITS

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

EDU DIRECTED STUDENT TEACHING:

512b. EARLY CHILDHOOD/NINE CREDITS

This course, which integrates theory and practice, is offered as a culminating experience of the initial certification program. The 60-day experience includes observation, participation, and directed teaching experience in a local -normally public -school. Conferences with the College supervisor and the cooperating teachers and attendance at such seminars as the ADEPT-training session are requirements. The supervisor evaluates the student teacher using the ADEPT. In addition, the student must demonstrate skill in computer-assisted instruction. Students must stay in touch with their

advisers and check the Education Department website (education.converse.edu) for important deadlines. ***Grading is on a pass/fail basis. Special fee of \$25.***

EDU DIRECTED STUDENT TEACHING:

512d MIDDLE LEVEL/NINE CREDITS

Middle level teacher candidates normally take this course, which integrates theory and practice during the last semester of course work. During the semester, middle level teacher candidates must show they have an understanding of the NMSA Standards. A special evaluation form used by the cooperating teacher does this. The middle level teacher candidates complete a 60-day experience that includes, but not limited to, observations, participation, and directed teaching experience in a local middle school. There are required conferences with the College supervisor and the cooperating teachers, demonstration of computer-assisted instruction, and attendance at such required seminars as training sessions, orientation sessions, and workshops. The College supervisor will visit the student teacher all during the semester. Middle level teacher candidates must stay in touch with their advisor and College supervisor and check the Education Department website for important deadlines. ***Grading is on a pass/fail basis. Offered during spring term and occasionally in fall term. Special fee of \$25.00.***

EDU DIRECTED STUDENT TEACHING:

512h ART EDUCATION/NINE CREDITS

The 60-day course includes observation, participation, and directed teaching experience in a local - normally public school. The experience requires conferences with the College supervisor and the cooperating teachers, 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 March 1 for Spring Term placement in the following year or by October 1 for Fall Term placement in the following year. ***Grading is on a pass/fail basis. Offered Fall and Spring terms. Special fee.***

EDU TEACHING STUDENTS WITH ATTENTION

513. DEFICIT DISORDER/THREE CREDITS

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

EDU CONTEMPORARY EDUCATIONAL ISSUES/

514. THREE CREDITS

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

EDU CUNNINGHAM'S FOUR BLOCK METHOD/

515. THREE CREDITS

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

EDU COACHING FOR LITERACY EDUCATION/

516. THREE CREDITS

Coaching principles and strategies related to improvements and innovations in classroom teaching and literacy instruction. Emphasis is on ways to work with teachers in classrooms and professional development to bring about educational reform and improvements in teaching and literacy instruction.

EDU ADVANCED SEMINAR IN LITERACY

517. INSTRUCTION/THREE CREDITS

This course provides a research-based foundation in literacy development for elementary-age students. Study includes investigation of:

- Cognitive, socio-cultural, linguistic, developmental and motivational influences on literacy and language development; and
- Instructional strategies that facilitate learning for this age range.

Comprehension development, fluency development, phonemic awareness, phonics instruction, word recognition, vocabulary development, writing, spelling, family literacy, emergent and beginning literacy, oral communications, and the needs of diverse learners are included.

EDU TEACHING READING THROUGH

518. LITERATURE/ THREE CREDITS

This course facilitates reading instruction in the elementary/secondary classroom from a literature base. It should help teachers develop methods and strategies for teaching reading through the use of various pieces of literature, assist teachers in selecting appropriate pieces of literature for use at specific levels, and assist teachers in developing appropriate methods of evaluating the tasks

accomplished by their students and the gains made by those students.

EDU ELEMENTARY SCHOOL CURRICULUM/

519. THREE CREDITS

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

EDU INSTITUTE IN CURRICULUM DEVELOPMENT/

520. THREE CREDITS

521. These graduate level workshops focus on the preparation of curriculum materials and the development of appropriate teaching strategies. These courses are classified as Professional Development (PD) graduate offerings. ***May be offered pass/fail or letter grade based on approval.***

EDU METHODS OF TEACHING WRITING IN THE

522. CONTENT AREAS/THREE CREDITS

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

EDU BEHAVIOR AND DEVELOPMENT OF THE

523. YOUNG CHILD/THREE CREDITS

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

EDU SCIENCE FOR THE ELEMENTARY CHILD/

524. THREE CREDITS

This course familiarizes graduate students with science content appropriate for the elementary child (grades 2-6), develops pedagogical skills in science, and builds positive attitudes toward science and science instruction.

EDU TEACHING READING AND WRITING IN THE  
525a. CONTENT AREAS/SECONDARY/

THREE CREDITS

This course assists teachers in the teaching of reading in a variety of content areas at the secondary level. Teachers will learn to administer formal reading tests, determine reading rates, develop comprehension questions and assess readability of text materials.

***For initial certification, a related practicum (EDU 500e) is required.***

EDU TEACHING READING AND WRITING IN THE  
525b. CONTENT AREAS/ELEMENTARY/

THREE CREDITS

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

EDU IDENTIFICATION AND OTHER ISSUES IN  
526. GIFTED EDUCATION/THREE CREDITS

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

EDU TEACHING THROUGH THE ARTS/  
527. THREE CREDITS

Designed for those without previous art training, the course guides teachers in the exploration of the use of the visual arts, music, dance, drama, and literature to teach academic skills. Class members will examine the theory, philosophy, and research that support the integration of the arts into the basic curriculum for increased academic achievement. Study will include the effects on the affective, behavioral, cognitive, and social development of the learner. In addition to highlighting school and community resources, instruction will enable students to create lessons for integrating the arts into any content area on any grade level. Arts specialists who work in the school system will be invited from each area.

EDU PROFICIENCY INSTRUCTION IN FOREIGN  
529. LANGUAGE, METHODS AND CURRICULUM  
DESIGN/THREE CREDITS

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

EDU APPLIED RESEARCH IN GIFTED EDUCATION/  
530. THREE CREDITS

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

EDU METHODS OF TEACHING SECONDARY

531. MATHEMATICS/THREE CREDITS

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

EDU DIRECTED STUDENT TEACHING:

532 SECONDARY/NINE CREDITS

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

EDU LITERATURE FOR THE CHILD/THREE CREDITS

533. This course acquaints the student with traditional and modern literature for children, interests of children of different age levels, criteria for evaluating children's books, and methods of correlating children's literature with the curriculum. ***This course is a prerequisite to EDU 512a and 512b.***

EDU ENVIRONMENTAL EDUCATION/

534. THREE CREDITS

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



application of acquired content knowledge through teaching an environmental efficacy.

#### EDU CURRICULUM FOR EARLY CHILDHOOD

##### 535. EDUCATION/THREE CREDITS

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

#### EDU LANGUAGE ARTS: INTEGRATING

##### 536. INTERMEDIATE READING AND WRITING/ THREE CREDITS

This course focuses upon methodology for scaffolding reading and writing development of the Intermediate grades student. Teaching candidates will focus on the transition from beginning reading and writing to reading and writing in the content areas. Effective strategies and materials for teaching the fluent reader and writer will be emphasized.

#### EDU METHODS AND MATERIALS FOR EARLY

##### 537. CHILDHOOD/THREE CREDITS

This course is a hands-on activity-oriented course designed to guide students in the preparation of teacher-made instructional materials in each area of the Early Childhood curriculum and the implementation of carefully prepared lessons for an actual preschool setting. Students plan appropriate lessons. There is emphasis on language development and listening, speaking, writing, and reading readiness experiences. The course explores a variety of teaching techniques and organizational arrangements (emphasis upon individualized instruction). **Spring term.**

#### EDU ALIGNING READING/LANGUAGE ARTS

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

The purpose of this course is to address this critical need by affording teachers the opportunity to develop and design balanced language arts learning modules correlated with the South Carolina Reading/Language Arts Curriculum Standards, the PACT test, and existing curriculum guides and language arts units. Because assessment and instruction must form a

seamless web that promotes optimal student literacy learning, the focus of this course will be on formative and summative assessments as well as instructional strategies.

#### EDU ALIGNING MIDDLE SCHOOL

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

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

#### EDU CURRICULUM PRINCIPLES AND METHODS

##### 540. OF SECONDARY EDUCATION/ THREE CREDITS

**Required of all prospective secondary teachers. Limited to those students teaching the next spring or fall term.** A course to prepare students desirous of becoming secondary school teachers, the course components include the total teaching act are studied in relation to students and to secondary school curriculum, its courses, functions, organization, and current trends. Emphasis is on learning and modeling the theories of current effective teaching research at the secondary level.

#### EDU SOCIAL STUDIES FOR THE CHILD/

##### 541. THREE CREDITS

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

#### EDU SOCIOLOGY OF EDUCATION/THREE CREDITS

##### 542. An examination of the structures and processes of socialization and social control in the pluralistic society and its educational institutions. Emphasis is placed upon the use of sociological concepts and models in understanding our educational system.

**Crosslisted with SOC 541.**

EDU GRAPHIC ORGANIZATION IN READING AND  
543. WRITING/THREE CREDITS

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

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

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

EDU ARTS INTEGRATION/THREE CREDITS

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

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

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

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

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

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

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

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

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

EDU CURRICULUM PRINCIPALS AND METHODS  
552. FOR SECONDARY SCIENCE EDUCATION/  
THREE CREDITS

This course is designed primarily as preparation for students who desire to become secondary school science teachers. The course takes a pragmatic approach to the application of research and accepted theories of effective science teaching technique. Success in this class will require that students actively participate in class and that students act independently and in a mature manner in out-of-class instructional activities.

EDU THE EDUCATOR AS WRITER/THREE CREDITS

553. The course prepares educators to be writers who submit works to a variety of publications. Teachers will learn to query and submit works to publications through both traditional means and through the internet; teachers will polish their own writing skills in order to improve their writing and their teaching.

EDU ELECTRONIC PORTFOLIO/ ONE CREDIT

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

EDU DIVERSITY IN THE CLASSROOM/  
555. THREE CREDITS

This course is designed to help educators gain strategies to understand how our diverse society influences student learning in the classroom. Participants will explore issues of culture, gender, and individuals with exceptionalities, and how these affect a student's learning and behavior in the classroom. Through class discussions, readings, and personal reflection, our goal is to exemplify the

challenges and benefits of diversity and strengthen the possibilities of working and living in a diverse society as engaged and active participants.

EDU METHODS IN TEACHING MIDDLE LEVEL

556. MATH/THREE CREDITS

This course is designed primarily as preparation for students who desire to become middle school math teachers. Students will use their depth and breadth of content knowledge in ways that maximize student learning, they will be able to teach in ways that help all young adolescents understand the integrated nature of mathematics, and use effective content specific teaching and assessment strategies. This course is designed to support the teaching of South Carolina Curriculum Standards.

EDU METHODS IN TEACHING MIDDLE LEVEL

557. SCIENCE/THREE CREDITS

This course is designed primarily as preparation for students who desire to become middle school science teachers. The course takes a pragmatic approach to the application of research and accepted theories of effective science teaching technique. This course is designed to support the teaching of South Carolina Curriculum Standards.

EDU METHODS IN TEACHING MIDDLE LEVEL

558. SOCIAL STUDIES/THREE CREDITS

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

EDU METHODS IN TEACHING MIDDLE LEVEL

559. LANGUAGE ARTS/THREE CREDITS

This course is designed to provide an intensive examination of methods utilized in the teaching of English language arts for grades 5 – 8. The course structures the opportunity for pre-service teachers to review and focus content knowledge of English language arts studies with an eye toward teaching. This course is designed to support the teaching of South Carolina Curriculum Standards.

EDU INTRODUCTION TO EDUCATION/

560. THREE CREDITS

*This course is the first course a student should take and is a prerequisite to student teaching.* This course is an introductory study of the historical, philosophical, and sociological foundations of the American educational system. It concentrates on

current issues, such as multicultural, handicapped, affective, cognitive, and vocational education programs. The study reviews current impacts on curriculum, students, and teachers and examines career opportunities in education. *Offered every term.*

EDU CURRICULUM DESIGN AND ASSESSMENT/

561. THREE CREDITS

*Prerequisite: EDU 560.* The relationships 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.

EDU TEACHING READING AND WRITING IN THE

562. MIDDLE LEVEL CONTENT AREA/

THREE CREDITS

This course is designed to prepare aspiring middle school teachers for integrating literacy into the entire school day, including organizational structures that support meaningful relationships and learning. Emphasis will be placed on the value of collegial planning and teacher cooperation to provide a literacy curriculum that is relevant, challenging, integrative, and exploratory. The course will include best practices in teaching reading and writing, strategies and methods that emphasize active student engagement, as well as the development of classroom structures and practices that are designed to support the teaching of South Carolina Curriculum Standards.

EDU INFORMATION SUPER HIGHWAY/

563. THREE CREDITS

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

EDU BEST PRACTICES IN LITERACY EDUCATION/

565. THREE CREDITS

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

EDU TEACHER AS COUNSELOR/THREE CREDITS

566. This course builds the educator's basic communication skills, promotes the integration of

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

EDU EDUCATIONAL PSYCHOLOGY/

567. THREE CREDITS

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

EDU CREATIVE DRAMATICS FOR THE CLASSROOM

568. TEACHER/THREE CREDITS

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

EDU GENDERED TEACHING/ THREE CREDITS

569. In the course, individual teachers will develop an understanding of the role that gender can play within the classroom and how teachers can use this information to better meet the needs of students in any teaching environment. This professional development course is designed for public or private school faculty members. Graduate students may also take the course with prior approval from their advisor.

EDU WORKSHOP IN METHODS AND MATERIALS/  
570. THREE CREDITS

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

EDU THE SCHOOL AND THE FAMILY/

573. THREE CREDITS

A critical study of the problems of interpersonal relationships between the school and the family and how they relate to the school setting. *Crosslisted with SOC 573.*

EDU MIDDLE LEVEL ADOLESCENTS/

574. THREE CREDITS

This course will examine of the developmental characteristics of early adolescents in contemporary

society using interdisciplinary themes, young adult books, and other media.

EDU MIDDLE LEVEL PHILOSOPHY AND SCHOOL  
575. ORGANIZATION/THREE CREDITS

This course examines the history, philosophy, curriculum, and structure of middle schools. Middle school theories, concepts, and research findings relative to exemplary programs and practice are emphasized.

EDU MIDDLE LEVEL PEDAGOGY AND

576. ASSESSMENT/THREE CREDITS

A study of research-based methodologies for effective middle school teaching and assessment. Empirically verified methods of pedagogical content selection, planning, delivery, and assessment appropriate to middle school teaching are emphasized.

EDU READING AND LEARNING STRATEGIES/

578. THREE CREDITS

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

EDU ADVANCED MIDDLE LEVEL PHILOSOPHY AND  
579. SCHOOL ORGANIZATION/THREE CREDITS

This is the second course based on Standard 2 of the National Middle School Association Middle Level Teacher Preparation Standards. That standard reads as follows: Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.

