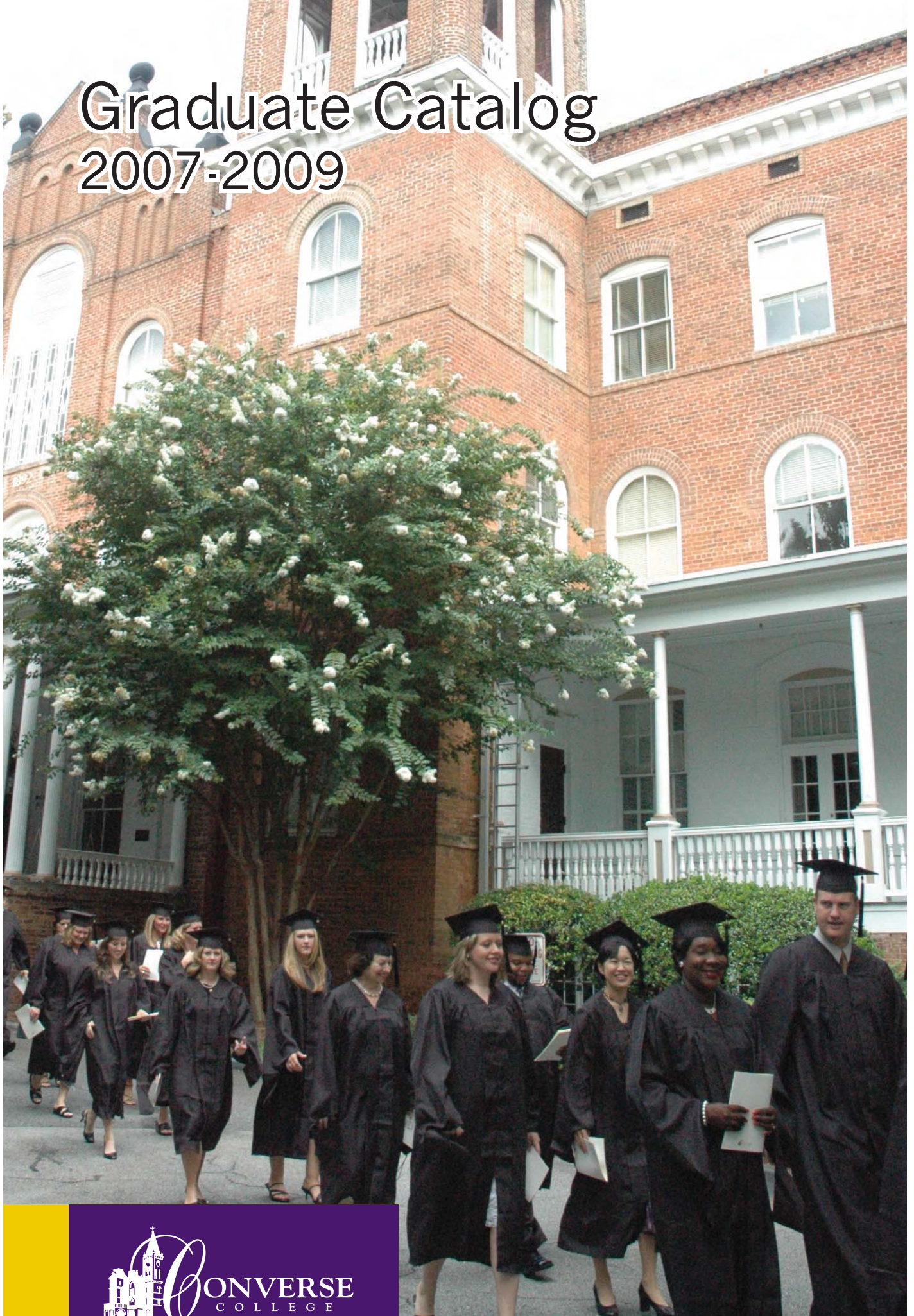


Graduate Catalog

2007-2009





CONVERSE COLLEGE

GRADUATE CATALOG

2007-2009

Master of Arts in Teaching

Early Childhood Education
Elementary Education
Educable Mental Disabilities
Learning Disabilities

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

Secondary Biology
Secondary Chemistry
Secondary English
Secondary Mathematics
Secondary Social Studies

Master of Education

(with concentration in)

Elementary Education
Secondary Education

Art Education
Gifted Education

Special Education

Master of Liberal Arts

English

History

Political Science

Master of Marriage and Family Therapy

Master of Music

Composition
Performance

Music Education
Piano Pedagogy

Musicology
Theory

Educational Specialist

Elementary Administration

Curriculum and Instruction

Secondary Administration



580 East Main Street
Spartanburg, SC 29302

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



CONVERSE COLLEGE

Graduate Catalog

2005-2007

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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. Thoma M. Faulkenberry
Dean, School of Education and Graduate Studies
July, 2007

THE MISSION OF CONVERSE COLLEGE

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

ACCREDITATIONS AND AFFILIATIONS

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

Converse was also the first South Carolina college with graduates admitted to membership in the American Association of University Women, as well as the first to have a chapter of Mortar Board, the national honor society for seniors. It is a member of the Southern University Conference and the Women's College Coalition. The Converse College School of Music is a charter member of the National Association of Schools of Music. The professional programs in the Division of Education are approved by the South Carolina State Department of Education under standards developed by the National Association of State Directors of Teacher Education and Certification. The college is accredited with provisions 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, M.Ed., and Ed.S. degrees at Converse provide educators with well-designed graduate curricula organized to meet the Mission of the College and standards established by the National Council for the Accreditation of Teacher Education (NCATE). The Converse Teacher Education Unit has the mission "to identify, prepare, evaluate, and recommend highly-qualified educators who are well grounded in liberal learning, pedagogy, and clinical experiences so that they can contribute to the educational mission of K-12 public schools in their communities." Individual graduate programs have a more specific set of goals and objectives outlined in this graduate catalog.

THE VISION FOR TEACHER EDUCATION PROGRAMS

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

THE PHILOSOPHY FOR TEACHER EDUCATION

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

the primary goal is to educate teachers, administrators, and other professional educators who will “embody the qualities of a Converse education as they assume roles of leadership, service, and citizenship” in public and private K-12 schools.

INSTITUTIONAL STANDARDS FOR TEACHER EDUCATION

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

1. Demonstrates knowledge of and respect for diversity and individual differences by differentiating instruction for the needs of all learners, including
 - a) culturally diverse students,
 - b) students with exceptionalities, and
 - c) students with different learning styles.
2. Demonstrates knowledge of and competence in innovative instructional strategies for
 - a) planning,
 - b) motivating, and
 - c) adaptation.
3. Demonstrates knowledge of the following by integrating them into planning and instruction:
 - a) content subject matter,
 - b) PK-12 standards,
 - c) philosophical and historical perspectives,
 - d) theory, and
 - e) research.
4. Demonstrates knowledge of technology and the value of its use by integrating it into a variety of areas, including
 - a) assessment,
 - b) instruction,
 - c) professional development, and
 - d) management.
5. Demonstrates knowledge of and competence in assessment and evaluation of students, instruction, and self through the utilization of informal and formal methods, including
 - a) standardized and non-standardized tests
 - b) questioning techniques,
 - c) problem solving,
 - d) decision making, and
 - e) reflection.
6. Demonstrates knowledge of and skills in management of
 - a) resources,
 - b) space,
 - c) time,
 - d) student records, and
 - e) student behavior
7. Demonstrates knowledge of and a positive attitude toward professionalism through
 - a) fulfillment of legal and ethical responsibilities,
 - b) commitment to both learning and teaching,
 - c) participation in professional development,
 - d) evidence of a positive attitude toward self, students, peers, parents, subject matter, and
 - 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. Graduate students desiring to earn South Carolina teacher certification while also obtaining a MAT degree should turn to *pages 12-20* or a description of initial certification programs. The purpose of the initial certification program is to prepare graduate students to become well-qualified teachers by their completion of one of our state-approved education programs. Students may elect one of the following initial certification programs: Early Childhood, Elementary, Middle Level (Social Studies, Science, Math, Language Arts), Mental Disabilities, Learning Disabilities, or secondary education (Biology, Chemistry, English, Mathematics, Social Studies). The Dean of Graduate Studies will consult with students regarding state-approved programs necessary for South Carolina certification.