EDU ADVANCED MIDDLE LEVEL CURRICULUM

580. AND ASSESSMENT/THREE CREDITS

A study of research-based methodologies for effective middle school teaching and assessment. Empirically verified methods of pedagogical content selection, planning, delivery, and assessment appropriate to middle school teaching are emphasized.

EDU FOUNDATIONS OF LITERACY ASSESSMENT/  
581. THREE CREDITS

Designed for practicing teachers, this course will focus on formal and informal assessment of literacy learning used by the elementary classroom teacher. Assessments will include traditional approaches as well as more recent innovations such as authentic assessment and curriculum-based assessment.

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

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

EDU PRACTICUM IN EARLY CHILDHOOD  
582g. EDUCATION/THREE CREDITS

This course provides students an opportunity to observe and work with young children. Emphasis is upon the Early Childhood curriculum, the nature of the learner, and management of young children.

EDU PRACTICUM IN INSTRUCTION FOR THE  
582h. GIFTED/THREE CREDITS

**Prerequisite:** EDU 582f. In this course graduate students will work with gifted students, implementing a curriculum of their own design and appropriately adjusting both curriculum and teaching methods to the needs of the students.

EDU ADVANCED METHODS IN ELEMENTARY  
583 MATHEMATICS/THREE CREDITS

This course is designed to further address candidates' knowledge of major concepts, procedures, and processes in the teaching of elementary mathematics.

EDU ADVANCED MIDDLE LEVEL FIELD  
584 EXPERIENCE/THREE CREDITS

The purpose of this course is for you to give evidence that you not only teach the SC Curriculum Standards, but demonstrate advanced levels of pedagogy and content knowledge.

EDU ADVANCED METHODS IN ELEMENTARY  
585. ENERGY EDUCATION AND CLIMATE CHANGE/THREE CREDITS

The main purpose of this course is to develop the students' understanding of basic energy and climate change concepts. These will include the carbon cycle, the thermohaline circulation of ocean currents, states of matter, carbon chemistry, nuclear fission, photovoltaic cells, kinetic energy, thermal energy, greenhouse effect, renewable energy, etc. Another major goal of this course is for students to develop their own beliefs about current energy resources, the facts about climate change and global warming, and possible solutions to the energy puzzle. The students should develop a clearer understanding about "going green," political positions vs. scientific data and observations, and the use of technology to find new sources of energy and new ways to avoid

global warming and contamination of the planet and its atmosphere.

EDU ADVANCED METHODS IN ELEMENTARY  
586 SOCIAL STUDIES/THREE CREDITS

This course will focus on the content and methodology of social studies in the elementary classroom. The course will focus on meaningful learning of social studies content, skills, and values to promote democratic behavior in and among citizens.

EDU TEACHER AS RESEARCHER IN THE  
587 CLASSROOM/THREE CREDITS

This course is an introduction to the principles of action research. The course includes the history and theory behind a variety of approaches to research. The role of the participant observer is explored as well as the action research cycle of generating a vision, articulating a theory, collecting data while taking action, reflecting on data and engaging in renewed planning.

EDU CONTENT AREA READING AND WRITING  
588. IN THE ELEMENTARY CLASSROOM/  
THREE CREDITS

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

EDU NATURE AND NEEDS OF THE GIFTED/  
591. THREE CREDITS

This is the basic survey course in the education of gifted and talented students. It provides the historical and philosophical background, as well as, rationales for gifted education. The course focuses on characteristics, needs problems, developmental patterns and accommodations for gifted and talented students including special groups within the population. This should be your first course in gifted education.

EDU CURRICULUM AND INSTRUCTION FOR  
592. GIFTED AND TALENTED STUDENTS/  
THREE CREDITS

**Prerequisite:** EDU 591 or permission of the instructor. This course is designed to prepare the teacher to organize and deliver appropriate curriculum for gifted and talented students. Teachers will explore curriculum models, instructional strategies, and assessment to meet the needs and abilities of gifted and talented students. Current

technology will be employed in researching, and writing units and lesson plans. *The South Carolina Best Practices Manual* will provide the foundation for this course.

EDU ADVANCED CURRICULUM PRACTICES

593. FOR GIFTED AND TALENTED STUDENTS/  
THREE CREDITS

**Prerequisite:** *EDU 591 and EDU 592, or permission of the instructor.* This course is designed to provide a continuation of topics addressed and introduced in *Introduction to Curriculum and Instruction for the Gifted and Talented Students* and will include the development of teacher competencies in creating challenging curriculum, planning independent study, creating appropriate learning environments, assessing student performance, and employing research-based instructional strategies.

EDU SPECIAL TOPICS IN GIFTED EDUCATION/  
594. THREE CREDITS

A graduate level course in specific areas of gifted education. Previous selections have included: Affected Development, Current Issues in Gifted Education, Underachievement and Restructuring. A visiting specialist in gifted education may conduct an in-depth look at some facet of this field. **May be taken more than once.**

EDU TEACHING WRITING IN THE ELEMENTARY  
598. GRADES/THREE CREDITS

This course facilitates writing instruction in the classroom by helping teachers develop methods and strategies for implementing and evaluating writing at the elementary level.

EDU SPECIAL TOPICS IN EDUCATION/  
599. VARIABLE/ONE TO THREE CREDITS

A graduate level course in specific areas of education (early childhood, elementary, gifted, or secondary). **May be taken more than once.**

EDU GENERAL SCHOOL ADMINISTRATION/  
600. THREE CREDITS

This course is designed to provide school administrators with an overview of principles of educational administration. Attention is given to the roles of the principal, supervisor, superintendent, and other educational leaders in public school systems. Such topics as problem solving, decision-making, school-community relations, plant management, staff evaluation, student services, and instructional leadership will be examined.

EDU PADEPP PORTFOLIO/NO CREDIT

601a. This portfolio workshop course introduces students to the advanced degree in Administration and Supervision. During the workshop, offered at the beginning of each semester, students enrolled in the program assemble a portfolio based on the nine PADEPP (Program for Assisting, Developing, and Evaluation Principal Performance) performance standards, as defined by the South Carolina State Department of Education. Grading is on a pass/fail basis. **0 credit hours.**

EDU PRINCIPLES AND PRACTICES OF SCHOOL  
602. SUPERVISION/THREE CREDITS

This course is designed for graduate students to provide the opportunity to develop both a knowledge of the concepts of supervision and the skill to apply this knowledge in the school setting. Attention is given to the nature and scope of instructional supervision, supervisory roles and behaviors, improvement of instruction, curriculum change, and teaching methods. Emphasis is given to the skills of clinical supervision.

EDU INTERNSHIP IN ELEMENTARY SCHOOL

603. ADMINISTRATION/SIX CREDITS

**A&B Prerequisites:** *EDU 600, 602, 610, 611, 625; permission of instructor.* This course is designed to help practicing and prospective educational administrators apply their knowledge of administration to the practical world of the public or private elementary school. Typically, students will select, with assistance from and approval of the instructor, a major project or a series of smaller projects to develop, research and complete. Students receive guidance and assistance from school administrators as well as the instructor. Independent research and study are augmented by seminars. Students will be required to demonstrate competency in the management, use of information systems, and communication for the secondary schools.

EDU SCHOOL-COMMUNITY RELATIONS/  
604. THREE CREDITS

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

EDU SCHOOL PERSONNEL ADMINISTRATION:

605. EVALUATION/THREE CREDITS

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

EDU SEMINAR IN INSTRUCTIONAL LEADERSHIP/  
606. THREE CREDITS

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

EDU INTERNSHIP IN SECONDARY SCHOOL  
607. ADMINISTRATION/ SIX CREDITS

**A&B Prerequisites:** EDU 600, 602 610, 611, 625; **permission of instructor.** This course is designed to help practicing and prospective educational administrators apply their knowledge of administration to the practical world of the public or private secondary school. Typically, students will select, with assistance from and approval of the instructor, a major project or a series of small projects to develop, research and complete. Students receive guidance and assistance from school administrators as well as the instructor. Independent research and study are augmented by seminars. Students will be required to demonstrate competency in the management, use of information systems, and communication for the secondary schools.

EDU SEMINAR IN SCHOOL LAW/THREE CREDITS

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

EDU SCHOOL FINANCE/THREE CREDITS

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

EDU FOUNDATIONS OF READING/THREE CREDITS

612 An overview of reading and its curricular implications. Emphasis is placed on current trends and related methodologies as well as methods for observing analyzing and evaluating current reading practices in place in schools. The overall goal of this course is to equip individuals with the knowledge that will help them make intelligent curriculum/instructional decisions and to lead educators in effective change efforts.

EDU INSTRUCTIONAL STRATEGIES IN READING/  
613. THREE CREDITS

Demonstration and critical evaluation of teaching strategies and materials in reading.

EDU ASSESSMENT STRATEGIES FOR READING/  
614. THREE CREDITS

A survey of formative and summative tools for assessing students’ literacy needs at the school, classroom and individual level for the purpose of planning effective instruction. Special emphasis will be placed on the struggling reader and how to address individual needs.

EDU READING INSTRUCTION AND ASSESSMENT  
615. FOR DIVERSE LEARNERS/THREE CREDITS

Seminar and supervised field experience focusing on assessing and meeting the needs of small groups of students as readers.

EDU ADVANCED STUDIES IN LITERACY

616. COACHING/THREE CREDITS

Developing and guiding the reading program is the focus of this course. Design, management, and evaluation of reading programs at the classroom, school, or district levels.

EDU CURRICULUM AND INSTRUCTION:

617 TRENDS AND ISSUES/THREE CREDITS

**Prerequisite EDU 620.** This course is designed to acquaint students with the relevant trends and Issues in curriculum and instruction. Attention will be given to educational theory as it relates to trends and Issues. The emphasis will be on examination of specific educational theory and It’s application In the public school setting. Students will also explore the change process in detail as it applies to curriculum

work. The overall goal of this course is to equip individuals with the knowledge that will help them make intelligent curriculum instructional decisions and to lead educators in effective change efforts.

EDU LITERACY COACHES AS ACTION

619. RESEARCHERS/SIX CREDITS

Students will conduct and disseminate a field study of a selected instructional innovation as specified by an implementation plan developed in EDU.

EDU CURRICULUM DEVELOPMENT/

620. THREE CREDITS

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

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

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

EDU INSTRUCTIONAL DESIGN/THREE CREDITS

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

EDU ADVANCED INSTRUCTION/THREE CREDITS

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

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

This course is designed primarily for teachers of the deaf and hard of hearing; however, teachers in other areas of special education could benefit from the course. Presentation and discussion center on

current topics, trends, and issues influencing the total curriculum for teachers of students who are deaf and hard of hearing. The course updates professionals in the field on current information and resources on selected topics relevant to education of students who are deaf and hard of hearing.

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

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

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

**Required course.** This course draws a distinction between aspects of normal child development and factors related to more enduring types of childhood problems, and is designed to meet the emergent needs for MFTs to be trained in the area of child and adolescent psychopathology. The essential assessment and treatment issues of the major diagnoses found in childhood will be identified, such as Attention Deficit Hyperactivity Disorder, Oppositional Defiant and Conduct disorders, Depression, Anxiety, and results from pathogenic care of children. The necessity of family therapy approaches to the treatment of these disorders will be a primary focus. Special emphasis will be placed on the importance of understanding and working within a biopsychosocial framework as an effective means of weaving systems thinking into the fabric of the traditional, individually-oriented mental illness assessment and treatment perspective.

EDU SYSTEMS OF FAMILY THERAPY I/

634. THREE CREDITS

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

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

**Prerequisite: EDU 634 or EDU 680. Required course.** This course examines and contrasts in detail



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

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

**Prerequisite:** EDU 634 or EDU 680. **Required course.** This course provides an overview of the biological and psychosocial theory of human sexual development. This includes the theoretical perspective of sexuality as well as the sexual anatomy and physiology.

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

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

EDU TRAUMATIC STRESS AND THE FAMILY/  
638. THREE CREDITS

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

EDU SELECTING A FAMILY THERAPY MODEL/  
639. THREE CREDITS

**Prerequisite:** EDU 634 or EDU 680. **Required course.** This course will provide an overview of the major systemic models including but not limited to structural/strategic, communication, transgenerational, experiential and brief marital and family modes of therapy.

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

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

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

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

EDU CULTURAL COMPETENCE AND FAMILY  
643. THERAPY/THREE CREDITS

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

EDU ETHICAL, LEGAL AND PROFESSIONAL  
645. ISSUES FOR THE MARITAL AND FAMILY  
THERAPIST/THREE CREDITS

**Required course.** This course provides a meta-analysis of a variety of issues associated with the delivery of marital and family therapy services, with special emphasis being placed upon the ethical concerns and legal mandates and constraints related to practice.

EDU A SYSTEMIC APPROACH TO COUPLES  
646. THERAPY/THREE CREDITS

**Prerequisite:** EDU 634 or EDU 680. **Required course.** This course will provide a systemic approach to couples therapy. The focus will be on integrating skills, techniques, concepts, and selected areas of expertise with the emotionally focused approach to couples therapy.

EDU RESEARCH LITERACY IN FAMILY THERAPY/  
647. THREE CREDITS

**Required course.** This course is designed to provide family therapists with knowledge of research methodologies and techniques used in the scientific approach to problem-solving in systemic family therapy.

EDU SUPERVISED CLINICAL PRACTICUM/  
648. TWELVE CREDITS

**Prerequisite:** 24 hours of MTF academic curriculum which must include EDU 634, EDU 680, EDU 661, EDU 642, EDU 645, EDU 635 or EDU 639 and approval of the academic adviser and Clinical Readiness Committee. **Required courses.** Consists of four consecutive semesters over a 12 month time frame. It is designed to integrate theory into clinical practice within the context of an accredited family therapy teaching clinic.

EDU A SYSTEMIC UNDERSTANDING OF GROUP

649. DYNAMICS/THREE CREDITS

**Prerequisite:** EDU 634 or EDU 635 or EDU 639 or an equivalent introductory course to family systems concepts and vocabulary. This course is designed to acquaint the student with group dynamics from an affective learning experience. It will be systemically approached and will address individual, couple and multi-family groups.

EDU MARITAL AND FAMILY THERAPY

650. SUPERVISION/THREE CREDITS

This course is designed for students who meet the requirements to enter preparation for the LMFT Supervisor License in South Carolina and Approved Supervisor with the American Association for Marriage and Family Therapy. It is designed to provide theory and philosophy of clinical MFT supervision as the student prepares to enter the supervision-of-supervision portion of clinical MFT supervision.

EDU THEORETICAL CONTRIBUTIONS FOR

651. TREATMENT OF ADULT SURVIVORS OF CHILD SEXUAL ABUSE: A SYSTEMIC PERSPECTIVE/THREE CREDITS

The focus of this course will be on the clinical application of systemic theory, related trauma and sexual abuse research in the clinical treatment of adult victims of childhood sexual abuse.

EDU CREATIVE APPROACHES TO FAMILY

655. THERAPY/THREE CREDITS

This course provides an introduction to the utilization of creative techniques in psycho-therapy using: sandplay theory, genograms, art, journals, toys, and working with dreams.