MASTER OF EDUCATION

Converse offers a M.Ed. degree for teachers who are already certified. That program offers five broad areas or tracks (art education, elementary education, gifted education, secondary education, special education). Secondary education programs are offered in English, Social Studies, Mathematics, and Natural Sciences. Art education addresses teacher preparation from kindergarten through high school. *See pages 23-28 for a description of each program of study.*

MASTER OF LIBERAL ARTS

The Master of Liberal Arts Program provides an opportunity for mature learners to pursue studies in the liberal arts for both personal and professional growth. The program requires a total of 36 graduate hours with 18–27 hours of concentration in English, history, or political science. In addition to a liberal arts concentration, a student must also take 6-15 hours of electives. Once a concentration choice has been made, the elective choices may come from the other areas of concentration or art history, music history, psychology, sociology, and religion. A capstone project connecting three disciplines is required, unless the student takes an approved course in lieu of the project. Three graduate credits will be given for the project. While providing for individual development, the program extends the professional qualifications of those students who need a disciplinary concentration sufficient to qualify them as junior college teachers and also for those high school teachers who want more content courses in their particular discipline. *See pages 29-31.*

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 60 graduate semester hours of a core curriculum and 6 graduate semester hours of electives. It is fully accredited with the Commission on Accreditation for Marriage and Family Therapy Education.

The masters program involves a partnership between Converse College and WestGate Consultation Network, Inc. Converse College provides the academic portion and WestGate provides the clinical practicum. *See pages 32-35.*

EDUCATIONAL SPECIALIST DEGREE ADMINISTRATION & SUPERVISION CURRICULUM & INSTRUCTION

The Converse Educational Specialist Degree in either Administration & Supervision or Curriculum & Instruction is a sixth-year program of 36 semester hours in education. The first program focuses on the preparation of administrators/supervisors at the elementary or secondary level. The second program prepares teachers to be instructional and/or curriculum leaders at the school or district level. *See pages 36-41.*

MASTER OF MUSIC DEGREE

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

The graduate program in Music Education offers both a traditional Master of Music degree for the certified teacher and a masters plus certification option for those who hold undergraduate degrees in other areas of music. *See pages 73-84.*

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. Application may be downloaded from the website or secured from the Graduate Studies Office in the Ezell Building. Graduate application may also be submitted on line.

POLICIES AND REGULATIONS

FINANCIAL ASSISTANCE

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

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

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

Required hours:

Full-time

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

Half-time

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

Progress toward degree:

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

Half-time

- 12 hours per year with a minimum of 2.5 GPA

COST

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

REFUND OF FEES

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

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

CAMPUS SAFETY SERVICES

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

ACADEMIC SUPPORT CENTER

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

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

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

ACADEMIC POLICIES ON DISABILITIES

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

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

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

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

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

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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

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

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

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

HONOR CODE

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

1. Keep the brochure on the Honor Code on file. It is for students and instructors in the graduate program. The primary area of interest for you is the principle that "a student does not cheat." Instructors do need to require "pledged" work-which means that the work (e.g., quiz, test, paper, project, etc.) is the student's own work. Students need to put the word "pledged" on assigned work handed in. Plagiarism is also covered for you in the brochure. Stealing, of course, is a violation of the Honor Code.
2. 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 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

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

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

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

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

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

AUDIT

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

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

CALENDAR

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

PROGRAM REQUIREMENTS AND ADVISING

Minimum graduate semester hour requirements for graduate degrees at Converse range from 30 for some music programs to 36 for the M.Ed., MAT, MLA, and Ed.S. (Administration and Supervision, Curriculum and Instruction) to 66 for the MMFT in Marriage and Family Therapy. Specific course requirements for each graduate curriculum are available on the Converse website (www.converse.edu.) Degree requirements are subject to change, partly in response to changes in teacher certification mandated by accrediting agencies and state law or policy. **Students are responsible for new requirements that are put into effect during their course of study.** Advisers will make every effort to keep up with changing requirements and will assist students in meeting their course obligations. Adviser worksheets are helpful in this process, especially in detailing specific test requirements (such as Praxis I and II), exit requirements (such as assessment portfolios), and related certification requirements for those pursuing teacher certification.

REQUIREMENTS FOR DEGREE

The graduate student must:

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

TRANSFER CREDIT

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

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

PROBATIONARY PERIOD

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

DIRECTED INDEPENDENT STUDY COURSES

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 degree requirements.

NOTE: PD courses may not be counted towards Ed.S. 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

Middle Level Education

Language Arts

Mathematics

Science

Social Studies

Secondary Education

Biology

Chemistry

English

Mathematics

Social Studies



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. 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.

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 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 MAT students must also have a GPA of 3.0 in the secondary minor 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.

REQUIREMENTS FOR DEGREE

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

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

4. **request** and **complete** a degree application form. It is the student's responsibility to submit an "application for degree" form to the Dean of Graduate Studies during the academic semester in which the program is completed. The adviser checks the degree application for program completion. The Graduate Council and the Graduate Faculty must approve the degree. If all is in order, the Registrar places the degree on the student's transcript at the end of the following term. Regardless of the semester in which the student completes the degree, the student is not eligible to receive the degree until the summer graduation. Students who complete the program during either summer term must submit a degree application form by mid May; and
5. complete a graduate questionnaire, which assesses academic courses, professional education, supervision, registration, advising, personal treatment by administrators and secretaries, prior to the summer graduation.

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

REGISTRATION FOR CLASSES

Students may register 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 www.converse.edu/education.

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 April 15 for the fall term. See the Student Teaching Handbook at www.converse.edu/education.

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) 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) for the current course requirements for this degree.

SPECIAL EDUCATION: MENTAL DISABILITIES

PROGRAM DESCRIPTION

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

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

PROGRAM GOALS

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

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

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

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

PROGRAM COURSEWORK

See the Converse website (www.converse.edu) for the current course requirements for this degree.

SPECIAL EDUCATION: LEARNING DISABILITIES

PROGRAM DESCRIPTION

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

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

PROGRAM GOALS

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

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

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

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

PROGRAM COURSEWORK

See the Converse website (www.converse.edu) 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 100 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 Math**
- **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

BIOLOGY

(Leading to Certification in Biology)

PROGRAM DESCRIPTION

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

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

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

PROGRAM GOALS

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

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

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

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

PROGRAM COURSEWORK

See the Converse website (www.converse.edu) for the current course requirements for this degree.

CHEMISTRY

(Leading to Certification in Chemistry)

PROGRAM DESCRIPTION

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

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

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

PROGRAM GOALS

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

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

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

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

PROGRAM COURSEWORK

See the Converse website (www.converse.edu) for the current course requirements for this degree.

ENGLISH

(Leading to Certification in English)

PROGRAM DESCRIPTION

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

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

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

PROGRAM GOALS

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

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

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

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

PROGRAM COURSEWORK

See the Converse website (www.converse.edu) for the current course requirements for this degree.

MATHEMATICS

(Leading to Certification in Mathematics)

PROGRAM DESCRIPTION

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

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

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

PROGRAM GOALS

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

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

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

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

PROGRAM COURSEWORK

See the Converse website (www.converse.edu) for the current course requirements for this degree.

SOCIAL STUDIES

(Leading to Certification in Social Studies)

PROGRAM DESCRIPTION

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

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

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

PROGRAM GOALS

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

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

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

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

PROGRAM COURSEWORK

See the Converse website (www.converse.edu) for the current course requirements for this degree.

MASTER OF EDUCATION FOR CERTIFIED TEACHERS

Art Education

Elementary Education

Gifted Education

Special Education

Secondary Education

English

Mathematics

Natural Science

Social Studies



THE MASTER OF EDUCATION PROGRAM

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

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

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

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

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

PROGRAMS OF STUDY

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

REQUIREMENTS FOR ADMISSION

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

1. graduation from a recognized college;
2. earned grades indicating a likelihood for success in graduate studies. For full, non-provisional admission, an overall cumulative 2.75 GPA on a 4.0 scale of college work;
3. a major undergraduate program appropriate for given teaching areas;

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

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

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

THE CONVERSE ELECTRONIC SYSTEM POWERED BY LIVETEXT

All M.Ed. 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 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 M.Ed. degree, the graduate student must:

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

TRACK A— SECONDARY EDUCATION

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

I. ENGLISH MISSION STATEMENT

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

OBJECTIVES

The students will be able to 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 M.Ed. in English is a 36-hour program requiring eighteen to twenty-seven graduate hours in English. The hours in English must include a graduate course in 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 eighteen graduate hours are required in professional education. Professional education courses must include the following *if not taken* at the undergraduate level:

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

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

ASSESSMENTS

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

PROGRAM COURSEWORK

See the Converse website (www.converse.edu) for the current course requirements for this degree.