EDU BUSINESS STRATEGIES FOR HEALTH

656. PRACTITIONERS/THREE CREDITS

The average marriage and family therapist as well as other health practitioners usually receive excellent clinical education, but no formal education about designing and implementing the business portion of their practices. This can contribute to expensive mistakes and possible liability. This course is designed to introduce the marriage and family therapist/health practitioner to sound business strategies upon which to build a practice.

EDU SPIRITUAL/RELIGIOUS ISSUES IN PSYCHO-

657. THERAPY I/THREE CREDITS

Persons pursuing therapy often seek the services of pastoral therapists. Whether ordained or not these therapists should possess clinical competency in pastoral therapy, an advanced level of development

of pastoral identity as integrated in the pastoral therapy process, an integration of the Body of Knowledge for pastoral therapy, and both leadership and interpretive skills regarding the following: (1) the theological/spiritual dimensions of human wholeness, (2) the utilization of the mental health resources of the congregation and community, and (3) the place of pastoral therapy with other therapeutic disciplines. This course provides the foundation for these criteria.

EDU SPIRITUAL/RELIGIOUS ISSUES IN PSYCHO-  
658. THERAPY II/THREE CREDITS

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

EDU PSYCHOPHARMACOLOGY/THREE CREDITS

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

EDU GENDER AND FAMILY THERAPY/

660. THREE CREDITS

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

EDU BASIC TECHNIQUES IN THE PSYCHO-

661. THERAPY INTERVIEW/THREE CREDITS

**Required course.** This course is designed to introduce students to theory and application of the therapeutic alliance as a foundation to therapy practices and to enable the student to gain practical experience in techniques for developing the therapeutic alliance through participation in simulated therapy situations. The course will focus on the study of theory, process, and techniques involved in establishing and maintaining the therapeutic alliance with individuals

and members of family systems. The course will include laboratory demonstrations and practice to develop skills in maintaining the therapeutic alliance.

EDU SYSTEMS OF FAMILY THERAPY II/  
680. THREE CREDITS

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

EDU INDIVIDUAL PSYCHOPATHOLOGY IN  
681. FAMILY SYSTEMS/THREE CREDITS

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

EDU PLAY THERAPY/THREE CREDITS

682. This graduate course is designed to cover the basics of play therapy for advanced graduate students or for licensed practitioners in the mental health field. Students need to have therapeutic experience with individuals, families and children in their clinical settings. Although introductory play therapy ideas are being taught, students will be expected to have access to clients who can benefit from this experience. Each student is expected to write up a case study utilizing these techniques. Each student is expected to do extensive reading and to present a project on related play therapy ideas.

EDU ADVANCED TECHNIQUES OF THE PSYCHO-  
683. THERAPY INTERVIEW/THREE CREDITS

**Prerequisite:** EDU 634, EDU 680, EDU 661, EDU 642, EDU 645, EDU 635 or EDU 639 and approval

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

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

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

EDU SPECIAL TOPICS IN THE PRACTICE OF  
691. MARRIAGE AND FAMILY THERAPY/  
THREE CREDITS

This course has three distinct foci: 1) assessment and treatment of substance abuse, 2) assessment and treatment of domestic violence, and 3) assessment and treatment of childhood sexual abuse. Students will become familiar with tools and models of assessment and treatment for each of these issues, and will study the impact of these issues on individuals and families surviving and recovering. The course will also examine the influence of power and privilege in areas such as gender, culture, race, ethnicity, religion, and sexuality, as they relate to abuse and recovery. The course will include field trips to/and or visits from the professional staff of community agencies specializing in the treatment of these issues.

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

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

EDU SCHOOL DISTRICT BUDGET MANAGEMENT/  
701. THREE CREDITS

The overall purpose of this course is to give the potential district level administrator the skills needed to develop, present, and manage a district level budget. The potential district administrator will gain an understanding and working knowledge of the district budgeting process, local, state, federal legislation, and other funding budgets pertaining to school district finance, accounting practices, and other operational areas supporting instruction (maintenance, food service, transportation, and technology Infrastructure). The potential district administrator will gain an understanding of the political influences, community involvement, and other leadership groups and councils which affect the budgeting processes of a school district.

EDU EDUCATIONAL POLICY ANALYSIS/  
703. THREE CREDITS

The course is an introduction to policymaking in education emphasizing local and state level policy information. The course presents a theory-based approach to understanding and analyzing the development and implementation of national, state, and local policies that impact public education. The course is valuable to school and district administrators, district and state-level policymakers, public education advocates, and those pursuing academic research in areas related to public policy analysis.

EDU SCHOOL FACILITIES/THREE CREDITS

710. This course is designed to provide an understanding of the school facilities process. The study of school facilities will be done from a philosophical, historical, practical and sequencing of the construction process. The course will emphasize the role and responsibilities of the school principal, district office, and board of education in the planning, construction and management of school facilities. It includes the study of problems and procedures utilized in a comprehensive approach to planning and constructing school plants, the roles of personnel involved, and the problems related to the long term financing of facilities. The course is intended to prepare leaders in educational agencies responsible for facility planning and construction.

EDU CURRICULUM LEADERSHIP THREE CREDITS

715. Curriculum Leadership is a study of curriculum leadership theory, practice, and research. This course is designed to assist the professional educator with acquiring the knowledge, skills, and dispositions essential for providing curriculum leadership within his/her educational community.

EDU THE SUPERINTENDENCY INTERNSHIP/  
780 SIX CREDITS

A/B This six-hour superintendency internship course is designed to provide a variety of field experiences over a 6 month period in a district superintendency. This course is intended to provide candidates with an awareness of real work experiences related to the position of superintendent. In addition, this field-experience offers the candidate experiences related to other positions in central office administration.

EDU THE SUPERINTENDENCY/THREE CREDITS

720. This course is designed to provide opportunities to develop the administrative and supervisory knowledge and skills that are considered essential to successful administration of school districts and educational organizations. The course provides students with opportunities to apply the knowledge and skills learned in the course to actual administrative problems and processes.

EDU ADVANCED EDUCATIONAL RESEARCH/

750. THREE CREDITS

Advanced Educational Research will provide the candidate with knowledge, skills, and attitudes necessary to conduct original quantitative research in the behavioral sciences. Building upon the basic interpretive and analytical skills acquired in EDU 621, this course requires candidates to apply those skills, to acquire higher-level research and evaluation skills, and to conduct empirical investigations within the public school system. Candidates are required to show proficiency in writing research proposals, reviewing the research literature, designing various types of studies, such as experimental, correlation, ex post facto, surveys, etc., applying the appropriate statistical data analysis procedures, and drawing conclusions from the investigations.

## **SPECIAL EDUCATION**

### **SED INTRODUCTION TO EXCEPTIONAL**

#### **500. LEARNERS /THREE CREDITS**

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

### **SED INTRODUCTION TO EARLY CHILDHOOD**

#### **502. SPECIAL EDUCATION/THREE CREDITS**

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

### **SED IDENTIFICATION AND ASSESSMENT OF**

#### **503. PRESCHOOL SPECIAL NEEDS CHILDREN/ THREE CREDITS**

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

### **SED PRESCHOOL SPECIAL NEEDS CURRICULUM**

#### **504. AND CLASSROOM MANAGEMENT/ THREE CREDITS**

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

### **SED BEHAVIOR AND CLASSROOM MANAGEMENT/ 505. THREE CREDITS**

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

### **SED INTRODUCTION TO CUED SPEECH/ 510. THREE CREDITS**

The course is designed to prepare participants to be able to apply Cued Speech theory and demonstrate cueing and cued reading skill. This course has application for special education teachers, speech and language pathologists, audiologists, and kindergarten

and first/second grade teachers using a phonics approach to teaching reading.

### **SED DIRECTED STUDENT TEACHING:**

#### **512f. LEARNING DISABILITIES/NINE CREDITS**

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

### **SED DIRECTED STUDENT TEACHING:**

#### **512g. INTELLECTUAL DISABILITIES/NINE CREDITS**

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

### **SED THE SOCIAL CONSTRUCTION OF DISABILITY/ 520. THREE CREDITS**

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

### **SED CONSULTATIVE COLLABORATION SKILLS**

#### **530. SPECIAL EDUCATION TEACHERS/ THREE CREDITS**

As the field of special education changes to incorporate the concepts of mainstreaming, inclusion, and less reliance on pull-out programs, the role of the special education teacher is being redefined.

This course is designed to explore consultative collaboration, various models for its implementation, needed communication skills, effective instructional practices, and modification of instruction/materials/evaluation methods to meet the needs of students through collaborative models.

SED TRENDS AND ISSUES IN SPECIAL

534. EDUCATION/THREE CREDITS

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

SED VOCATIONAL EDUCATION FOR STUDENTS

540. WITH DISABILITIES/THREE CREDITS

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

SED EDUCATIONAL PERSPECTIVES: DEAF AND

550. HARD OF HEARING/THREE CREDITS

An introductory course on the history, philosophies, and current trends and issues, and models of education for students who are deaf and hard of hearing. The course focuses on the impact of deafness on the psychological, sociological and vocational development of individuals with hearing losses. It includes methods of guidance, support, and referral for parents. *A practicum is included. Sign-up deadlines are involved. Check with your adviser.*

SED AUDIOLOGY AND SPEECH SCIENCE/

553. THREE CREDITS

An introduction to the fundamentals of hearing, hearing disorders, and the administration and interpretation of tests for auditory acuity. Emphasis is focused on the physics of sound, physical characteristics of the speech and hearing mechanisms, and the pathology, etiology, and treatment of hearing loss. This includes practical preparation in the use and care of hearing aids and amplification systems. *A practicum is included. Sign-up deadlines are involved. Check with your adviser.*

SED TEACHING OF LANGUAGE: DEAF AND

555. HARD OF HEARING/THREE CREDITS

*Prerequisite: SED 550.* A course designed to acquaint the student with the nature and problems of language acquisition in persons who are deaf and hard of hearing. Various theories, methods, and materials for the teaching of language are covered.

*A practicum is included. Sign-up deadlines are involved. Check with your adviser.*

SED SPEECHREADING AND AUDITION/

556. THREE CREDITS

*Prerequisite: SED 550.* A course designed to familiarize the student with the techniques for teaching persons who are deaf and hard of hearing how to speechread and make maximum use of their residual hearing. *A practicum is included. Sign-up deadlines are involved. Check with your adviser.*

SED AUGMENTATIVE COMMUNICATION:

560. LANGUAGE INTERVENTION STRATEGIES FOR THE INTELLECTUALLY AND PHYSICALLY DISABLED/THREE CREDITS

This course is designed to acquaint the student with methods and materials to enhance and elicit interactive communication with handicapped students. This course introduces methods, materials, and techniques for engineering an interactive symbolic communication classroom. The student will learn about current trends, technology, and software.

SED SPECIAL TOPICS IN SPECIAL EDUCATION/

570. THREE CREDITS

A graduate level course in specific areas of special education. *May be taken more than once.*

SED ASSESSMENT OF EXCEPTIONAL LEARNERS/

576. THREE CREDITS

This course is required for all students majoring in special education and deals with the wide variety of individual and group tests designed to assess children with mental, learning, emotional, and hearing disabilities.

SED INTRODUCTION TO INTELLECTUAL

580. DISABILITIES/ THREE CREDITS

*Prerequisite: SED 500.* This course is designed to acquaint the prospective teacher with the psychological development and issues associated with mental retardation. Attention is given to recent developments and research in this area. *A practicum is required.*

SED CHARACTERISTICS OF ORTHOPEDIC

581. DISABILITIES AND HEALTH-IMPAIRED CHILDREN/ THREE CREDITS

An introduction to children with health and orthopedic disabilities and the causes and characteristics of disabilities.

SED CLINICAL II: PRACTICUM IN INTELLECTUAL  
582a. DISABILITIES/THREE CREDITS

**Prerequisite:** *SED 500, SED 580, and SED 586.*

This course is designed to acquaint students with the characteristics, behavior, and learning styles of intellectual disabilities in a self-contained classroom.

**Sign-up deadlines are involved. Check with your adviser. Pass/Fail**

SED CLINICAL II: PRACTICUM IN LEARNING  
582b. DISABILITIES/THREE CREDITS

**Prerequisites:** *SED 500, SED 595, SED 596.* This

course provides students an opportunity to observe and work with children with learning disabilities in a self-contained classroom. **Sign-up deadlines are**

**involved. Check with your adviser. Pass/Fail**

SED CLINICAL II: PRACTICUM IN EMOTIONAL  
582c. DISABILITIES/THREE CREDITS

**Prerequisites:** *SED 500, SED 597, SED 598.* This

course provides students an opportunity to observe and work with children, with emotional disabilities in a self-contained classroom. **Sign-up deadlines are**

**involved. Check with your adviser. Pass/Fail**

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

**Prerequisites:** *SED 500, SED 581, SED 584.* This

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

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

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

SED EDUCATIONAL PROCEDURES FOR  
586. INTELLECTUAL DISABILITIES/  
THREE CREDITS

**Prerequisites:** *SED 500 and SED 580.* The

curriculum and techniques of teaching are studied in relation to teaching students with intellectual disabilities. A practicum is required.

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

**Prerequisites:** *SED 500 and SED 580.* The

curriculum, materials, and techniques of teaching are studied in relation to the trainable mentally retarded child. A practicum is required.

SED INTRODUCTION TO LEARNING  
595. DISABILITIES/ THREE CREDITS

**Prerequisite:** *SED 500.* This course is a study of learning disabilities affecting the educational development of the exceptional child. Emphasis is placed on the definition of, identification and classification of, theories of, and educational approaches to specific learning disabilities. A practicum is required.

SED EDUCATIONAL PROCEDURES FOR  
596. LEARNING DISABILITIES/THREE CREDITS

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

SED INTRODUCTION TO EMOTIONAL  
597. DISABILITIES/THREE CREDITS

**Prerequisite:** *SED 500.* An introduction to children with emotional disabilities; causes and characteristics of neuroses and psychoses; and related learning problems, retardation, and cultural disadvantage. A practicum is required.

SED EDUCATIONAL PROCEDURES FOR  
598. EMOTIONAL DISABILITIES/THREE CREDITS

**Prerequisites:** *SED 500 and SED 597.* An introduction to methods of therapy, management techniques, and educational materials used with children with emotional disabilities. A practicum is required.

SED ADVANCED CONCEPTS OF DISABILITIES/  
631. THREE CREDITS

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

## ENGLISH

### ENG SPECIAL TOPICS IN MEDIEVAL LITERATURE/ 500. THREE CREDITS

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.

### ENG STUDIES IN CHAUCER/THREE CREDITS

501. 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. (*GEP, major, minor, elective credit*)

### ENG ARTHUR AND THE MATTER OF BRITAIN/ 502. THREE CREDITS

The story of Arthur and his followers has fascinated people for almost fifteen hundred 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 the origins and development of the Arthurian legend as it has been presented in history and literature (*GEP, major, minor, elective credit*)

### ENG ENGLISH LITERATURE TO 1500/ 503. THREE CREDITS

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.

### ENG WORLD LITERATURE/THREE CREDITS

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

### ENG TOPICS IN RENAISSANCE STUDIES/ 510. THREE CREDITS

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

### ENG ADOLESCENT LITERATURE/THREE CREDITS

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

### ENG SHAKESPEARE/THREE CREDITS

520. A study of Shakespeare’s major plays.

### ENG STUDIES IN SINGLE AUTHOR/ 525. THREE CREDITS

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, and others.

### ENG EIGHTEENTH CENTURY STUDIES/ 530. THREE CREDITS

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

### ENG NINETEENTH CENTURY BRITISH LITERATURE/THREE CREDITS

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

### ENG NINETEENTH CENTURY AMERICAN LITERATURE/THREE CREDITS

550. A study of major movements in American literature from 1800–1900 (Romanticism, Transcendentalism, Realism and Naturalism). Authors studied may include Emerson, Fuller, Thoreau, Douglass, Hawthorne, Melville, Whitman, Twain, James, Chopin, Wharton and Dubois.

### ENG TWENTIETH CENTURY BRITISH LITERATURE/THREE CREDITS

560. Study of major movements and authors in British fiction since the end of the nineteenth century. (*GEP, major, minor, elective credit*)

### ENG TWENTIETH CENTURY AMERICAN LITERATURE/THREE CREDITS

561. Study of major movements and authors in American fiction since the end of the nineteenth century. (*GEP, major, minor, elective credit*)



ENG TWENTIETH-CENTURY POETRY/

565. THREE CREDITS

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

ENG WOMEN WRITERS/THREE CREDITS

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

ENG SPECIAL TOPICS IN LITERATURE/

580. THREE CREDITS

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

ENG GENRE STUDIES/THREE CREDITS

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

ENG ADVANCED COMPOSITION/THREE CREDITS

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

ENG CREATIVE WRITING: POETRY/

592. THREE CREDITS

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

ENG CREATIVE WRITING: FICTION/

593. THREE CREDITS

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

ENG LITERARY CRITICISM/THREE CREDITS

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

ENG HISTORY OF THE LANGUAGE/

595. THREE CREDITS

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

ENG MODERN ENGLISH GRAMMAR/

596. THREE CREDITS

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

ENG SPECIAL TOPICS IN WRITING/

597. THREE CREDITS

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

ENG FEATURE WRITING/THREE CREDITS

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

## **FOREIGN LANGUAGE**

FRE/ FOREIGN LANGUAGE STUDY SEMINAR

SPN ABROAD/THREE CREDITS

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

## **HISTORY**

### **I. AMERICAN HISTORY**

HIS AFRICAN-AMERICAN HISTORY/  
506. THREE CREDITS  
A survey of African-American history from colonial times to the present.

HIS THE COLONIAL AND REVOLUTIONARY  
508. ERA 1607–1783/THREE CREDITS  
A study of the founding and development of America.

HIS THE NEW NATION, 1783-1840/THREE CREDITS  
512. A study of the United States from the end of the Revolution through the Jacksonian Era.

HIS THE ERA OF THE CIVIL WAR, 1840-1876/  
521. THREE CREDITS  
A study of Westward expansion, the Old South, the abolitionist crusade, the Civil War, and Reconstruction.

HIS THE AGE OF REFORM, 1876-1920/  
522. THREE CREDITS  
A study of the United States from 1876 to 1920. Topics covered include the growth of big business, the Populist Movement, Imperialism, Progressivism, and World War I.

HIS AMERICAN WEST/THREE CREDITS  
525 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 twentieth century. Topics will include exploration, the experience of Native American peoples; the world of trappers, cowboys, miners, and wagon trains; and the impact of settlement on the environment.

HIS AMERICA BETWEEN THE WARS, 1919-1945/  
540. THREE CREDITS  
A study of the United States from the end of World War I through the end of World War II.

HIS RECENT UNITED STATES, 1945 TO THE  
541. PRESENT/THREE CREDITS  
A study of the United States from the end of World War II to the present.

HIS THE CIVIL RIGHTS ERA/THREE CREDITS  
542. A study of the black civil rights movement from the early 1950's through the 1970's and beyond.  
**Crosslisted with POL 542.**

HIS WOMEN IN AMERICAN HISTORY/  
545. THREE CREDITS  
A study of women in American history from The Colonial Era to the present.

HIS AMERICAN FOREIGN POLICY/  
555. THREE CREDITS  
A study of the institutions and functioning of American foreign policy/national security decision making as well as of selected topics of Cold War and contemporary events.

HIS THE VIETNAM EXPERIENCE/THREE CREDITS  
575. 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.

### **II. EUROPEAN HISTORY**

HIS TSARIST RUSSIA/THREE CREDITS  
510. A study of the beginnings of Russian history and of the Tsarist period to 1894.

HIS ENGLISH HISTORY, 1450-1714/THREE  
CREDITS  
518. From the late Medieval era through the end of the Stuart Dynasty.

HIS ENGLISH HISTORY, 1714 TO THE PRESENT/  
519. THREE CREDITS  
A survey of the history of England from the beginning of the Hanoverian Dynasty to the present.

HIS MODERN RUSSIAN HISTORY AND POLITICS/  
520. THREE CREDITS  
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.

HIS THE AGE OF SHAKESPEARE/THREE CREDITS  
530 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.

HIS RENAISSANCE AND REFORMATION/  
551. THREE CREDITS  
A survey of European history from 1350 to 1648.

HIS THE AGE OF THE ENLIGHTENMENT/  
552. THREE CREDITS  
A survey of European history from 1648 to 1789.

HIS THE MIDDLE AGES/THREE CREDITS  
561. 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.

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

HIS EUROPE SINCE WORLD WAR I/THREE CREDITS  
563. Europe from the Paris Peace Conference (1919) to the present.

HIS MODERN GERMAN HISTORY/THREE CREDITS  
564. Political, social and cultural history from 1815 to the present.

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

HIS BRITISH EMPIRE AND COMMONWEALTH/  
566 THREE CREDITS  
A history of the British Empire in America, Asia, Africa, and Australia/New Zealand.

HIS COLONIAL LATIN AMERICA/THREE CREDITS  
577. A study of Latin America from its pre-Columbian origins to the collapse of the Spanish Empire in the 1820s.

### **III. NON-WESTERN HISTORY**

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

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

HIS BRITISH EMPIRE AND COMMONWEALTH/  
566. THREE CREDITS  
A history of the British Empire in America, Asia, Africa and Australia/New Zealand.

HIS ISLAMIC AND MIDDLE EAST POLITICS/  
570. THREE CREDITS  
An introduction to Islamic politics and to the comparative and development issues of the Arab world and the larger Middle East. *The approach will be historical as well as contemporary.*

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

HIS COLONIAL LATIN AMERICA/THREE CREDITS  
577. A study of Latin America from its pre-Columbian origins to the collapse of the Spanish Empire in the 1820s.

### **IV. ADVANCED STUDY**

HIS SPECIAL TOPICS IN HISTORY/  
591. THREE CREDITS  
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.

## **MATHEMATICS/COMPUTER SCIENCE**

### **MATHEMATICS**

#### MTH FUNDAMENTAL CONCEPTS I/

##### 501. THREE CREDITS

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

#### MTH FUNDAMENTAL CONCEPTS II/

##### 502. THREE CREDITS

A continuation of MTH 501.

#### MTH DISCRETE MATHEMATICS/ THREE CREDITS

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

#### MTH INTRODUCTION TO LINEAR ALGEBRA/

##### 510. THREE CREDITS

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

#### MTH ABSTRACT ALGEBRA/THREE CREDITS

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

#### MTH GEOMETRY IN THE SECONDARY SCHOOL

##### 520. MATHEMATICS CURRICULUM/ THREE CREDITS

A problem-solving driven study of fundamental geometric concepts covered in middle and high school mathematics curricula: synthetic Euclidean and non-Euclidean geometries of both 2-space and 3-space, analytic geometry, similarity, transformational geometry. Technology as a tool in enhancing exploration, understanding, problem solving and proof.

#### MTH FOUNDATIONS OF GEOMETRY/

##### 521. THREE CREDITS

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

#### MTH INTRODUCTION TO ANALYSIS/

##### 522. THREE CREDITS

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

#### MTH PROBABILITY AND STATISTICS/

##### 523. THREE CREDITS

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

#### MTH SPECIAL TOPICS IN MATHEMATICS

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

### **COMPUTER SCIENCE**

#### CSC COMPUTER APPLICATIONS FOR TEACHERS/

##### 503. THREE CREDITS

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

**Lectures and laboratory.**

#### CSC COMPUTER APPLICATIONS FOR

##### 504. MATHEMATICS TEACHERS/ THREE CREDITS

**Prerequisite: None** An introduction to the various mathematical software packages used in mathematics. **Lectures and laboratory.**

#### CSC SPECIAL TOPICS IN COMPUTER SCIENCE

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

## NATURAL SCIENCE

### NSC BIOLOGY FOR TEACHERS/THREE CREDITS

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

### NSC ENVIRONMENTAL BIOLOGY/THREE CREDITS

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

### NSC FIELD BOTANY/THREE CREDITS

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

### NSC EVOLUTIONARY BIOLOGY/THREE CREDITS

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

### NSC HUMAN PHYSIOLOGY/

#### 517. THREE CREDITS

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.

### NSC ADVANCED HUMAN GENETICS/

#### 518. THREE CREDITS

This course is a survey of the foundations of human genetics, with an emphasis on understanding the latest discoveries on genes and human genome. This course is an overview of the principles of inheritance, and the role DNA and chromosomes play in inheritance. Effect of multiple genes and the environment that influence traits will be discussed both from transmission genetics and at the molecular level. The laboratory projects will introduce the students to research and investigation in science.

### NSC TEACHING EVOLUTION/THREE CREDITS

519. Eight course sessions answer essential questions about evolution and teaching evolution. The sessions cover: key content about evolution; methodologies for teaching evolution in high school classrooms; and strategies for dealing with controversy that may arise in teaching evolution.

### NSC ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE INSTITUTE/THREE CREDITS

This course is designed to provide secondary science teachers with the content and pedagogical information they need to teach AP Environmental Sciences. The teachers will become familiar with the major topics and laboratories in the AP Environmental Science curriculum. The major themes will be reviewed and ideas to convey the content to students will be discussed. Student-centered strategies will be emphasized, including inquiry, hands-on activities, and projects. In addition to performing the laboratories, tips on how to successfully set-up, conduct, and evaluate the laboratories will be included. Finally, the structure of the AP Environmental Science Exam will be discussed, as well as preparation strategies.

### NSC MODERN CHEMISTRY/THREE CREDITS

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

### NSC CONSUMER CHEMISTRY/THREE CREDITS

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

### NSC ENVIRONMENTAL CHEMISTRY/

#### 523. THREE CREDITS

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

### NSC BIOCHEMISTRY/THREE CREDITS

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

### NSC CHEMICAL INSTRUMENTATION FOR

#### 525. TEACHERS/THREE CREDITS

**Prerequisite: NSC 521 or permission of instructor.** A survey of some of the electronic instruments used

in chemical analysis. Topics will include but not be restricted to pH and other ion-selective electrodes, visible and ultraviolet gas chromatography spectrophotometers, and electrochemical apparatus. **Lecture and laboratory - fee is required.**

NSC AP PHYSICS/THREE CREDITS

526. This course is designed to provide secondary science teachers with the content and pedagogical information they need to teach AP physics. The teachers will become familiar with the major topics and laboratories in the AP Physics curriculum. The major concepts will be reviewed and ideas for how to convey the content to students will be discussed. Student-centered strategies will be emphasized, including Inquiry, hands-on activities, and projects.

NSC PHYSICS FOR TEACHERS I/THREE CREDITS

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

NSC PHYSICS FOR TEACHERS II/THREE CREDITS

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

NSC ASTRONOMY/THREE CREDITS

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

NSC GEOLOGY/THREE CREDITS

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

NSC METEOROLOGY/THREE CREDITS

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

NSC SPECIAL TOPICS/THREE CREDITS

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

## **POLITICS**

### ***I. National Affairs***

POL THE AMERICAN CONGRESS/THREE CREDITS

501. A study of the legislative process and its relationship to the other branches of government, political parties, interest groups, and the electorate. *Offered alternate years.*

POL SPECIAL STUDIES IN THE POLITICAL PROCESS/THREE CREDITS

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

POL THE AMERICAN PRESIDENCY/THREE CREDITS

511. A study of presidential elections, presidential power, and the role of the federal bureaucracies. *Offered alternate years.*

POL CONSTITUTIONAL LAW/THREE CREDITS

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

POL RECENT UNITED STATES, 1945 TO THE PRESENT/THREE CREDITS

541. A study of the United States from the end of World War II to the present.

POL THE CIVIL RIGHTS ERA/THREE CREDITS

542. A study of the black civil rights movement from the early 1950's through the 1970's and beyond.

POL ELECTIONS AND POLITICAL PARTIES/THREE CREDITS

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

### ***II. Political Theory***

POL SCRIPTURE AND POLITICS/THREE CREDITS

500. An examination of the foundational texts of Western Revelation that undergird the political visions of Western humanity: the Hebrew Bible/Old Testament, the New Testament and the Qur'an.

POL ANCIENT AND MEDIEVAL POLITICAL PHILOSOPHY/THREE CREDITS

510. A survey of the major works in the Western tradition of political thought from the Greeks to the Medieval Theologians.

POL EARLY MODERN AND MODERN/  
512. THREE CREDITS  
A survey of the major works in the Western tradition of political thought from Machiavelli to Nietzsche.

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

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

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

### **III. Foreign Policy and International Relations**

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

POL STUDIES IN WORLD AFFAIRS/THREE CREDITS  
505 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.

POL AMERICAN FOREIGN POLICY/  
555. THREE CREDITS  
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.

POL THE VIETNAM EXPERIENCE/THREE CREDITS  
575. 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.

### **IV. Comparative Government and Politics**

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

POL MODERN RUSSIAN HISTORY AND POLITICS/  
520. THREE CREDITS  
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.

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

POL ISLAMIC AND MIDDLE EAST POLITICS/  
570. THREE CREDITS  
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.

### **V. Advanced Study**

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

## **PSYCHOLOGY**

### PSY PSYCHOLOGY OF WOMEN/THREE CREDITS

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

### PSY SOCIAL SCIENCE STATISTICS/

#### 503. THREE CREDITS

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

### PSY ABNORMAL PSYCHOLOGY/THREE CREDITS

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

### PSY COUNSELING AND PSYCHOTHERAPY/

#### 510. THREE CREDITS

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

### PSY BEHAVIOR MODIFICATION/THREE CREDITS

511. **Prerequisite: PSY 100.** This course will provide an examination of the influence on human behavior of such operant phenomena as positive reinforcement, extinction, aversive conditioning, and cognitive control. Text materials will place some emphasis on application through token economies in educational and other institutional settings. Lecture materials will stress clinical procedures such as desensitization, assertive training, modelling, and self control. Students will plan a behavior modification program to modify some aspect of their own behavior.