II. MATHEMATICS

MISSION STATEMENT

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

OBJECTIVES

The student will be able to:

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

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

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

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

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

- a. Introduction to Exceptional Learners
- b. Classroom Management
- c. Teaching Reading in the Content Area
- d. Secondary Mathematics Methods
- e. Educational Psychology

- f. M.Ed. Clinical: Teacher Work Sample
- g. M.Ed. Clinical: National Board for Professional Teaching Standards Portfolio

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

ASSESSMENTS

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

PROGRAM COURSEWORK

See the Converse website (www.converse.edu) for the current course requirements for this degree.

III. NATURAL SCIENCE

MISSION STATEMENT

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

OBJECTIVES

The student will be able to:

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

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

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

Nine to eighteen graduate hours in professional education must include:

- a. Introduction to Exceptional Learners
- b. Classroom Management

- c. Teaching Reading in the Content Area
- d. Educational Psychology
- e. M.Ed. Clinical: Teacher Work Sample
- f. M.Ed. Clinical: National Board for Professional Teaching Standards Portfolio

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

ASSESSMENTS

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

PROGRAM COURSEWORK

See the Converse website (www.converse.edu) for the current course requirements for this degree.

IV. SOCIAL STUDIES

MISSION STATEMENT

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

OBJECTIVES

The student will be able to:

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

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

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

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

ASSESSMENTS

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

PROGRAM COURSEWORK

See the Converse website (www.converse.edu) for the current course requirements for this degree.

TRACK B— SPECIAL EDUCATION

MISSION STATEMENT

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

OBJECTIVES

The student will be able to:

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

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

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

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

ASSESSMENTS

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

PROGRAM COURSEWORK

See the Converse website (www.converse.edu) for the current course requirements for this degree.

TRACK C— ELEMENTARY EDUCATION

MISSION STATEMENT

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

OBJECTIVES

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

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

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

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

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

ASSESSMENTS

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

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

PROGRAM COURSEWORK

See the Converse website (www.converse.edu) for the current course requirements for this degree.

TRACK D— GIFTED EDUCATION

MISSION STATEMENT

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

OBJECTIVES

The student will be able to:

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

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

ASSESSMENTS

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

PROGRAM COURSEWORK

See the Converse website (www.converse.edu) for the current course requirements for this degree.

TRACK E— ART EDUCATION

MISSION STATEMENT

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

OBJECTIVES

The student will be able to:

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

ASSESSMENTS

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

PROGRAM COURSEWORK

See the Converse website (www.converse.edu) for the current course requirements for this degree.

MASTER OF LIBERAL ARTS

with concentration in

English

History

Political Science



MASTER OF LIBERAL ARTS DEGREE

DESCRIPTION

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

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

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

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

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

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

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

REQUIREMENTS FOR ADMISSION

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

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

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

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

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

REQUIREMENTS FOR DEGREE

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

1. Complete an approved 36-hour program in one of the designated areas of the program within a five-year period from first Converse graduate course in MLA degree programs;
2. Maintain an overall B average in both the liberal arts concentration and the liberal arts electives;
3. Successfully complete either a capstone MLA project or an approved alternate course;
4. **Request** and **complete** a degree application form. It is the student's responsibility to submit an "application for degree" form to the Dean of

Graduate Studies and Special Programs during the academic semester in which the program is completed. The degree application must be checked for program completion, and the degree must be approved by the Graduate Council and the Graduate Faculty. If all is in order, the degree will be placed on the student's transcript at the end of the following term. Regardless of the semester in which the graduate degree is completed, the student will receive the degree at the Summer graduation;

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

The MLA has a minimum of 36 graduate semester hours

Concentration Area — 18-27 hours

English
History
Political Science

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

Electives — 6-15 hours

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

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 in a wide variety of settings. 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 with 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 bachelors 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 \$40.00 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 (this requirement may be waived based on the discretion of the MFT academic advisor)

THE PROGRAM

This is a 66 credit hour master 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 750 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 150 hours includes, but is not limited to, a 48 hour self-of-the-therapist seminar, 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 may complete the entire program within two to five years depending upon full or part-time status.

REQUIREMENTS FOR DEGREE

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

1. complete an approved 66 credit hours of coursework in the MFT program, including the 12 credit hour clinical practicum
 2. complete the 12 credit hour clinical practicum, including 500 client contact hours, 100 hours of supervision, and 150 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 66 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 659: Psychopharmacology..... 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
EDU 691: Special Topics in MFT 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: Theor. Cont. 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 660: Gender in Family Therapy 3 hours
EDU 662: Play Therapy 3 hours

Area III: Individual Development &

Family Relations 6 hours

Required Courses

EDU 636: Assess. & Treat. Of Sex.
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 Child3 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

EDUCATIONAL SPECIALIST DEGREES

Administration and Supervision

Elementary Principal/Supervisor
Secondary Principal/Supervisor

Curriculum and Instruction



EDUCATIONAL SPECIALIST DEGREE

ADMINISTRATION AND SUPERVISION

DESCRIPTION

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

MISSION STATEMENT

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

REQUIREMENTS FOR ADMISSION

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

1. *Academic Record.*

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

2. *Teaching Ability.*

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

3. *Personal Qualities.*

In evaluating the potential for leadership, the College will pay particular attention to the required

letters of recommendation, seeking evidence of strength of character, skill in decision-making, and a talent for articulate speaking and writing.

APPLICATION PROCEDURE

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

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

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

PROGRAM COURSE-WORK

See the Converse website (www.converse.edu) for the current course requirements for this degree.

CURRICULUM AND INSTRUCTION

MISSION STATEMENT

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

OBJECTIVES

Students will be able to:

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

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

REQUIREMENTS FOR ADMISSION

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

1. *Academic Record.*

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

2. *Teaching Ability.*

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

3. *Personal Qualities.*

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

APPLICATION PROCEDURE

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

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

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ASSESSMENTS

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

PROGRAM COURSE-WORK

See the Converse website (www.converse.edu) for the current course requirements for this degree.

MINORITY TEACHER EDUCATOR VISITING INSTRUCTOR-IN-RESIDENCE PROGRAM

DESCRIPTION

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

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

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

ELIGIBILITY

Candidates for this program must meet the following eligibility requirements:

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

BENEFITS

The successful candidate will receive the following benefits:

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

APPLICATION PROCESS

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

COURSES OF INSTRUCTION AT THE GRADUATE LEVEL

for

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

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

ART

ART ART FOR THE ELEMENTARY SCHOOL/

500. THREE CREDITS

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

ART SCHOOL ART: CURRICULUM AND METHODS/

501. THREE CREDITS

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

ART NINETEENTH CENTURY ART/THREE CREDITS

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

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.

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. **Crosslisted with EDU 510.** Lab fee: \$20.00.

ART 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 EDU 511* Lab fee: \$25.00.

ART GRADUATE BOOK ARTS/THREE CREDITS

512. This course is designed to introduce the educator

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

ART GRADUATE DRAWING/THREE CREDITS

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

ART WOMEN IN ART/THREE CREDITS

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

ART ART FOR THE SECONDARY SCHOOL/

516. THREE CREDITS

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

ART GRADUATE PRINTMAKING/ THREE CREDITS

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

ART GRADUATE CERAMICS/THREE CREDITS

530. This is an introductory course in ceramics. The study of clays, experience in forming, design, surface treatment, glazing, and firing will be emphasized. Traditional, contemporary, functional, and nonfunctional concepts of ceramics will be explored. Lab fee: \$30.00

ART GRADUATE PHOTOGRAPHY/ THREE CREDITS

540. A course designed to acquaint the student will all aspects of black and white photography. Technical information on taking photographs, developing

film, printing images, and special techniques will be covered. Aesthetic concerns also will be addressed. Lab fee: \$30.00

ART SURVEY OF CLINICAL ART 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:
557. UNDERSTANDING CHILDREN'S ART/
THREE CREDITS

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

ART GRADUATE PAINTING/THREE CREDITS

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

ART GRADUATE SCULPTURE/THREE CREDITS

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

ART ART THERAPY METHODS AND 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/THREE CREDITS

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

ART SPECIAL TOPICS IN ART/THREE CREDITS

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

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

ECN MONEY AND FINANCIAL INSTITUTIONS/
521. THREE CREDITS

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

ECN INTERNATIONAL TRADE/THREE CREDITS

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

ECN ECONOMIC PROBLEMS OF DEVELOPING
523. COUNTRIES/THREE CREDITS

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

ECN PUBLIC FINANCE/THREE CREDITS

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

ECN LABOR ECONOMICS/THREE CREDITS

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

ECN AMERICAN ECONOMIC HISTORY/
545. THREE CREDITS

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

ECN GEOGRAPHY OF WORLD RESOURCES/
561. THREE CREDITS

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

ECN SPECIAL TOPICS IN ECONOMICS/
599. THREE CREDITS

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

EDUCATION

EDU CLINICAL I: READING/NO CREDITS

500a. **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. NO 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-M.Ed. Clinical: Teacher Work Sample. This capstone experience is a requirement for students working toward the M.Ed. in Elementary, Secondary, Special, Art or Gifted Education. Students take this course, in which they create a portfolio representing their abilities with the Five Core Propositions of the National Board for Professional Teaching Standards. Grading is on a pass/fail basis.