### PSY PSYCHOLOGICAL TESTS/THREE CREDITS

532. **Prerequisite: PSY 100.** This course will examine how a psychological test is designed and evaluated

and will explore the personality inventories including the MMPI, the Myers-Briggs, and the California Personality Inventory. Vocational aptitude tests will be covered. The class will design a personality inventory as a project. Students will take a number of tests and will write a personality evaluation on themselves and on one other student.

### PSY THEORIES OF PERSONALITY AND

#### 536. EMOTIONAL DISTURBANCES/ THREE CREDITS

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

### PSY CHILD ABUSE AND NEGLECT/

#### 570. THREE CREDITS

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

### PSY HUMAN GROWTH AND DEVELOPMENT

#### 580. EMOTIONAL DISTURBANCES/THREE CREDITS

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

### PSY SPECIAL TOPICS/THREE CREDITS

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



## **RELIGION**

### REL ISLAMIC AND MIDDLE EAST POLITICS/

570. THREE CREDITS

An introduction to Islamic politics and to the comparative and development issues of the Arab world and the larger Middle East. *The approach will be historical as well as contemporary.*

## **SOCIOLOGY**

### SOC SOCIAL SCIENCE STATISTICS/

503. THREE CREDITS

*Same as PSY 503.*

### SOC SOCIAL PROBLEMS AND DISORGANIZATION/

510. THREE CREDITS

A study of selected contemporary social problems and issues through a number of theoretical perspectives. Emphasis will be placed on the analysis of these issues, the human value systems applicable, and understanding these issues in their larger social context.

### SOC SOCIAL PSYCHOLOGY/THREE CREDITS

531. A study of the interaction between the individual and the group, and the influence of each on the other, with particular attention given to attitudes, attitude change, perception, communication, personality and cross-cultural influences on personality.

### SOC SOCIOLOGY OF EDUCATION/

541. THREE CREDITS

An examination of the structures and processes of socialization and social control in the pluralistic society and its educational institutions. Emphasis is placed upon the use of sociological concepts and models in understanding our educational system. *Crosslisted with EDU 542.*

### SOC THE SCHOOL AND THE FAMILY/

573. THREE CREDITS

A critical study of the problems of interpersonal relationships between the school and the family and how they relate to the school setting. *Crosslisted with EDU 573.*

### SOC SPECIAL TOPICS/THREE CREDITS

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

## **THEATRE**

### THR SPECIAL TOPICS IN DRAMATIC LITERATURE/

505. THREE CREDITS

A study/workshop course that will focus on one particular aspect of the theatre production process. Possible topics for study may be—but not limited to—one of the following: dramatic literature, youth theatre, design, technical production, acting, directing, and management. Because course content will vary with each offering, it may be taken more than once for credit.

### THR AN INSTITUTE IN CREATIVE DRAMA FOR

560. THE CLASSROOM TEACHER/THREE CREDITS

This course is an intensive workshop designed to give the student an understanding of the many facets of drama as they apply to the production of Theatre.

### THR CREATIVE DRAMATICS FOR THE

568. CLASSROOM TEACHER/THREE CREDITS

*Crosslisted with EDU 568. See Elementary Section for course description.*

## **ONLINE COURSES AVAILABLE THROUGH SOUTH CAROLINA ETV**

**MATH REFRESHER COURSES OFFERED EXCLUSIVELY ONLINE BY SOUTH CAROLINA ETV –  
TO REGISTER GO TO: [teacherstep.com/courses](http://teacherstep.com/courses)**

**\*\* Note: Six hours of these PD courses may be counted toward the pedagogy requirements in the MED in mathematics or elementary education.**

### **MTE MIDDLE SCHOOL MATH/THREE CREDITS**

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

### **MTE CALCULUS I/THREE CREDITS**

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

### **MTE PRE-CALCULUS/THREE CREDITS**

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

### **MTE CALCULUS II/THREE CREDITS**

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

### **MTE PROBABILITY AND STATISTICS/**

#### **504. THREE CREDITS**

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

### **MTE GEOMETRY/THREE CREDITS**

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

### **MTE ALGEBRA/THREE CREDITS**

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

### **MTE ALGEBRA II/THREE CREDITS**

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

**MATH EDUCATION COURSES OFFERED EXCLUSIVELY ONLINE BY SOUTH CAROLINA ETV – TO REGISTER GO TO: [teacherstep.com/common-core-math/](http://teacherstep.com/common-core-math/)**

**MTE COMMON CORE: MATH EDUCATION**

**520. ELEMENTARY/THREE CREDITS**

The primary goals of this course are to introduce educators to the Common Core State Standards and for educators to become effective classroom teachers using materials, pedagogical techniques, and appropriate tools to teach Common Core State Standards. This course will focus on the implementation of higher-order thinking skills to students in elementary mathematics classrooms. In addition to Common Core State Standards, this course will enhance content knowledge in ways that conform to the National Council of Teachers of Mathematics (NCTM) standards. Educators will examine strategies and skills to engage creatively mathematics students and master teaching techniques appropriate for the implementation of the Common Core Standards.

**MTE COMMON CORE: MATH EDUCATION**

**521. MIDDLE SCHOOL/THREE CREDITS**

The primary goals of this course are to introduce educators to the Common Core State Standards and for educators to become effective classroom teachers using materials, pedagogical techniques, and appropriate tools to teach Common Core State Standards. This course will focus on the implementation of higher-order thinking skills to students in middle level mathematics classrooms. In addition to Common Core State Standards, this course will enhance content knowledge in ways that conform to the National Council of Teachers of Mathematics (NCTM) standards. Educators will examine strategies and skills to engage creatively mathematics students and master teaching techniques appropriate for the implementation of the Common Core Standards.

**MTE COMMON CORE: MATH EDUCATION HIGH**

**522. SCHOOL/THREE CREDITS**

The primary goals of this course are to introduce educators to the Common Core State Standards and for educators to become effective classroom teachers using materials, pedagogical techniques, and appropriate tools to teach Common Core State Standards. This course will focus on the implementation of higher-order thinking skills to students in High School mathematics classrooms. In addition to Common Core State Standards, this course will enhance content knowledge in ways that conform to the National Council of Teachers of Mathematics (NCTM) standards. Educators will examine strategies and skills to engage creatively mathematics students and master teaching techniques appropriate for the implementation of the Common Core Standards.

**LANGUAGE ARTS EDUCATION COURSES OFFERED EXCLUSIVELY ONLINE BY SOUTH CAROLINA ETV – TO REGISTER GO TO: [teacherstep.com/common-core-ela/](http://teacherstep.com/common-core-ela/)**

**LAE COMMON CORE: LANGUAGE ARTS**

**500. EDUCATION ELEMENTARY/THREE CREDITS**

The primary goals of this course are to introduce educators to the English Language Arts (ELA) Common Core State Standards (CCSS) and to assist educators in becoming more effective classroom teachers by using materials, pedagogical techniques and appropriate tools to teach the ELA CCSS. This course will focus on the implementation of higher-order/critical thinking skills for students in elementary ELA classrooms. This course also will enhance content knowledge in ways that conform to the NCTE/IRA standards. Educators will examine strategies and skills to creatively engage ELA students and master teaching techniques appropriate for the implementation of the ELA CCSS.

**LAE COMMON CORE: LANGUAGE ARTS**

**501. EDUCATION MIDDLE SCHOOL/THREE CREDITS**

The primary goals of this course are to introduce educators to the English Language Arts (ELA) Common Core State Standards (CCSS) and to assist educators in becoming more effective classroom teachers by using materials, pedagogical techniques and appropriate tools to teach the ELA CCSS. This course will focus on the implementation of higher-order/critical thinking skills for students in middle school ELA classrooms. This course also will enhance content knowledge in ways that conform to the NCTE/IRA standards. Educators will examine strategies and skills to creatively engage ELA students and master teaching techniques appropriate for the implementation of the ELA CCSS.

**LAE COMMON CORE: LANGUAGE ARTS**

**502. EDUCATION HIGH SCHOOL/THREE CREDITS**

The primary goals of this course are to introduce educators to the English Language Arts (ELA) Common Core State Standards (CCSS) and to assist educators in becoming more effective classroom teachers by using materials, pedagogical techniques and appropriate tools to teach the ELA CCSS. This course will focus on the implementation of higher-order/critical thinking skills for students in high school ELA classrooms. This course also will enhance content knowledge in ways that conform to the NCTE/IRA standards. Educators will examine strategies and skills to creatively engage ELA students and master teaching techniques appropriate for the implementation of the ELA CCSS.

# THE CARROLL McDANIEL PETRIE SCHOOL OF MUSIC GRADUATE PROGRAM

Converse College was founded in 1889 as a liberal arts institution for women, and from the very beginning the music program was one of the College's greatest strengths. The School of Music was founded as a separate entity within the College in 1910 and renamed the Carroll McDaniel Petrie School of Music in 1999. Throughout its history the School has played a prominent role on campus, in the region, and in the country, and for over a century the School's Twichell Auditorium has hosted internationally renowned musicians, musical organizations, and festivals.

The graduate music program was initiated in 1944, and today, enrollment in all graduate programs at Converse College is coeducational.

## 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. Music education degree programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the South Carolina Department of Education.

## MISSION

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

## ADMISSION PROCEDURES

Enrollment in all graduate programs at Converse College is coeducational. The Application for Admission may be obtained from the Petrie School of Music Office, Converse College, 580 E. Main Street, Spartanburg, SC 29302, (864) 596-9021 or online at <http://www.converse.edu/academics/school-arts/petrie-school-music/departments/graduate-programs/admission>.

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

1. The completed application form and application fee of \$40.
2. An official transcript from each college or university attended.
3. Three letters of recommendation from teachers who can assess the student's competence to undertake graduate study.

## INTERNATIONAL STUDENTS

Converse College requires that you have your international educational credentials evaluated by one of several agencies. Students must submit a course-by-course report of the undergraduate degree. Students may choose from these organizations to have their degrees evaluated:

- World Education Services (WES)
- Educational Credential Evaluators (ECE)
- Joseph Silny & Associates

## TOEFL SCORES

All international students whose native language is not English must submit an official TOEFL (Test of English as a Foreign Language) score for admission consideration. Australian, British and Canadian students do not need to submit the TOEFL. A score of 550 or better is expected on the paper version of the test, 213 on the electronic test, or 79 on the Internet version of the test.

## AUDITION/INTERVIEW

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

A minimum undergraduate GPA of 2.75 is required for unconditional acceptance into a master's degree program in the Petrie School of Music.

## AREA ADMISSIONS REQUIREMENTS

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

**Performance:** The audition should be a minimum of twenty minutes in length and demonstrate at least two style periods. Memory is required in piano, strings and voice (except oratorio).

**Vocal Performance:** The audition should be a minimum of twenty minutes and include:

- an art song in French, German, Italian and English
- an operatic aria
- an oratorio aria

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

## DIAGNOSTIC EXAMINATIONS

Prior to registering for graduate-level coursework (usually immediately before the beginning of the fall or spring term), entering Regular Graduate Students should expect to receive diagnostic exams in the following areas:

- **Music History:** All Regular Graduate Students will be given a diagnostic exam in music history to determine whether MUH 601 Graduate Music History Survey has to be taken as a required music history course.
- **Music Theory:** All Regular Graduate Students will be examined in music theory. This examination will determine whether courses may be taken at the graduate level. Review of undergraduate transcripts will determine which prerequisite courses should be taken to remedy deficiencies.
- **Diction:** All entering graduate Vocal Performance majors must pass an examination in Italian, French, German, and English lyric diction. If they do not pass, they must enroll in diction and receive a passing grade in the course, or audit the portion(s) of the diction course(s) in which they are deficient and pass an appropriate exam.
- **Keyboard:** Non-keyboard majors who have not satisfied a keyboard requirement equivalent to that for a Converse Bachelor of Music alumna in their undergraduate programs will be required to fulfill the undergraduate piano requirement at Converse.

During initial advisement sessions, students are informed of the resulting placements and deficiencies, which may be implemented on an advisory or a mandatory basis, depending on the student's performance. Deficiency courses are specified by area examiners after study of the undergraduate transcript and the results of the placement examinations. An undergraduate degree whose curriculum agrees with NASM guidelines is generally taken as an acceptable standard for this evaluation. Undergraduate-level courses may be taken by the graduate student to remedy deficiencies. While their satisfactory completion is required for graduation, the course hours involved neither apply toward the degree program, nor are they considered in arriving at the student's graduate grade point average. In most cases, the passing of

the undergraduate course will remove the deficiency. In other cases, undergraduate participation may be used as a review prior to second administration of the placement examination.

## LANGUAGE REQUIREMENTS

Remedial work in foreign languages may be required if students' undergraduate transcripts show a deficiency.

### Requirements:

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

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

**Music Education:** There is no undergraduate language requirement for admission to the Master of Music degree in Music Education.

## LITERATURE REQUIREMENTS

Prior to graduation, every Performance major must have had appropriate literature courses in the major area. For pianists, this means *Piano Literature*; for singers, this means both *Song Literature* and *Opera Literature*; for orchestral instrumentalists, this means both *Orchestral Instrument Literature* and *Chamber Music Literature*. Curricular deficiencies in these areas may be removed with either undergraduate or graduate credit.

Piano, Song, and Orchestral Instrument Literature classes are 500-level courses. Opera and Chamber Literature are 600-level courses. Because all graduate students must take at least one academic course at the 600-level, pianists will normally need to take Opera or Chamber Literature in addition to Piano Literature. Literature classes are offered on a 2-year rotation; graduate students must take their required literature course at the time they are offered.

## TYPES OF GRADUATE STUDENT STATUS

**REGULAR GRADUATE STUDENTS:** Students seeking degree candidacy; these students are enrolled for graduate credit.

**SPECIAL GRADUATE STUDENTS:** Students wishing to enroll for graduate credit *but not seeking degree candidacy* may file an application for Special Graduate Student status by submitting college transcripts and the appropriate application. Applicants accepted to Special Graduate status

may register for graduate credit in any course work offered by the Petrie School of Music subject to the following conditions:

- Permission of the area faculty is required. This may take the form of a transcript examination or administering of the placement test normally given entering regular graduate students.
- Special Graduate students may not register for those offerings leading directly to terminal projects in graduate degrees, such as Thesis, Recital, Graduate Ensemble, and major credit performance studies offerings.
- While there is no limit on the number of graduate credit hours a student may earn as a Special Graduate Student, a maximum of fifteen semester hours of graduate credit earned as a Special Graduate Student may be carried over to Regular Graduate status for use in the degree program. A list of the courses to be carried over must accompany the Application for Admission for Regular Graduate status.

**PROVISIONAL GRADUATE STATUS:** If, in the opinion of a majority of the Graduate Music Committee, the audition/recording, undergraduate transcripts, or recommendations cast reasonable doubt on an applicant's potential for success in graduate study, the student may be admitted to provisional graduate status. Depending on the reason for provisional admission, the following conditions may be set for full admission.

The applicant may be required to stand a qualifying examination in the performance area at the end of the first year of study.

- The examination material must be approved in advance by the Graduate Committee, must be at least 30 minutes of performance time, must include different and contrasting styles and historical periods, and should be performed from memory.
- The examination material should not include works studied by the applicant before notification of admission to Converse and should be prepared under the direction of a Converse teacher.
- The examination will be heard by a jury of not fewer than 10 members of the faculty, including the Music Enrollment Committee members, the major professor, and others appointed by the Director of the Petrie School of Music.
- If passed, the applicant may proceed in the chosen performance degree. If failed, the applicant will be required to elect a non-applied major degree if study at Converse is to be continued.

Students who are admitted provisionally as a result of poor grades on the undergraduate transcript will be required to demonstrate a "B" average in their first 12 hours of graduate study.

### **TRANSFER CREDIT**

- In general, Converse does not accept transfer credits in any Performance Studies area at the Graduate level. For thesis majors in all areas, a similar prohibition applies to transfer credits in the major field of concentration.
- Transfer credits in other areas of the program of study must be approved by the Director of the Petrie School of Music and are limited to six semester hours. They will be placed on the student's Converse transcript only after admission to Regular Graduate status.
- Credits will not be accepted for transfer to the Converse graduate program if the credits are more than five years old at the time of their consideration.

### **SECOND MASTER'S DEGREE**

The Petrie School of Music awards the Master of Music degree; the major is not specified on the diploma. Therefore, while graduate students are encouraged to study as widely as they may desire, a "double degree" or a second master's diploma cannot be awarded. Instead, the Director of the School of Music may supply a letter certifying the completion of the courses in the additional major for distribution with the graduate's transcripts.

### **ASSISTANTSHIPS/FINANCIAL AID**

The Petrie School of Music offers a number of graduate assistantships each year on the basis of available funds and school needs. Assistantships may include a waiver of College tuition, waiver of applied fee, a stipend, or a combination of the above. Each assistantship carries specific duties and responsibilities.

Assistantship applications for the upcoming fall term will be reviewed beginning March 15. The awarding process will continue until all assistantships have been awarded. All application materials must be submitted and auditions completed to qualify for consideration. Contact the Music Office for additional information.

Students receiving an assistantship must turn in a monthly timesheet, signed by the appropriate supervisor, to the Business Manager of the Petrie School of Music. Failure to turn in the timesheet will result in withholding of the student's check.

The Finance and Registration Center is available to assist students with loans and questions regarding funding of their education.

## **RESIDENCY**

While specific minimum loads and/or periods of residency are not stipulated, the Master of Music degree may not be earned through summer study alone.

## **FACULTY ADVISER**

Upon enrolling at Converse College, each degree-seeking graduate student in the Petrie School of Music is assigned an adviser. The role of the adviser is to help the student plan an academic program, and to help answer questions along the way, but it is ultimately the student's own responsibility to make sure she/he satisfies all degree requirements. Each graduate student is appointed a Master's Committee which oversees the thesis, recital, and comprehensive examination process.

For Graduate Students pursuing Performance degrees, the academic advisor is normally the major studio teacher. If the major studio teacher is adjunct faculty, a full-time faculty member in the area may be assigned as academic advisor. For Graduate Students pursuing Music Education degrees, the academic advisor is a full-time faculty member of the music education faculty.

The student and the faculty adviser together submit a list of requested faculty for the student's Master's Committee PSOM Graduate Committee for approval by the Director of the Petrie School of Music.

## **COURSE LOAD**

The normal full load for a graduate student is 7 hours during the fall or spring term (1 during the January Term). Half-time load is 6 hours during the fall or spring terms (1 during the January Term). Permission of the Director is required to take more than 10 hours in a long term or 4 in a short term.

## **ENSEMBLE PARTICIPATION**

The National Association of Schools of Music (NASM) recommends that candidates for Master's degrees be required to participate in conducted or coached ensembles. All Converse College graduate full-time music students are encouraged to participate in such ensembles beyond the minimum required by their degree program.

## **DIRECTED INDEPENDENT STUDIES IN MUSIC**

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

will be required. A copy of this document must be placed in the student's permanent file.

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

## **APPLICATION FOR GRADUATION**

Application for Graduation for the Master's degree is made only after the student has completed all undergraduate deficiencies and approximately one semester of graduate course work with a minimum GPA of 3.0 in the graduate courses. The application must be submitted at least one semester before sitting for comprehensive examinations. Application for Graduation forms may be obtained from the Registrar's Office.

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

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

## **GRADUATION REQUIREMENTS**

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

1. A grade lower than B- will not count for graduate program credit in any course within the Major area.
2. A grade lower than C- will not count for graduate program credit in courses outside the Major area.
3. A total cumulative average of 3.0 must be achieved in all courses attempted at the graduate level. Prerequisites taken to erase undergraduate deficiencies are not averaged into this total.

4. Except for Ensembles and Performance Studies, a graduate level course whose content duplicates that of an undergraduate course present on the candidate's transcript will not count toward graduation except by specific permission of the PSOM Graduate Committee.
5. At least half of all credits must be at the 600 level.

## COMPREHENSIVE EXAMINATIONS

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

The Comprehensive Examination consists of two parts:

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

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

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

## TIME LIMIT

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

## FACILITIES

The Petrie School of Music is housed in the Blackman Music Hall, one of the finest music facilities in the region. Solo and chamber music performances in Blackman take place in Daniel Recital Hall, an acoustical marvel that seats 340. Opera and large ensemble concerts are presented in Twichell Auditorium, a 1500-seat fully-equipped professional theater and concert hall that serves

not only the Petrie School and the College but also schools and performing arts organizations from throughout the region. Adjacent to Twichell is the Alia Lawson Academy of the Arts, home to a 125-seat recital hall and studios for our highly successful community music and dance program.

The Petrie School's collection of music books, scores, sound recordings, and subject-specific video recordings is housed on the first floor of the Mickel Library, in the Gwathmey Wing. The 51,000-volume collection is supervised by a professional library staff.

## COURSE OFFERINGS

At the first meeting of a class, the instructor will distribute a syllabus that details the expectations for the course.

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

Courses are offered in a sequence: some courses are offered every term, others once a year, others once every two years. In collaboration with advisers, students must carefully select courses.

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

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



## DEPARTMENT OF PERFORMANCE

### MASTER OF MUSIC DEGREE IN PERFORMANCE

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

#### Required courses in Music:

MPS 600: Performance Studies .....10 hours  
MUA 680: Graduate Chamber Recital ..... 1hour  
MUA 690: Graduate Recital ..... 1hour

**Total hours in Major area .....12 hours**

MUH 501: Music Bibliography .....3 hours  
MUH 601: Graduate Music History Survey3 hours  
MUH 531, 533, 541, 543 or 575  
Music History elective .....3 hours  
Music Literature at the 600 level\* .....3 hours  
MUT 553: Advanced Analysis .....3 hours  
MUT Theory 533, 543, or 575 .....3 hours  
MEN Ensembles .....2 hours

**Total hours in Supportive area .....20 hours**

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

**Total credits hours for the degree ..... 32 hours**

Final Requirements

1. Graduate Recital
2. Comprehensive examination

### COURSES OF INSTRUCTION

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

### PERFORMANCE STUDIES (MUA)

501. OPERA WORKSHOP I/ONE CREDIT

*Prerequisite: Declared music major or permission of instructor.* Includes character analysis, role analysis, role preparation and stage management.

503. OPERA WORKSHOP II/ONE CREDIT

*Prerequisite: MUA 501 or permission of instructor.*

Includes audition techniques, preparation of audition packets, stage makeup and further stage movement techniques.

680. GRADUATE CHAMBER RECITAL/ONE CREDIT

*Prerequisite: Graduate status; approval of the Graduate Music Program Committee.* Preparation and performance of a major chamber work, song cycle, or opera scene.

690. GRADUATE RECITAL/ONE CREDIT

*Prerequisite: Graduate status, approval of the student's Master's Committee and the Graduate Music Program Committee.*

### PERFORMANCE STUDIES (MPS)

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

### VARIABLE CREDIT

Two categories of private instruction are available:

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

Consult the appropriate section of the Catalog for lesson fees.

### ENSEMBLES AND CHAMBER MUSIC (MEN)

520. CONVERSE WIND ENSEMBLE/ONE CREDIT

*Prerequisite: Permission of the instructor.*

Participation in rehearsals and performances of the Converse Wind Ensemble as scheduled. Open to all Converse students by audition. *May be repeated for credit.*

530. CONVERSE SYMPHONY ORCHESTRA/ ONE CREDIT

*Prerequisite: Permission of the instructor.*

Participation in rehearsals and performances of the Converse Symphony as scheduled. Open

to all Converse students by audition. May be repeated for credit.

540. CHAMBER SINGERS/ONE CREDIT

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

550. CONVERSE CHORALE/ONE CREDIT

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

560. SPARTANBURG FESTIVAL CHORUS/  
ONE CREDIT

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

570. ACCOMPANYING/ONE CREDIT

*Prerequisite: Permission of the instructor.* Techniques of accompanying singers and instrumentalists. Includes practical application with student soloists.

580. EARLY MUSIC ENSEMBLE/ONE CREDIT

*Prerequisite: Permission of the instructor.* Participation in instrumental and/or vocal ensembles whose purpose is the presentation of repertoire written prior to 1750. Open to all Converse students by audition. May be repeated for credit.

590. OPERA PERFORMANCE/ONE CREDIT

*Prerequisite: Graduate status, permission of the instructor.* An opera performance course designed for the graduate student. This course is required of all vocal majors who have auditioned and obtained a role in the Opera, Opera Scenes, or any other auditioned performance. May be repeated for credit.

# DEPARTMENT OF MUSIC EDUCATION AND THERAPY

## MASTER OF MUSIC DEGREE IN MUSIC EDUCATION

This degree is designed for persons who hold a Bachelor's degree in Music or Music Education *and* certification to teach music in the public schools. Graduates of this program are qualified to pursue doctoral work in music education.

### Required courses in Music:

MUE 611: Foundations of Music Education .3 hours  
MUE 621: Research in Music Education .. 3 hours  
MUE 623: Methods and Materials  
Seminar in Music Education ..... 3 hours  
MUE 694, 695, or 696: Major Project ..... 3 hours

**Total hours in Major area .....12 hours**

MPS 600: Performance Studies ..... 3 hours  
MUH 601: Graduate Music History Survey3 hours  
MUT 533, 543, 553, or 575:  
Graduate elective in Music Theory ..... 3 hours  
MEN: Ensemble ..... 2 hours

**Total hours in Supportive area ..... 11 hours**

Music Electives ..... 7 hours  
May include 3 credits outside of music.  
*Additional ensemble participation is recommended but will not count toward the seven hours of elective credit.*

**Total credit hours for degree ..... 30 hours**

### Final Requirements

*Passing grade on:*

1. Comprehensive examination
2. Major Project: Thesis, Portfolio or Lecture Recital

## MASTER OF MUSIC DEGREE IN MUSIC EDUCATION WITH INITIAL CERTIFICATION VOCAL/CHORAL EMPHASIS

This degree is designed for persons who hold a Bachelor's degree in Music with an emphasis in voice or piano which does not qualify them for certification and who wish to earn both a Master of Music in Music Education *and* certification to teach music in the public schools. Graduates of this program are qualified to pursue doctoral work in music education.

### Entrance Requirements

- Undergraduate Music Degree
- Pass an entering audition to verify performance competency in voice or piano
- Successful completion of the Praxis I examination

### Prerequisite Courses:

The following courses must be completed at the undergraduate level if not present on the student's undergraduate transcript:

MUE 351 Fundamentals of Conducting .... 2 hours  
MUE 353 Intermediate Conducting -  
Choral Topics ..... 2 hours  
MUE 321 or 333, 323, & 331:  
Instrumental Techniques courses ..... 3 hours  
MUA 111-113, 211-213: Voice Class  
(for non-voice majors) ..... 4 hours  
or  
MUA 101-103, 201-203: Piano Class  
(for non-piano majors) ..... 5 hours  
MUA 221, 223: Diction ..... 4 hours  
MUE 311: General Music K-12..... 3 hours  
MUE 411: Choral Methods..... 3 hours  
MUE 422: Music Practicum ..... 3 hours  
PSY 100: General Psychology ..... 3 hours

**Total Prerequisite hours ..... 27/28 hours**

### Required Courses in Music:

MUE 611: Foundations of Music Education3hours  
MUE 621: Research in Music Education... 3 hours  
MUE 623: Methods and Materials  
Seminar in Music Education..... 3 hours  
MUE 694, 695, or 696: Major Project ..... 3 hours  
MUE 660: Directed Student Teaching:  
Music Education ..... 12 hours

**Total hours in Major area ..... 24 hours**

MPS 600: Performance Studies ..... 2 hours  
MEN: Ensemble ..... 2 hours  
MUH 601: Graduate Music History Survey3 hours  
MUT 533, 543, 553, or 575:  
Graduate elective in Music Theory ..... 3 hours  
EDU 560: Introduction to Education..... 3 hours  
PSY 580: Human Growth and Development 3 hours

**Total hours in Supportive area ..... 16 hours**

Music Electives ..... 3 hours  
*Additional ensemble participation is recommended but will not count toward the three hours of elective credit.*

**Total graduate credit hours for degree... 33 hours**

**Total credit hours for degree ..... 60/61 hours**

### Final Requirements:

*Passing grade on:*

1. Comprehensive examination
2. Major Project
3. PRAXIS II Examinations  
Music: Content Knowledge  
Music: Concepts and Processes  
Principles of Teaching and Learning (PLT)

## MASTER OF MUSIC DEGREE IN MUSIC EDUCATION WITH INITIAL CERTIFICATION INSTRUMENTAL EMPHASIS

This degree is designed for persons who hold a Bachelor's degree in Music which does not qualify them for certification and who wish to earn both a Master of Music in Music Education *and* certification to teach music in the public schools. Graduates of this program are qualified to pursue doctoral work in music education.