EDU 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 COMPUTERS FOR TEACHERS/
504. THREE CREDITS
This course assists teachers in restructuring curriculum through the use of technology and instruction.
- 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 pass/fail. *Offered during spring term and occasionally in fall term. Special fee of \$25.*
- EDU DIRECTED STUDENT TEACHING:
512b. EARLY CHILDHOOD/NINE CREDITS
This course, which integrates theory and practice, is offered as a culminating experience of the initial certification program. The 60-day experience includes observation, participation, and directed teaching experience in a local -normally public - school. Conferences with the College supervisor and the cooperating teachers and attendance at such seminars as the ADEPT-training session are requirements. The supervisor evaluates the student teacher using the ADEPT. In addition, the student must demonstrate skill in computer-assisted instruction. Students must stay in touch with their advisers and check the Education Department website (education.converse.edu) for important deadlines. Grading is Pass/Fail. *Special fee of \$25.*
- 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 METHODS OF TEACHING LANGUAGE ARTS/
517. THREE CREDITS
This course introduces methods, materials and techniques for teaching and evaluating the broad range of skills which comprise the language arts. Areas of development include listening, speaking, vocabulary usage and development, spelling, manuscript and cursive handwriting, functional and creative writing and literature.
- EDU TEACHING READING THROUGH
518. LITERATURE/ THREE CREDITS
This course facilitates reading instruction in the elementary/secondary classroom from a literature base. It should help teachers develop methods and strategies for teaching reading through the use of various pieces of literature, assist teachers in selecting appropriate pieces of literature for use at specific levels, and assist teachers in developing appropriate methods of evaluating the tasks accomplished by their students and the gains made by those students.
- EDU ELEMENTARY SCHOOL CURRRICULUM/
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); BSAP. ***This course is a prerequisite to student teaching (early childhood, elementary, special education).***
- 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.

- EDU 522. METHODS OF TEACHING WRITING IN THE CONTENT AREAS/THREE CREDITS
This course facilitates writing instruction in the classroom by helping teachers develop methods and strategies for implementing and evaluating writing at their own particular levels or in their own specific content areas.
- EDU 523. BEHAVIOR AND DEVELOPMENT OF THE YOUNG CHILD/THREE CREDITS
This course combines elements of learning theory and child growth and development with actual observation of children. Special topics include self-esteem and confidence, multi-ethnic and pluralistic preschool settings, and principles of tests and measurements. The course covers the social, physical, emotional, and intellectual development of the child from birth to preadolescence and gives special emphasis to language acquisition and preoperational thought. **Fall term.**
- EDU 524. SCIENCE FOR THE ELEMENTARY CHILD/THREE CREDITS
This course familiarizes graduate students with science content appropriate for the elementary child (grades 1-8), develops pedagogical skills in science, and builds positive attitudes toward science and science instruction.
- EDU 525a. TEACHING OF READING: 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 525b. TEACHING OF READING: 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 526. IDENTIFICATION AND OTHER ISSUES IN GIFTED EDUCATION/THREE CREDITS
Prerequisite: EDU 591 and EDU 592. This course will examine the various statistical instruments, investigative procedures, and other strategies used to identify and evaluate gifted and talented students. Techniques for evaluating students, teachers, and programs will be studied. This should be one of your last courses.
- EDU 527. TEACHING THROUGH THE ARTS/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 529. PROFICIENCY INSTRUCTION IN FOREIGN LANGUAGE, METHODS AND CURRICULUM DESIGN/THREE CREDITS
A course to define problems in foreign language instruction and to develop strategies to overcome restraints.
- EDU 530. APPLIED RESEARCH IN GIFTED EDUCATION/THREE CREDITS
Prerequisites: EDU 591 and EDU 592. The course introduces candidates for the masters in gifted to research techniques, emphasizing qualitative methods, which they can apply in their classroom to promote program and instructional improvement. Participants will complete one major applied research project in which they will select and implement appropriate techniques, interpret the results, and develop a conclusion and plan of action based upon the results. In addition, they will use their knowledge of research techniques to critique published research studies in gifted education.
- EDU 531. METHODS OF TEACHING SECONDARY MATHEMATICS/THREE CREDITS
A study of the secondary school curriculum in mathematics and discussion of methods of teaching selected topics.
- EDU 532. DIRECTED STUDENT TEACHING: 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) for important deadlines. Grading is pass/fail. *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 preschool children, a review of preschool programs/settings, and an exploration of applying teaching/learning theory to the preschool setting. Special topics include working with parents, classroom management techniques/strategies, and curricula in math, language arts, science, social studies, art, physical education, and music. The course includes visits to a Montessori school, a private kindergarten, public-school kindergartens, a university laboratory preschool, a Title XX center, and a hospital-based child development center. ***Fall term.***

EDU METHODS AND MATERIALS FOR 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 preschool curriculum and the implementation

of carefully prepared lessons for an actual preschool setting. Students plan appropriate lessons. There is emphasis on language development and listening, speaking, writing, and reading readiness experiences. The course explores a variety of teaching techniques and organizational arrangements (emphasis upon individualized instruction). ***Spring term.***

EDU ALIGNING READING/LANGUAGE 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 MATHEMATICS
539. 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. *See 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 CDs. The e-portfolio will reflect an accepted set of professional teaching standards.

- EDU TEACHING DIVERSITY/THREE CREDITS
555. 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 CLASSROOM
561. MANAGEMENT/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 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.
- EDU THE SCHOOL AND THE FAMILY/
573. THREE CREDITS
See 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 PRACTICUM IN CURRICULUM DESIGN
582f. FOR THE GIFTED/THREE CREDITS
Prerequisites: EDU 591 and EDU 592. This course provides graduate students an opportunity to design curriculum, establish goals, plan activities, and devise evaluation criteria for gifted students of diverse ages and backgrounds. (Experienced teachers only.)
- EDU PRACTICUM IN EARLY CHILDHOOD
582g. EDUCATION/THREE CREDITS
This course provides students an opportunity to observe and work with preschool children. Emphasis is upon the preschool curriculum, the nature of the learner, and management of young children.
- EDU PRACTICUM IN INSTRUCTION FOR 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 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 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.

- 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 SCHOOL FACILITIES/THREE CREDITS
608. This course is designed to provide an understanding of the school facilities process. The study of school facilities will be done from a philosophical, historical, practical and sequencing of the construction process. The course will emphasize the role and responsibilities of the school principal, district office and board of education in the planning, construction and management of school facilities.
- EDU SEMINAR IN SCHOOL LAW/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 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 CURRICULUM AND INSTRUCTION:
622. TRENDS AND ISSUES/THREE CREDITS
Prerequisite EDU 620. This course is designed to acquaint students with the relevant trends and issues in curriculum and instruction. Attention will be given to educational theory as it relates to trends and issues. The emphasis will be on examination of specific educational theory and its application in the public school setting. Students will also explore the change process in detail as it applies to curriculum work. The overall goal of this course is to equip individuals with the knowledge that will help them make intelligent curriculum/instructional decisions and to lead educators in effective change efforts.