### Entrance Requirements

- Undergraduate Music Degree
- Pass an entering audition to verify performance competency
- Successful completion of the Praxis I examination

### Prerequisite Courses:

The following courses must be completed at the undergraduate level if not present on the student's undergraduate transcript:

MUE 351: Fundamentals of Conducting ... 2 hours

MUE 363 Intermediate Conducting -

Instrumental Topics..... 2 hours

MUE 321, 321, 331 and 333:

Instrumental techniques courses ..... 4 hours

MUA 111: Voice Class ..... 1 hour

MUA 101-103, 201-203: Piano Class..... 5 hours

MUE 311: General Music K-12..... 3 hours

MUE 421: Instrumental Methods ..... 3 hours

MUE 422: Music Practicum ..... 3 hours

PSY 100: General Psychology ..... 3 hours

**Total Prerequisite hours ..... 26 hours**

### Required Courses in Music:

MUE 611: Foundations of Music Education...3 hours

MUE 621: Research in Music Education... 3 hours

MUE 623: Methods and Materials

Seminar in Music Education..... 3 hours

MUE 694, 695, or 696: Major Project ..... 3 hours

MUE 660: Directed Student Teaching:

Music Education ..... 12 hours

**Total hours in major area..... 24 hours**

MPS 600: Performance Studies ..... 2 hours

MEN: Ensemble..... 2 hours

MUH 601: Graduate Music History Survey ..3 hours

MUT 533, 543, 553 or 575:

Graduate elective in Music Theory ..... 3 hours

EDU 560 Introduction to Education ..... 3 hours

PSY 580: Human Growth and

Development..... 3 hours

**Total hours in supportive area..... 16 hours**

Music Electives..... 3 hours

*Ensemble participation is recommended but will not count toward the seven hours of elective credit.*

**Total graduate credit hours for degree ....33 hours**

**Total credit hours for program ..... 59 hours**

Final Requirements:

*Passing grade on:*

1. Comprehensive examination

2. Major Project

3. PRAXIS II Examinations

Music: Content Knowledge

Music: Concepts and Processes

Principles of Teaching and Learning (PLT)

## COURSES OF INSTRUCTION

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

### MUSIC EDUCATION (MUE)

570. MUSIC EDUCATION FOR THE ELEMENTARY CHILD/THREE CREDITS  
Objectives, methods, and materials for teaching music in the elementary school. Designed for the general classroom teacher.

611. FOUNDATIONS OF MUSIC EDUCATION/THREE CREDITS  
An overview of the philosophical, historical, psychological, sociological, and pedagogical foundations of music education in the US.

621. RESEARCH IN MUSIC EDUCATION/THREE CREDITS  
Quantitative and qualitative research procedures.

623. METHODS AND MATERIALS SEMINAR IN MUSIC EDUCATION /THREE CREDITS  
A survey of methods and materials, current advanced trends and techniques.

660. DIRECTED STUDENT TEACHING: MUSIC EDUCATION/TWELVE CREDITS  
*Prerequisites: Admission to the Teacher Education Program in Music Education; completion of all music education courses required for the degree, MUA 203 or MUA 213, minimum graduate GPA of 3.0 and permission of the department.* The student teaching of music in the public schools under the supervision of a music faculty member. This course includes a weekly seminar and conferences with the director of

music teacher education and the cooperating teacher. Discussions and criticisms accompany the elementary and/or secondary school observation and teaching. A minimum of 12 weeks of directed teaching is required for certification.

661. ADVANCED CHORAL CONDUCTING/  
THREE CREDITS  
*Prerequisite: MUE 353.* Concentration on score reading and conducting of vocal works.
663. ADVANCED INSTRUMENTAL  
CONDUCTING/ THREE CREDITS  
*Prerequisite: MUE 363.* Includes score reading and conducting of instrumental ensembles.
680. DIRECTED INDEPENDENT STUDY/  
ONE TO THREE CREDITS  
Projects of independent study in music approved by the faculty adviser and the Music Curriculum Committee.
694. GRADUATE PORTFOLIO/THREE CREDITS  
One of three Major Project options, the Portfolio is a collection of original work which may include essays, lesson plans, reflection papers, compositions, or a DVD of teaching while in the degree program. A portfolio proposal and the final portfolio contents must be approved by the student's Masters Committee.
695. GRADUATE THESIS /THREE CREDITS  
One of three Major Project options, the thesis is a scholarly research paper based on in-depth independent original research. A thesis proposal and the thesis must be approved by the student's Masters Committee.
696. GRADUATE LECTURE RECITAL/  
THREE CREDITS  
One of three Major Project options, the public lecture recital and supporting research paper based on in-depth independent research of an approved topic. A lecture recital proposal and the lecture recital must be approved by the student's Masters Committee.

## MUSIC HISTORY (MUH)

501. BIBLIOGRAPHY/THREE CREDITS  
*Prerequisite: Graduate status.* A survey of basic reference materials in the field of music, with an introduction to the techniques of research.
531. MUSIC OF THE ROMANTIC ERA/  
THREE CREDITS  
*Prerequisites: Passing the music history placement test or successfully completing MUH 411 (History Review)* A topic seminar of Western music in the 19th Century.
533. MUSIC OF THE TWENTIETH CENTURY/  
THREE CREDITS  
*Prerequisites: Passing the music history placement test or successfully completing MUH 411 (History Review).* A topic seminar of Western music in the 20th Century.
541. MUSIC OF THE MIDDLE AGES &  
RENAISSANCE/ THREE CREDITS  
*Prerequisites: Passing the music history placement test or successfully completing MUH 411 (History Review).* A topics seminar in Western music to 1600.
543. MUSIC OF THE BAROQUE & CLASSIC  
ERAS/THREE CREDITS  
*Prerequisites: Passing the music history placement test or successfully completing MUH 411 (History Review).* A topics seminar focusing on Western music from 1600 to 1800.
551. SONG LITERATURE /THREE CREDITS  
*Prerequisites: Passing the music history placement test or successfully completing MUH 411 (History Review).* A survey of standard art song literature from the Sixteenth Century to the present, with emphasis on both music and poetry.
553. PIANO LITERATURE/THREE CREDITS  
*Prerequisites: Passing the music history placement test or successfully completing MUH 411 (History Review).* A survey of the literature for the contemporary pianist.
563. ORCHESTRAL INSTRUMENTS  
LITERATURE/THREE CREDITS  
*Prerequisites: Passing the music history placement test or successfully completing MUH 411 (History Review).* 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.*

571. ORGAN LITERATURE/THREE CREDITS  
*Prerequisites: Passing the music history placement test or successfully completing MUH 411 (History Review).* A survey of the literature for the instrument.

575. SEMINAR IN MUSICOLOGY/THREE CREDITS  
*Prerequisites: Passing the music history placement test or successfully completing MUH 411 (History Review).* Intensive Seminar experience in special topics.

601. GRADUATE MUSIC HISTORY SURVEY/ THREE CREDITS  
*Required of all music graduate students.* A survey of the development of Western music from Antiquity to the present. *Graduate students may elect to take an exam; if the student passes the exam, she may choose to take this survey course or a second music history elective.*

602. PEDAGOGY OF MUSIC HISTORY/ THREE CREDITS  
*Prerequisites: Passing the music history placement test or successfully completing MUH 411 (History Review)* This course will examine issues and ideas involved with the teaching of music history and music appreciation at the college level.

660. OPERA LITERATURE/THREE CREDITS  
*Prerequisites: Passing the music history placement test or successfully completing MUH 411 (History Review).* A survey of opera from the Baroque to the present.

661. CHAMBER MUSIC LITERATURE/ THREE CREDITS  
*Prerequisites: Passing the music history placement test or successfully completing MUH 411 (History Review).* A survey of the literature for small instrumental ensembles from the Baroque to the present.

680. DIRECTED INDEPENDENT STUDY/ ONE TO THREE CREDITS  
*Prerequisite: Approval of the Music Curriculum Committee.* Projects of independent study approved by the **area faculty** and the Music Curriculum Committee.

## MUSIC MEDIA (MMD)

501. ELECTRONIC MUSIC LABORATORY I/ THREE CREDITS  
Introduction to the electronic music studio with a focus on using it as a composition, improvisation, and arranging tool. Seven hour minimum weekly commitment, involving two classes and use of the laboratory.

502. ELECTRONIC MUSIC PUBLISHING/ THREE CREDITS  
An in-depth study and application of technical and artistic techniques used for electronic music publishing.

503. ELECTRONIC MUSIC LABORATORY II/ THREE CREDITS  
*Prerequisite: MMD 501.* A continuation of MMD 501.

511. SOUND RECORDING/THREE CREDITS  
An introduction to specific technical and artistic elements of current multitrack sound recording equipment and techniques.

532. TECHNOLOGY FOR THE PRIVATE STUDIO/ ONE CREDIT  
An examination of the ways that current hardware and software can aid and expand the services of the private teaching studio. Topics include computers, related education and business software, electronic musical instruments, sound systems, physical setup and wiring, electrical considerations, and purchasing strategies.

605. MUSIC SOFTWARE FOR TEACHERS/ THREE CREDITS  
*Prerequisite: None.* An introduction to current software that can be used by public school teachers. Through demonstrations, coaching, consultations, and homework assignments, the student will experience hands-on use of a word processor for professional writing, a spreadsheet for grading and financial records, a database for cataloging, communications for Internet and World Wide Web use, a combined music notation/sequencing program for composing, arranging, and accompanying, a multimedia program for educational presentations; and marching band charting software. Enrollment will be limited by the available number of workstations.

680. DIRECTED INDEPENDENT STUDY /  
ONE TO THREE CREDITS  
*Prerequisite: Approval of the Music Curriculum Committee.* Projects of independent study (including additional major composition study) approved by the faculty and the Music Curriculum Committee.

**MUSIC THEORY AND COMPOSITION (MUT)**

472. GRADUATE MUSIC THEORY REVIEW/  
ONE CREDIT  
*Prerequisites: Graduate Music Theory Placement Exam.* A review of undergraduate music theory for entering graduate students.

533. COUNTERPOINT/THREE CREDITS  
*Prerequisites: Passing the music theory placement test or successfully completing MUH 472.* Analysis, listening, and writing short exercises. Includes musical styles from 1450 to the present.

543. ADVANCED HARMONY & TWENTIETH-CENTURY IDIOMS/THREE CREDITS  
*Prerequisites: Passing the music theory placement test or successfully completing MUH 472.* A study of compositional techniques in Western concert and popular music from the late Nineteenth Century to the present. Analysis supported by listening, theory, and small compositions.

553. ADVANCED ANALYSIS/THREE CREDITS  
*Prerequisites: Passing the music theory placement test or successfully completing MUH 472.* Analysis of musical forms, harmonic procedures, and tonal organization from 1300 to the present.

575. SEMINAR IN MUSICOLOGY/  
THREE CREDITS  
*Prerequisites: Passing the music theory placement test or successfully completing MUT 472.* Intensive seminar experience in special topics.

680. DIRECTED INDEPENDENT STUDY/  
ONE TO THREE CREDITS  
*Prerequisite: Approval of the Music Curriculum Committee.* Projects of independent study approved by the faculty and the Music Curriculum Committee.

681. GRADUATE COMPOSITION/  
ONE TO THREE CREDITS  
*Prerequisites: Passing the graduate music theory placement exam or permission of the instructor.* This course provides creative work for the student who is not majoring in composition on a level that is suitable for graduate credit.

# THE REGISTER

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David G. Johnson (2011).....	Spartanburg, South Carolina
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John D. Montgomery (2007).....	Spartanburg, South Carolina
Harriett Smith O'Neill '78 (2008) .....	Austin, Texas
Patrick O'Shaughnessy (2012).....	Spartanburg, South Carolina
Jayne Stewart Reuben '85 (2012).....	Greenville, South Carolina
Michael C. Russ (2011).....	Spartanburg, South Carolina
Jane Boatwright Schwab '77 (2001).....	Charlotte, North Carolina
Susanne Cole Wean '71 (2011).....	Pittsburgh, Pennsylvania

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Dr. Melissa Walker (2012), Faculty Senate President.....	Spartanburg, South Carolina
Erica Lane '13 (2012), SGA President .....	Myrtle Beach, South Carolina
Elisabeth Kinney McNeil '89 (2011), President, Alumnae Association .....	Bennettsville, South Carolina
Amy Tibbals Morales '86 (2012), President-Elect, Alumnae Association .....	Jacksonville, Florida

### LIFE TRUSTEES

W. D. Bain, Jr. (1969, 1993).....	Spartanburg, South Carolina
Julia Jones Daniels '53 (1994, 2002).....	Raleigh, North Carolina
Susan Phifer Johnson '65 (2002, 2012).....	Spartanburg, South Carolina
Lucy Simpson Kuhne '66 (1979, 2000) .....	Greenville, South Carolina
Carlos D. Moseley (1981, 1998).....	Spartanburg, South Carolina
Kurt Zimmerli (1983, 2004).....	Spartanburg, South Carolina

### HONORARY OFFICER

Joab M. Lesesne (2010).....	Spartanburg, South Carolina
-----------------------------	-----------------------------

*(YEAR ELECTED TO BOARD/YEAR ELECTED AS LIFE TRUSTEE)*



# THE PRESIDENTS OF CONVERSE COLLEGE

\***Benjamin F. Wilson**  
(1890–1902)

\***Robert Paine Pell**  
(1902–1932)

\***Edward Moseley Gwathmey**  
(1933–1955)

\***Oliver Cromwell Carmichael, Jr.**  
(1956–1960)

\***Robert T. Coleman, Jr.**  
(1961–1989)

**Ellen Wood Hall**  
(1989–1993)

**Sandra C. Thomas**  
(1994–1998)

**Nancy Oliver Gray**  
(1999–2004)

**Elizabeth A. Fleming**  
(2005–)

\*Deceased

# PRESIDENT'S CABINET

**Betsy A. Fleming**, BA, MA, MA, MPhil, PhD  
*President*

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*Vice President for Academic Affairs and  
Dean of the School of Humanities and Sciences*

**Zach Corbitt**, AA, BS, MBA  
*Chief Information Office, Campus Technology*

**Joy Couch**, BA, MEd  
*Director of Intercollegiate Athletics*

**Molly Duesterhaus**, BA, MEd, EdD  
*Vice President for Student Life and Dean of Students*

**Kathy Good**, BA, MEd, EdD  
*Dean of the School of Education and Graduate Studies*

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*Director of Human Resources*

**Sally J. Hammond**, BA  
*Vice President for Enrollment and Marketing*

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*Dean of the School of the Arts*

**John F. James**, BS  
*Chief Technology Officer*

**April Lewis**, BA, MS  
*Director of Admissions*

**Thomas R. McDaniel**, BA, MAT, MLA, PhD  
*Senior Vice President*

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*Director, Institutional Research, Assessment and  
Effectiveness*

**Susan A. Stevenson**, BA, MA, CPA  
*Vice President for Finance and Administration*

**Robert C. Stewart**, BA, JD  
*Vice President for Institutional Advancement*

**Melissa Walker**, BA, MA, PhD  
*President, Faculty Senate*

# THE COLLEGE OF ARTS AND SCIENCES GRADUATE FACULTY

Members of the faculty are listed alphabetically within present rank with the date in parentheses indicating time of original appointment. A second date indicates time of promotion to present rank.