- EDU INSTRUCTIONAL DESIGN/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 CURRICULUM LEADERSHIP/THREE CREDITS
625. **Prerequisite: EDU 620.** The graduate students will explore leadership as it applies to curriculum work. The overall goal is to equip individuals with the necessary leadership skills to successfully initiate and lead curriculum change efforts in the public school setting.
- EDU TRENDS AND ISSUES IN EDUCATION: 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
633. OF 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. PRACTICIONERS/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/
THREE CREDITS

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

SPECIAL EDUCATION

SED INTRODUCTION TO EXCEPTIONAL

500. LEARNERS /THREE CREDITS

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

SED 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. In addition, the student must prepare a comprehensive paper relating the role of instructional theory to the student teaching experience. Students must stay in touch with their advisers and check the Education Department website (education.converse.edu) for important deadlines. Grading is on a pass/fail basis. *Special fee of \$30.*

SED DIRECTED STUDENT TEACHING:

512g MENTAL DISABILITIES/NINE CREDITS

This course, which integrates theory and practice, is offered as a culminating experience of the initial certification program. The 60-day course includes observation, participation and directed teaching experience in a local—normally public—school. Conferences with the College supervisor and the cooperating teachers and attendance at such seminars as the ADEPT/Student Teaching Orientation. The student teacher will be evaluated using the state-adopted ADEPT evaluation. In addition, the student must prepare a comprehensive paper relating the role of instructional theory to the student teaching experience. Students must stay in touch with their advisers and check the Education Department website (education.converse.edu) 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 MENTALLY AND PHYSICALLY DISABLED/
THREE CREDITS
This course is designed to acquaint the student with methods and materials to enhance and elicit interactive communication with handicapped students. This course introduces methods, materials, and techniques for engineering an interactive symbolic communication classroom. The student will learn about current trends, technology, and software.
- SED 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 MENTAL DISABILITIES/
580. 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 MENTAL
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 mental disabilities in a self-contained classroom. Observation and participation at The Charles Lea Center and/or public schools are required. A practicum is required. *Sign-up deadlines are involved. Check with your adviser.*
- SED 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.*
- 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. On-campus seminars are included. *Sign-up deadlines are involved. Check with your adviser.*
- SED PRACTICUM IN INSTRUCTION OF
582d. EXCEPTIONAL CHILDREN: ORTHOPEDIC DISABILITIES/THREE CREDITS
Prerequisites: SED 500, SED 581, SED 584. This course is offered in conjunction with the Charles Lea Center and provides students an opportunity to observe and work with children with orthopedic disabilities. Field trips to area institutions and on-campus seminars are included. Grading is on a pass/fail basis. *Sign-up deadlines are involved. Check with your adviser.*
- SED EDUCATIONAL PROCEDURES FOR 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. MENTAL DISABILITIES/THREE CREDITS
Prerequisites: SED 500 and SED 580. The curriculum and techniques of teaching are studied in relation to teaching students with mental disabilities. A practicum is required.
- SED METHODS OF TEACHING THE TRAINABLE
588. MENTAL DISABILITIES/THREE CREDITS
Prerequisites: SED 500 and SED 580. The curriculum, materials, and techniques of teaching are studied in relation to the trainable mentally retarded child. A practicum is required.
- SED INTRODUCTION TO LEARNING
595. DISABILITIES/ THREE CREDITS
This course is a study of learning disabilities affecting the educational development of the exceptional child. Emphasis is placed on the definition of, identification and classification of, theories of, and educational approaches to specific learning disabilities.
- SED EDUCATIONAL PROCEDURES FOR
596. LEARNING DISABILITIES/THREE CREDITS
Prerequisites: SED 500 and SED 595. This course deals with materials and methods for teaching children who have particular learning disabilities. Normally, students will have completed EDU 595 before enrolling in this course. A practicum is required.
- SED INTRODUCTION TO EMOTIONAL
597. DISABILITIES/THREE CREDITS
An introduction to children with emotional disabilities; causes and characteristics of neuroses and psychoses; and related learning problems, retardation, and cultural disadvantage. A practicum is required.
- SED EDUCATIONAL PROCEDURES FOR
598. EMOTIONAL DISABILITIES/THREE CREDITS
Prerequisites: SED 500 and SED 597. An introduction to methods of therapy, management techniques, and educational materials used with children with emotional disabilities. A practicum is required.
- SED ADVANCED CONCEPTS OF 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 TOPICS IN MEDIEVAL LITERATURE/

500. THREE CREDITS

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

ENG WORLD LITERATURE/THREE CREDITS

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

ENG TOPICS IN RENAISSANCE STUDIES/

510. THREE CREDITS

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

ENG ADOLESCENT LITERATURE/ 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 EIGHTEENTH CENTURY STUDIES/

530. THREE CREDITS

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

ENG NINETEENTH-CENTURY BRITISH

540. LITERATURE/THREE CREDITS

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

ENG NINETEENTH-CENTURY AMERICAN

550. LITERATURE/THREE CREDITS

A study of major movements in American literature from 1800–1900 (Romanticism, Transcendentalism, Realism and Naturalism). Authors studied may include Emerson, Fuller,

Thoreau, Douglass, Hawthorne, Melville, Whitman, Twain, James, Chopin, Wharton and Dubois.

ENG TWENTIETH-CENTURY FICTION/

560. THREE CREDITS

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

ENG TWENTIETH-CENTURY POETRY/

565. THREE CREDITS

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

ENG WOMEN WRITERS/THREE CREDITS

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

ENG SPECIAL TOPICS IN LITERATURE/

580. THREE CREDITS

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

ENG GENRE STUDIES/THREE CREDITS

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

ENG ADVANCED COMPOSITION/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/THREE CREDITS

592. **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/THREE CREDITS
506. 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 social, economic, and political developments in United States history from the end of the Revolution through the Jacksonian Era.

HIS THE ERA OF THE CIVIL WAR, 1840-1876/
521. THREE CREDITS
Westward expansion, the Old South, the abolitionist crusade, the Civil War and Reconstruction.

HIS THE EMERGENCE OF MODERN
522. AMERICA, 1876-1920/THREE CREDITS
A study of the United States from 1876 to 1920. Topics covered include the growth of big business, the Populist Movement, Imperialism, Progressivism, and World War I.

HIS AMERICA BETWEEN THE WARS, 1919-1945/
540. THREE CREDITS
A study of the United States from the end of World War I through the end of World War II.

HIS CONTEMPORARY AMERICA, 1945 TO THE
541. PRESENT/THREE CREDITS
A study of the United States from the end of World War II to the present. *Crosslisted with POL 541.*

HIS THE CIVIL RIGHTS ERA/THREE CREDITS
542. A study of the black civil rights movement from the early 1950's through the 1970's and beyond. *Crosslisted with POL 542.*

HIS WOMEN IN AMERICAN HISTORY/
545. THREE CREDITS
A study of major themes in the lives of women through the span of American history,

HIS AMERICAN FOREIGN POLICY/THREE CREDITS
555. A study of the institutions and functioning of American foreign policy/national security decision making as well as of selected topics of Cold War diplomacy and contemporary events. *Crosslisted with POL 555.*

HIS THE VIETNAM EXPERIENCE/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. *Crosslisted with POL 575.*

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 THE RUSSIAN REVOLUTION AND THE
511. SOVIET UNION/THREE CREDITS
A study of the background and progress of the 1917 revolutions and the origins and history of the Soviet Union.

HIS ENGLISH HISTORY TO 1714/THREE CREDITS
518. A survey of the history of England from the beginning 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 RENAISSANCE AND REFORMATION/
551. THREE CREDITS
A survey of European history from 1350 to 1648.

HIS THE AGE OF THE ENLIGHTENMENT/
552. THREE CREDITS
A survey of European history from 1648 to 1789.

HIS THE MIDDLE AGES/THREE CREDITS
561. This course is a survey of the developments that shaped European history during the Middle Ages, primarily from 1000 onward. The major emphasis of the course will be on the belief system of medieval people, although attention will be paid to the development of feudal monarchies, intellectual activities, and personal life.

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

HIS EUROPE SINCE WORLD WAR I/
563. THREE CREDITS
Lectures, readings, and discussion of the political,

diplomatic, social and intellectual history of Europe in the twentieth century. The first part covers the period from the Paris Peace Conference (1919) to 1939; the second part covers the period from 1939 to the present.

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

HIS COLONIAL LATIN AMERICA/THREE CREDITS
577. This course will offer an in-depth survey of Latin America from the Pre-Columbian period to the wars for independence in the early 1800s. We will examine closely the motives and methods of the Spanish Colonizers and search out the reasons for their incredible success. Another focus will be the creation and maintenance of institutions and government in the colonies. We will see what life in the Spanish Colonies was like for the people who lived there. We will also analyze the deep cultural and social division in Latin American society between indigenous and immigrant peoples that began in the Colonial Period and continues today. Our final task will be to discover the reasons for the decline and collapse of the Spanish colonial empire and to understand how the breakup shaped the emerging Latin American nations.

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

III. NON-WESTERN HISTORY

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

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

HIS ISLAMIC AND MIDDLE EAST 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. *Cross-listed with POL 570.*

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

IV. ADVANCED STUDY

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

MATHEMATICS/COMPUTER SCIENCE

MATHEMATICS

MTH FUNDAMENTAL CONCEPTS I/THREE CREDITS
501. 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/THREE CREDITS
502. 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 FOUNDATIONS OF GEOMETRY/
521. THREE CREDITS
A study of the postulational basis of Euclidean and non-Euclidean geometry.

MTH INTRODUCTION TO ANALYSIS/
522. THREE CREDITS
A study of the real numbers and their properties, limits, sequences, series, continuity, differentiability, and integrability.

MTH PROBABILITY AND STATISTICS/
523. THREE CREDITS
A study of probability, distributions, sampling distribution theory, estimation and tests of statistical hypothesis.

MTH SPECIAL TOPICS IN MATHEMATICS
599. Each offering covers a special topic in mathematics. See semester schedule for specific topics.

MATH REFRESHER COURSES**

OFFERED EXCLUSIVELY ONLINE BY SOUTH CAROLINA ETV – TO REGISTER GO

TO: <http://blackboard.scetv.org/online/courses/>

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

MTE MIDDLE MATHEMATICS CONTENT
500. REFRESHER FOR TEACHERS/
THREE CREDITS
Designed for mathematics teachers, this course is a presentation of the mathematics contents presented at the middle school level. It will enhance the teacher's knowledge of the concepts of middle school mathematics and demonstrate the use of appropriate technologies.

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

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

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

MTE PROBABILITY AND STATISTICS CONTENT
504. REFRESHER FOR TEACHERS/THREE CREDITS
Designed for mathematics teachers, this course is a presentation of the Probability and Statistics content presented at the secondary school level. It will enhance the teacher's knowledge of Probability and Statistics and demonstrate the use of appropriate technologies. A background in Algebra is recommended.

MTE GEOMETRY CONTENT REFRESHER
505. FOR TEACHERS/THREE CREDITS
Designed for mathematics teachers, this course is a presentation of the Geometry content typically covered at the secondary school level. It will enhance the teacher's knowledge of Geometry and demonstrate the use of appropriate technologies. A background in Algebra is recommended.

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

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

COMPUTER SCIENCE

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

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

CSC SPECIAL TOPICS IN COMPUTER SCIENCE
599. Each offering covers a special topic in computer science. See semester schedule for specific topics.

NATURAL SCIENCE

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

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

NSC EVOLUTIONARY BIOLOGY/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 MODERN CHEMISTRY/THREE CREDITS
521. The structure and reaction of atoms and molecules. This course is designed to emphasize concepts in chemistry for secondary science teachers. **Offered in alternate years.**

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

NSC ENVIRONMENTAL CHEMISTRY/
523. THREE CREDITS
A study of some of the chemical principles important to geology, ecology, and biochemistry. The major emphasis will be the chemical aspects of earth science.

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

NSC CHEMICAL INSTRUMENTATION FOR
525. TEACHERS/THREE CREDITS
Prerequisite: NSC 521 or permission of instructor. A survey of some of the electronic instruments used in chemical analysis. Topics will include

but not be restricted to pH and other ion-selective electrodes, visible and ultraviolet gas chromatography spectrophotometers, and electrochemical apparatus. **Lecture and laboratory - fee is required.**

- NSC PHYSICS FOR TEACHERS I/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 SPECIAL STUDIES IN THE POLITICAL
508. PROCESS/THREE CREDITS
Selected topics in the American political process with particular attention to political participation and public policy. Since the content will vary, it may be taken more than once for credit.
- POL. THE PRESIDENCY AND CONGRESS/
511. THREE CREDITS
A study of the executive and legislative process.
- POL CONSTITUTIONAL LAW/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 CONTEMPORARY AMERICA, 1945 TO
541. THE PRESENT/THREE CREDITS
A study of the United States from the end of World War II to the present. *Crosslisted with HIS 541.*
- POL THE CIVIL RIGHTS ERA/THREE CREDITS
542. A study of the black civil rights movement from the early 1950's through the 1970's and beyond. *Cross-listed with HIS 542.*
- POL ELECTIONS AND POLITICAL PARTIES/
550. THREE CREDITS
A study of the electoral process in the United States. Emphasis will be placed on political parties, voting decisions, and political campaigns.

II. Political Theory

- POL ANCIENT, MEDIEVAL, AND RENAISSANCE
510. POLITICAL THEORY/THREE CREDITS
A survey of the major works in the Western tradition of political thought from Plato to Machiavelli.
- POL EARLY MODERN AND MODERN
512. POLITICAL THEORY/THREE CREDITS
A survey of the major works in the Western tradition of political thought from Hobbes to Marx.
- POL 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/THREE CREDITS
503. 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 AMERICAN FOREIGN POLICY/THREE CREDITS
555. A study of the institutions and functioning of the American foreign policy/national security process and a survey of post World War II American foreign relations. *Crosslisted with HIS 555.*

POL 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. *Crosslisted with History 575.*

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. *Cross-listed with HIS 502.*

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

POL 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 the comparative and developmental politics of the Middle East and the larger Islamic community. Emphasis will be on sensitivity to and appreciation and analysis of non-Western culture and political systems.

V. Advanced Study

POL 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/THREE CREDITS

503. **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/THREE CREDITS

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

PSY HUMAN GROWTH AND DEVELOPMENT
580. EMOTIONAL DISTURBANCES/
THREE CREDITS

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

PSY SPECIAL TOPICS/THREE CREDITS

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

SOCIOLOGY

SOC SOCIAL SCIENCE STATISTICS/

503. THREE CREDITS

Same as PSY 503.

SOC SOCIAL PROBLEMS AND

510. DISORGANIZATION/THREE CREDITS

A study of selected contemporary social problems and issues through a number of theoretical perspectives. Emphasis will be placed on the analysis of these issues, the human value systems applicable, and understanding these issues in their larger social context.

SOC SOCIAL PSYCHOLOGY/THREE CREDITS

A study of the interaction between the individual and the group, and the influence of each on the other, with particular attention given to attitudes, attitude change, perception, communication, personality and cross-cultural influences on personality.

SOC SOCIOLOGY OF EDUCATION/

541. THREE CREDITS

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

Crosslisted with EDU 542.

SOC THE SCHOOL AND THE FAMILY/

573. THREE CREDITS

A critical study of the problems of interpersonal relationships between the school and the family and how they relate to the school setting.

Crosslisted with EDU 573.

SOC SPECIAL TOPICS/THREE CREDITS

599. Each offering covers a special topic in sociology.

See semester schedule for specific topics.

THEATRE

THR SPECIAL TOPICS IN DRAMATIC

505. LITERATURE/THREE CREDITS

A study/workshop course that will focus on one particular aspect of the theatre production process. Possible topics for study may be—but not limited to—one of the following: dramatic literature, youth theatre, design, technical production, acting, directing, and management. Because course content will vary with each offering, it may be taken more than once for credit.

THR AN INSTITUTE IN CREATIVE DRAMA 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.

THE CARROLL McDANIEL PETRIE SCHOOL OF MUSIC

GRADUATE PROGRAM

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

ACCREDITATION

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

MISSION

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

ADMISSION PROCEDURES

Enrollment in all graduate programs at Converse College is coeducational.

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

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

1. The completed application form and application fee of \$35.
2. An official transcript from each college or university attended.
3. Three letters of recommendation from teachers who can assess the student's competence to undertake graduate study.
4. Scores on the General section of the Graduate Record Examination, or on the Praxis II Examination for Music Education majors. Applicants are expected to achieve a total minimum GRE score of 800, combining the Verbal score with either the Quantitative or the Analytical score. Applicants for the Masters degree in Music

Education are expected to submit minimum scores of 151 on the Music: Content Knowledge Exam, 145 on the Music: Concepts and Processes exam, or 165 on the Principles of Learning and Teaching (PLT) exam.

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

AUDITION/INTERVIEW

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

AREA ADMISSIONS REQUIREMENTS

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

Performance: An audition (twenty minutes minimum).

Piano Pedagogy: An audition (twenty minutes minimum).

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

ENTRANCE EXAMINATIONS

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

All entering graduate Vocal Performance majors must pass an examination in Italian, French, German, and English lyric diction. If they do not

pass, they must enroll for diction or audit the portion of diction courses in which they are deficient and receive a passing grade in those areas.

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

PROBATION IN PERFORMANCE

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

LANGUAGE REQUIREMENTS

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

Requirements:

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

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

SPECIAL GRADUATE STATUS

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

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

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

TRANSFER CREDIT

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

ASSISTANTSHIPS

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

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

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

FACULTY ADVISER

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

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

COURSE LOAD

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

ENSEMBLE PARTICIPATION

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

DIRECTED INDEPENDENT STUDIES IN MUSIC

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

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

APPLICATION FOR GRADUATION

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

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

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

GRADUATION REQUIREMENTS

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

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

COMPREHENSIVE EXAMINATIONS

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

The Comprehensive Examination consists of two parts:

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

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

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

TIME LIMIT

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

FACILITIES

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

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

COURSE OFFERINGS

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

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

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

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

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

DEPARTMENT OF PERFORMANCE (MPS)

MASTER OF MUSIC DEGREE IN PERFORMANCE

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

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

Required courses in Music:

MPS 600: Performance Studies 10 hours
MUA 680: Graduate Chamber Recital 1 hour
MUA 690: Graduate Recital 1 hour

Total hours in Major area 12 hours

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

Total hours in Supportive area 14 hours

Music Electives (must include 3 credits at the 600 level) 6 hours

To include no additional Performance study. Ensemble participation is recommended but will not count toward electives.