## **Betsy A. Fleming**

*president*

A.B., Harvard University;  
M.A., Royal College of Arts;  
M.A., M.Phil., Ph.D., Yale University. (2005)

## **Thomas R. McDaniel**

*senior vice president*

B.A., Hampden-Sydney College;  
M.A.T., M.L.A., Ph.D., The Johns Hopkins University.  
(1971, 1980)

## **Jeffrey H. Barker**

*vice president for academic affairs and  
dean of the college of arts and sciences*

B.A., California State University;  
M.A., Ph.D., Purdue University. (2002)

## **Kathy D. Good**

*dean, school of education and graduate studies*

B.A., Limestone College  
M.Ed., University of South Carolina  
Ed.S., University of South Carolina  
Ph.D., Clemson University (2007) (2011)

# THE COLLEGE OF ARTS AND SCIENCES

## **EMERITI**

### **Charles D. Ashmore**

*dean emeritus and professor emeritus of English*

B.A., Harvard University;  
M.A., George Washington University;  
Ph.D., Emory University. (1958, 1982)

### **William M. Baker**

*associate professor of psychology*

B.A., Oberlin College;  
Ph.D., Duke University. (1967, 1978)

### **Nancy S. Breard**

*associate professor of education*

B.A., Newcomb College;  
M.Ed., Northeast Louisiana University;  
Ed.D., University of Georgia. (1989, 2004)

## **John A. Byars**

*Charles A. Dana professor emeritus of English*

A.B., Furman University;  
M.A., Ph.D., University of North Carolina at Chapel Hill.  
(1965, 1994)

## **Anita P. Davis**

*Charles A. Dana professor emerita of education*

B.S., M.A., Appalachian State University;  
Ed.D. Duke University. (1969, 1983)

## **Phillip E. Highsmith**

*Charles A. Dana professor emeritus of physics*

B.S., East Tennessee State University;  
M.Ed., University of Virginia;  
Ph.D., Ohio State University. (1966, 1991)

## **William J. Kimball**

*professor emeritus of English*

B.S., Rutgers University;  
M.S., Middlebury College;  
Ph.D., Pennsylvania State University. (1965, 1987)

## **Sharon E. Lambert**

*associate professor emerita of chemistry*

A.B., Randolph-Macon Woman's College;  
Ph.D., University of Massachusetts—  
Mount Holyoke College. (1973, 2006)

## **Melba L. Long**

*professor emerita of art*

A.B., Meredith College;  
M.R.E., Southwestern Theological Seminary;  
M.F.A., University of Pennsylvania and the Pennsylvania  
Academy of Fine Arts. (1960, 1989)

## **Martha T. Lovett**

*dean emerita of graduate studies and special programs  
and associate professor emerita of education*

B.A., James Madison University;  
M.A., Cleveland State University;  
Ph.D., Bowling Green State University. (1986, 2002)

## **Nathaniel F. Magruder**

*associate professor emeritus of history*

A.B., M.A., Ph.D., University of North Carolina at Chapel  
Hill. (1962, 1994)

**Spencer R. Mathews, Jr**

*associate professor emeritus of psychology*  
B.A., M.A., Ph.D., University of Virginia. (1967, 1973)

**Robert E. Muzzy**

*professor emeritus of sociology*  
B.A., University of Washington;  
M.A., Ph.D., Stanford University. (1971, 2003)

**Robert W. Powell, Jr.**

*professor emeritus of biology*  
B.S., Memphis State University;  
M.S., University of Houston;  
Ph.D., Duke University. (1963, 1974)

**Anthony S. Scavillo**

*associate professor emeritus of modern languages*  
B.A., LaSalle College;  
M.A., Catholic University of America;  
Doctorat de Troisi me Cycle, Universit de Strasbourg,  
France. (1979, 1986)

**Alfred O. Schmitz**

*professor emeritus of philosophy*  
B.A., Rutgers University;  
Ph.D., University of North Carolina at Chapel Hill.  
(1961, 1989)

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B.A., Randolph-Macon Woman's College;  
M.A., Ph.D., University of Texas. (1985, 1990)

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M.S., University of North Carolina at Greensboro  
(1967, 1980)

**Malinda Maxfield Tulloh**

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**Jeffrey Willis**

*Andrew Helmus distinguished professor emeritus of  
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## PROFESSORS

**Mayo Mac Boggs**

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B.A., University of Kentucky;  
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(1970, 1994)

**Joe P. Dunn**

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B.S., Southeast Missouri State University;  
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**Jerry J. Howe**

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B.A., University of Missouri, Rolla;  
M.P.A, Ph.D., University of Georgia. (1985, 2001)

**Melissa Walker**

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B.A., Maryville College,  
M.A., Providence College;  
Ph.D., Clark University. (1996, 2002)

## ASSOCIATE PROFESSORS

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Ed.D., University of South Carolina. (1980, 1993)

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M.A., University of Virginia;  
Ph.D., University of North Carolina-Chapel Hill.  
(1997, 2003)

**David W. Cheser**

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B.S., Campbellsville College;  
M.A., Georgetown College;  
Ed.S., Eastern Kentucky University;  
Ph.D., George Peabody College. (1979, 1985)

**Kelly Harrison-Maguire**

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M.S., Villanova University;  
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**Charles H. Morgan**

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A.B., Princeton University;  
M.A., Tulane University. (1967, 1978)

**Richard D. Mulkey**

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B.A., Bluefield College;  
M.S., Radford University;  
M.S.A., Wichita State University (1995, 2000)

**Jeffrey J. Poelvoorde**

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**Madelyn V. Young**

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A.B., Indiana University;  
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Ph.D., Georgia State University. (1991, 1996)

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B.F.A., M.F.A., University of South Carolina.  
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**ASSISTANT PROFESSORS**

**Pamela G. Clark**

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B.A., University of South Carolina-Spartanburg;  
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Ph.D., University of Louisiana-Monroe (2003)

**Kathy D. Good**

*assistant professor of education*  
B.A., Limestone College;  
M.Ed., University of South Carolina;  
Ed.S., University of South Carolina;  
Ph.D., Clemson University (2007)

**Susanne F. Gunter**

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B.A., Limestone College  
M.A., University of South Carolina  
Ph.D., University of South Carolina (2010)

**Mirko M. Hall**

*assistant professor of German studies*  
B.A., University of Minnesota  
M.A., University of Minnesota  
Ph.D., University of Minnesota (2011)

**Sarah Hunt-Barron**

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B.A., Boston College;  
M.A., Furman University;  
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**Douglas P. Jensen**

*assistant professor of biology*  
B.S., University of Michigan;  
Ph.D., University of North Carolina at Chapel Hill (1999)

**Delia G. Malone**

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B.A., Queens College;  
M.Ed., University of South Carolina;  
Ph.D. Georgia State University (2008)

**Sheryl Cowart Moss**

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B.A., Clemson University;

M.A., Furman University;

Ph.D., University of South Carolina (2011)

**Anita R. Rose**

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B.A., Concord College;

M.Ed., North Carolina State University;

M.A., Western Carolina University;

Ph.D., University of North Carolina-Greensboro (2001)

**Lisa Unger Schoer**

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B.S., University of Georgia;

M.Ed., Augusta State University;

Ed.S., Augusta State University;

Ph.D., University of South Carolina (2009)

**Susan Tekulve**

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B.A., Miami University;

M.F.A., Wichita State University. (1999)

**Terrell Seawell Tracy**

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B.A., University of North Carolina;

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Ph.D., Clemson University. (2005)

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M.Ed., University of New Mexico;

Ph.D., University of South Carolina (2006)

**Edward C. Woodfin**

*assistant professor of history*

B.S., Baylor University ;

M.A., Texas A & M University;

Ph.D., Texas A & M University. (2005)

**INSTRUCTORS****Deborah R. Bruce**

*Instructor in education DHH program (part-time)*

B.A., Columbia College

M.Ed., University of South Carolina (2012)

**Kelly S. Kennedy**

*Instructor in education MMFT program (part-time)*

B.A., Clemson University

M.S., The University of Georgia

Ph.D., The University of Georgia (2012)

**GRADUATE STUDIES STAFF****Sheran Steading**

*Coordinator of Field Placements and*

*Title II Coordinator*

**Jill Feist**

*Administrative Assistant, Graduate Studies*

**Pamela Bradley**

*Secretary, Graduate Studies*

**Barbara Austin**

*Data Entry and Clerical Assistant, SEGS*

**Melody Boland**

*Administrative Assistant, MFA Program and*

*Nisbet Honors Program*

# THE PETRIE SCHOOL OF MUSIC GRADUATE FACULTY

## EMERITI FACULTY

### Lera Borden Stalnaker

*associate professor emerita of piano*

A.A., Lamar Tech.;

B.M., M.M., Converse College;

Additional studies, Agnes Scott College, North Texas State University, Winthrop College. (1967, 1997)

### Irene Rosenberg Grau

*professor emerita of piano pedagogy*

M.A., University of Chicago;

Ph.D., Michigan State University;

Undergraduate studies at The Juilliard School and Mannes School. (1983, 1993)

### Donald G. Henderson

*Mary Reynolds Babcock professor emeritus of musicology and woodwinds*

B.M.E., Indiana University;

M.A., Western State College of Colorado, Gunnison;

Ph.D., The University of Michigan;

Fulbright Fellowship, State Academy of Music and Dramatic Art and the University of Vienna. (1962, 1994)

### Henry Janiec

*dean emeritus; Daniel professor of conducting; director, Brevard Music Center*

B.M.E, M.M.E., Oberlin College; L.H.D., Wofford College. (1952, 1995)

### John T. MacLean

*Daniel professor emeritus of music theory, composition, and strings*

B.A., Drew University; M.A., M.M., Florida State University; D.M., Indiana University; additional studies at Columbia University, California Institute of the Arts. (1975, 1991)

### Ross A. Magoulas

*associate professor emeritus of voice and opera*

B.M., Converse College;

M.M., Florida State University. (1982, 1992)

### Jane Frazier Rolandi

*Mary Reynolds Babcock professor emerita of voice*

B.M., Salem College;

Studies in voice with Bair, Vera; repertoire with Cimara, Terni, Bambosheck; lessons in scena with Yanapolous, Baccaloni, Defrere. (1964, 1989)

## PROFESSORS

### S. David Berry

*professor of musicology and composition*

B.M., University of Maryland;

M.M., Converse College;

DMA University of South Carolina. (1986, 2008)

### Patricia Solesbee Foy

*professor of music education*

B.M., Converse College;

M.M.E., Ph.D., University of South Carolina.

(1990, 2010)

### Beverly Reed Hay

*Daniel professor of voice*

B.A., M.M., University of South Carolina;

D.M., Indiana University. (1989, 1997)

### Malcolm Scott Robbins

*professor of musicology and composition*

B.M., Wake Forest University;

A.M., Duke University;

D.Mus., Florida State University. (1998, 2008)

### Douglas Alan Weeks

*Mary Reynolds Babcock professor of piano*

B.M., Illinois State University;

M.M., Indiana University; License de Concert, Ecole Normale de Musique, Paris;

D.M., Florida State University. (1982, 1996)

## ASSOCIATE PROFESSORS

### Miles Hoffman

*associate professor of viola;*

B.M., Yale University;

M.M., Juilliard School of Music. (2007)

### Sarah Johnson

*associate professor of violin*

B.M., Curtis Institute. (2004)

### Keith W. Jones

*associate professor of voice and choral activities*

B.M., Furman University;

M.C.M., Southern Baptist Theological Seminary;

D.M., Indiana University. (1999)

### Susan Lynn Lyle

*associate professor of voice/director of choral activities*

B.A., Kalamazoo College;

M.M., Peabody Conservatory of Music;

D.M.A., University of Oregon. (1997, 2004)

**Siegwart Reichwald**

*associate professor of music history*  
 B.M., University of South Carolina;  
 M.M., Ph.D., Florida State University. (2004, 2008)

**Christopher Vaneman**

*associate professor of flute and musicology*  
 B.M., Eastman School of Music;  
 M.M., D.M.A., Yale School of Music. (2001, 2009)

**Kelly McElrath Vaneman**

*associate professor of oboe and musicology;*  
 B.M., Baylor University;  
 M.M., M.M.A., D.M.A., Yale University;  
 Certificate of Performance, Koninklijk Konservatorium,  
 Brussel. (1997, 2006)

**Elizabeth York**

*associate professor of music therapy*  
 B.M., University of Georgia;  
 M.M., Ph.D., University of Miami. (2005)

**ASSISTANT PROFESSORS****Gregory William Lindahl**

*assistant professor of music education and conductor of the*  
*Converse Wind Ensemble*  
 B.M., Brandon University;  
 M.M., Northwestern University;  
 Graduate Fine Arts Diploma, University of Calgary  
 D.M.A., Arizona State University (2006)

**Anne Lipe**

*assistant professor of music therapy*  
 B.M., Shenandoah Conservatory  
 M.M., Catholic University  
 Ph.D., University of Maryland (2007)

**LECTURERS****Valerie MacPhail**

*lecturer in voice*  
 B.A., College of William and Mary;  
 M.M., Florida State University;  
 additional study, University of Illinois;  
 DMA University of South Carolina. (1994)

**Paula Sigler Morgan**

*lecturer in piano pedagogy and director of the Alia Lawson*  
*Academy of the Arts Program*  
 B.M., M.M., Converse College. (1993)

**Mildred Ann Ragis Roche**

*lecturer in accompanying*  
 B.M., Converse College;  
 M.M., Boston University. (1988)

**ADJUNCT FACULTY****Patrick Flynn, guitar**

B.F.A., Florida Atlantic University; M.M., D.M.A.,  
 University of Memphis. (2008)

**Sharalynn Hicks, piano**

*Academy of the Arts*  
 B.A., M.M., Bob Jones University. (2004)

**Karen F. Hill, clarinet**

B.M., Northwest University;  
 M.M., University of Michigan. (1999)

**John Holloway, music education, low brass**

B.M., Furman University;  
 M.M.Ed., Florida State University. (2006)

**Jens Larson, trumpet**

B.M.; Old Dominion University;  
 M.M.; Rice. (2005)

**Brenda Leonard, cello**

B.A., M.M. Northern Illinois University  
 D.M.A. (ABD) University of South Carolina. (2011)

**Adena Shoemake McDaniel, percussion**

B.M.; Georgia State University;  
 M.M. Ed; University of Southern Mississippi. (2002)

**Erica Broadnax Pauly, Piano Pedagogy**

**B.M., M.M., Converse College (2011)**

**Mary Ada Poole, music education**

B.M., M.M., Converse College.  
 Additional graduate work at Wofford and University of  
 Wisconsin. (1999)

**Brennan Dale Szafron, organ**

M.M., Yale University; D.M., University of  
 Michigan. (2009)

**Frank Watson, music education, bassoon**

B.M., Furman University; M.M., University of  
 Southern Mississippi. (2009)

**Anneke Zuehlke, french horn**

B.M., Curtis Institute of Music;  
 M.M., Yale University. (2007)

## **PETRIE SCHOOL OF MUSIC STAFF**

**Patricia Solesbee Foy**

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B.M., Converse College;

M.M.E., Ph.D., University of South Carolina (1990,  
2010)

**Sharalyn Hicks, B.M., M.M.**

*Associate Director of the Alia Lawson Academy of the Arts  
Program*

**Kathryn S. Holt, B.A., M.Ed. Ed.S.**

*Administrative Assistant*

**R. Benny Mixon, B.S.**

*Piano Curator*

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*Director of the Alia Lawson Academy of the Arts Program*

**Sarah G. Spigner, B.A.**

*Business Manager*



# 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/Zimmerli Common
  - Kate Hall
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. Sally Abney Rose Physical Activity Complex and The Weisiger Center



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