Total credits for degree 32 hours

Final Requirements

1. Graduate Recital
2. Comprehensive examination

COURSES OF INSTRUCTION

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

PERFORMANCE STUDIES (MUA)

501. OPERA WORKSHOP I/ONE CREDIT

Prerequisite: Graduate status, permission of the instructor. An introduction to opera performance. The student will study topics such as movement, beginning acting technique for the opera stage, and careers in opera, and will also learn the basic elements of opera musical preparation through score study and coaching.

502. OPERA WORKSHOP II/ONE CREDIT

Prerequisite: MUA 501 or permission of instructor. A continuation of MUA 501. A more advanced level of opera workshop, with the same methods and goals as Opera Workshop I. Students of sufficient ability and advancement will work on small ensemble scenes and arias.

503. OPERA WORKSHOP III /ONE CREDIT

Prerequisite: MUA 501 or permission of instructor. A continuation of MUA 501. A more advanced level of opera workshop, with the same methods and goals as Opera Workshop I. Students of sufficient ability and advancement will work on small ensemble scenes and arias.

504. OPERAWORKSHOP IV/ONE CREDIT

Prerequisite: MUA 501 or permission of instructor. A continuation of MUA 501, this course provides advanced work on character building and techniques that show the student how to be more engaged and committed to the music and the plot. Students will learn how to make a resume, professional standards that are expected in the profession, auditioning and the expectations of employers when hired. Successful completion of the course results in a mock professional audition.

680. GRADUATE 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

691. Prerequisite: Graduate status, approval of the student's Master's Committee and the Graduate Music Program Committee.

PERFORMANCE STUDIES (Private Lessons) (MPS)

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

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). Enrollments are limited by available resources. Open to all Converse students.)

Consult the appropriate section of the Catalog for lesson fees.

ENSEMBLES AND CHAMBER MUSIC (MEN)

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

530. CONVERSE SYMPHONY ORCHESTRA/ ONE CREDIT

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

540. CHAMBER SINGERS/ONE CREDIT

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

550. CONVERSE CHORALE/ONE CREDIT

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

560. SPARTANBURG FESTIVAL CHORUS/ ONE CREDIT

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

570. ACCOMPANYING/ONE CREDIT

Prerequisite: Permission of the director. Techniques of accompanying singers and instrumentalists. Includes practical application with student soloists.

580. EARLY MUSIC ENSEMBLE/ONE CREDIT

Prerequisite: Permission of the director. Participation in instrumental and/or vocal ensembles whose purpose is the presentation of repertoire written prior to 1750. Open to all Converse students by audition. May be repeated for credit.

590. OPERA PERFORMANCE/ONE CREDIT

Prerequisite: Graduate status, permission of the instructor. An opera performance course designed for the graduate student. This course is required of all vocal majors who have auditioned and obtained a role in the Opera, Opera Scenes, or any other auditioned performance. May be repeated for credit.

DEPARTMENT OF MUSIC EDUCATION AND PEDAGOGY (MEP)

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 Education3 hours

MUE 623: Methods and Materials

Seminar in Music Education.3 hours

MUE 695: Graduate Thesis.3 hours

Total hours in Major area 12 hours

MPS 600: Performance Studies.3 hours

MEN: Ensemble2 hours

MUH: Graduate elective in Music History . .3 hours

MUT: Graduate elective in Music Theory . . .3 hours

Total hours in Supportive area 11 hours

Music Electives.7 hours

May include 3 credits outside of music.

Ensemble participation is recommended but will not count toward electives.

Total credits for degree30 hours

Final Requirements

1. Comprehensive examination
2. Thesis

MASTER OF MUSIC DEGREE IN MUSIC EDUCATION WITH INITIAL CERTIFICATION VOCAL/CHORAL EMPHASIS

This degree is designed for persons who hold a Bachelor's degree in Music which does not qualify them for certification and who wish to earn both a Master of Music in Music Education *and* certification to teach music in the public schools. Graduates of this program are qualified to pursue doctoral work in music education.

Entrance Requirements

- Undergraduate Music Degree
- Pass an entering audition to verify performance competency
- Show evidence of competency in keyboard skills
- Pass placement tests in music history and theory
- Successful completion of the Praxis I examination

Prerequisite Courses:

The following courses must be completed at the undergraduate level if not present on the student's undergraduate transcript:

MUE 351 Fundamentals of Conducting . . .2 hours

MUE 353 Intermediate Conducting/

Choral Topics.2 hours

MUE 321-333: Instrumental "tech" courses . . .3 hours

MUA 111-113, 211-213: Voice Class

(for keyboard majors).4 hours

MUA 221, 223: Diction4 hours

MUE 311: General Music K-12.3 hours

MUE 411: Choral Methods.3 hours

MUE 422: Music Practicum3 hours

PSY 100: General Psychology3 hours

Total hours 27 hours

Graduate Course Requirements:*

Required Courses in Music:

MUE 611: Foundations of Music Education .3 hours

MUE 621: Research in Music Education . . .3 hours

MUE 623: Methods and Materials Seminar

in Music Education3 hours

MUE 695: Graduate Thesis.3 hours

MUE 660: Directed Student

Teaching: Music Education12 hours

Total hours in Major area 24 hours

MPS 600: Performance Studies. 2 hours
 MEN: Ensemble 2 hours
 MUH: Graduate elective in Music History . . 3 hours
 MUT: Graduate Music Theory 3 hours
 EDU 560: Introductions to Education 3 hours
 PSY 580: Human Growth and Development . . 3 hours

Total hours in supportive area. 16 hours

Music Electives. 3 hours
Ensemble participation is recommended but will not count toward electives.

Total graduate credits for degree. 37 hours

* A minimum of 20 hours must be taken at the 600 level.

Grand total hours for program 62 hours

Final Requirements:

1. Comprehensive examination
2. Master's Thesis
3. PRAXIS II Examinations
 - Music: Content Knowledge
 - Music: Concepts and Processes
 - Principles of Teaching and Learning (PLT)

MASTER OF MUSIC DEGREE IN MUSIC EDUCATION WITH INITIAL CERTIFICATION INSTRUMENTAL EMPHASIS

This degree is designed for persons who hold a Bachelor's degree in Music which does not qualify them for certification and who wish to earn both a Master of Music in Music Education *and* certification to teach music in the public schools. Graduates of this program are qualified to pursue doctoral work in music education.

Entrance Requirements

- Undergraduate Music Degree
- Pass an entering audition to verify performance competency
- Show evidence of competency in keyboard skills
- Pass placement tests in music history and theory
- Successful completion of the Praxis I examination

Prerequisite Courses:

The following courses must be completed at the undergraduate level if not present on the student's

undergraduate transcript:
 PSY 100: General 3 hours
 MUE 351: Fundamentals of Conducting . . . 2 hours
 MUE 363 Intermediate Conducting/
 Instrumental Topics 2 hours
 MUE 321-333: Instrumental "tech" courses . 4 hours
 MUA 111: Voice Class 1 hour
 MUE 311: General Music K-12. 3 hours
 MUE 412: Instrumental Methods. 3 hours
 MUE 422: Music Practicum 3 hours

Total hours 18 hours

Graduate Course Requirements:*

Required Courses in Music:

MUE 611: Foundations of Music Education . 3 hours
 MUE 621: Research in Music Education. . . 3 hours
 MUE 623: Methods and Materials
 Seminar in Music Education. 3 hours
 MUE 695: Graduate Thesis. 3 hours
 MUE 660: Directed Student
 Teaching: Music Education. 12 hours

Total hours in major area 24 hours

MPS 600: Performance Studies. 2 hours
 MEN: Ensemble 2 hours
 MUH: Graduate elective in Music History . . 3 hours
 MUT: Graduate elective in Music Theory . . 3 hours
 EDU 560 Introduction to Education. 3 hours
 PSY 580: Human Growth and Development . . 3 hours

Total hours in supportive area. 16 hours

Music Electives. 3 hours
Ensemble participation is recommended but will not count toward electives.

Total graduate credits for degree. 37 hours

* A minimum of 20 hours must be taken at the 600 level.

Grand total hours for program 61 hours

Final Requirements:

1. Comprehensive examination
2. Master's Thesis
3. PRAXIS II Examination
 - Music: Content Knowledge
 - Music: Concepts and Processes
 - Principles of Teaching and Learning (PLT)

MASTER OF MUSIC DEGREE IN PIANO PEDAGOGY

This degree is designed for accomplished pianists who intend to pursue careers as teachers of piano. Graduates of this program are qualified to pursue doctoral work in piano pedagogy.

Required Courses in Music:

MUE 671: Performance Practices & Practicum in Piano Pedagogy I.....	2 hours
MUE 672: Performance Practices & Practicum in Piano Pedagogy II.....	1 hour
MUE 673: Performance Practices & Practicum in Piano Pedagogy III.....	2 hours
MUE 674: Piano Pedagogy Journal Club	2 hours
MUH 553: Piano Literature	3 hours

Total hours in Major area10 hours

MPS 601: Performance Studies Piano	3 hours
MPS 602: Performance Studies Piano	1 hour
MPS 603: Performance Studies Piano	3 hours
MPS/MEN: Choose one pairing	4 hours
MUA 690: Graduate Recital (1) and MEN 500: Ensembles (3) or MUE 695: Graduate Thesis (3) and MEN 500: Ensembles (1) or MUE 696: Graduate Lecture/Recital (3) and MUE 500: Ensembles (1)	
MUH 501: Bibliography	3 hours
MUH: Music History "Period" Courses (choose one)	3 hours
MUH 531, 533, 541, 543 or 575	
Music History Elective	3 hours
MUT Theory Elective (choose one).....	3 hours
MUT 531: Counterpoint	
MUT 543: Adv. Harmony & 20th Century Idioms	
MUT 553: Advanced Analysis	

Total hours in supportive area.....20 hours

Total credits for degree.....30 hours

Final Requirements

1. Comprehensive examination
2. Graduate Thesis, Recital or Lecture/Recital

MUSIC EDUCATION (MUE)

570. MUSIC EDUCATION FOR THE ELEMENTARY CHILD/THREE CREDITS
Objectives, methods, and materials for teaching music in the elementary school. Designed for the general classroom teacher.

611. FOUNDATIONS OF MUSIC EDUCATION/THREE CREDITS
An overview of the philosophical, historical, psychological, sociological, and pedagogical foundations of music education in the United States.

621. RESEARCH IN MUSIC EDUCATION/THREE CREDITS
Quantitative and qualitative research procedures.

623. METHODS AND MATERIALS SEMINAR IN MUSIC EDUCATION / THREE CREDITS
A survey of methods and materials, current advanced trends and techniques.

660. DIRECTED STUDENT TEACHING: MUSIC EDUCATION/TWELVE CREDITS
Prerequisites: Admission to the Teacher Education Program in Music Education; completion of all music education courses required for the degree, MUA 203 or MUA 213, minimum undergraduate GPA of 2.5 and permission of the department.
The student teaching of music in the public schools under the supervision of a music faculty member. This course includes a weekly seminar and conferences with the director of music teacher education and the cooperating teacher. Discussions and criticisms accompany the elementary and/or secondary school observation and teaching. A minimum of 12 weeks of directed teaching is required for certification.

661. ADVANCED CHORAL CONDUCTING/THREE CREDITS
Prerequisite: MUE 363. Concentration on score reading and conducting of vocal works.

663. ADVANCED INSTRUMENTAL CONDUCTING/THREE CREDITS
Prerequisite: MUE 363. Includes score reading and conducting of instrumental ensembles.

671. PERFORMANCE PRACTICES AND PRACTICUM IN PIANO PEDAGOGY/
TWO CREDITS
Intensive Study of the intermediate/early advanced literature and performance practices in the works of J.S. Bach, D. Scarlatti, Mozart, Haydn, and Beethoven. Also includes observation of experienced teachers, and the teaching of intermediate level students.
672. PERFORMANCE PRACTICES AND PRACTICUM IN PIANO PEDAGOGY II/
ONE CREDIT
Intensive Study of the intermediate/early advanced literature and performance practices in the works of Schubert, Schumann, and Brahms. Also includes observation of experienced teachers, and the teaching of intermediate level students.
673. PERFORMANCE PRACTICES AND PRACTICUM IN PIANO PEDAGOGY III/
TWO CREDITS
Intensive Study of the intermediate/early advanced literature and performance practices in the works of Chopin, Liszt, Debussy, Ravel and other 20th century composers. Also includes observation of experienced teachers, and the teaching of intermediate level students.
674. PIANO PEDAGOGY JOURNAL CLUB/
TWO CREDITS
Students will assess and discuss recent important journal articles related to the field of piano pedagogy. Students will develop a workshop presentation based on a current topic.
680. DIRECTED INDEPENDENT STUDY/
ONE TO THREE CREDITS
Projects of independent study in music approved by the faculty adviser and the Music Curriculum Committee.
695. GRADUATE THESIS /THREE CREDITS
A scholarly research paper in an area of the student's competence. The thesis topic must be approved by the Music Curriculum Committee.
696. GRADUATE LECTURE/RECITAL/
THREE CREDITS
Prerequisites: Regular Graduate status, approval of the student's Master's Committee and the Music Curriculum Committee. Preparation and presentation of a public lecture/recital and supporting thesis based on in-depth independent research of an approved topic.

DEPARTMENT OF MUSICOLOGY AND COMPOSITION (MHT)

COURSES OF INSTRUCTION

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

MUSIC HISTORY (MUH)

411. GRADUATE MUSIC HISTORY REVIEW/ ONE CREDIT

A review of undergraduate music history for entering graduate students. Required of graduate students who receive a grade lower than "C-" on the Music History Placement Exam. This course must be passed (with a minimum grade of "C-") before the student can enroll in graduate-level music history courses.

501. BIBLIOGRAPHY/THREE CREDITS

Prerequisite: Graduate or Honors Program status.
A survey of basic reference materials in the field of music, with an introduction to the techniques of research.

531. MUSIC OF THE ROMANTIC ERA/ THREE CREDITS

Prerequisites: Passing the music history placement test or successfully completing MUH 411 (History Review) An examination of Western music in the 19th Century.

533. MUSIC OF THE TWENTIETH CENTURY/ THREE CREDITS

Prerequisites: Passing the music history placement test or successfully completing MUH 411 (History Review) An examination of Western music in the 20th Century.

541. MUSIC OF THE MIDDLE AGES & RENAISSANCE/ THREE CREDITS

Prerequisites: Passing the music history placement test or successfully completing MUH 411 (History Review).
A topics seminar in Western music to 1600.

543. MUSIC OF THE BAROQUE & CLASSIC ERAS/THREE CREDITS

Prerequisites: Passing the music history placement test or successfully completing MUH 411 (History Review). A topics seminar focusing on Western music from 1600 to 1800.

551. SONG LITERATURE /THREE CREDITS

Prerequisites: Passing the music history placement test or successfully completing MUH 411 (History

Review). A survey of standard art song literature from the Sixteenth Century to the present, with emphasis on both music and poetry.

553. PIANO LITERATURE/THREE CREDITS

Prerequisites: Passing the music history placement test or successfully completing MUH 411 (History Review). A survey of the literature for the contemporary pianist.

563. ORCHESTRAL 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.

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.

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
Prerequisites: MUH 213 or the equivalent and the permission of the instructor. Introduction to the electronic music studio with a focus on using it as a composition, improvisation, and arranging tool. Seven hour minimum weekly commitment, involving two classes and use of the laboratory.
502. ELECTRONIC MUSIC PUBLISHING/
THREE CREDITS
Prerequisite: MUH 213 or the equivalent. An in-depth study and application of technical and artistic techniques used for electronic music publishing.
503. ELECTRONIC MUSIC LABORATORY II/
THREE CREDITS
Prerequisite: MMD 501. A continuation of MMD 501.
511. SOUND RECORDING/THREE CREDITS
An introduction to specific technical and artistic elements of current multitrack sound recording equipment and techniques.
532. TECHNOLOGY FOR THE PRIVATE STUDIO/
ONE CREDIT
Prerequisite: MUE 303 for Piano Pedagogy majors. An examination of the ways that current hardware and software can aid and expand the services of the private teaching studio. Topics include computers, related education and business software, electronic musical instruments, sound systems, physical setup and wiring, electrical considerations, and purchasing strategies.
605. MUSIC SOFTWARE FOR TEACHERS/
THREE CREDITS
Prerequisite: None. An introduction to current software that can be used by public school teachers. Through demonstrations, coaching, consultations, and homework assignments, the student will experience hands-on use of a word processor for professional writing, a spreadsheet for grading and financial records, a database for cataloguing, communications for Internet and World Wide Web use, a combined music notation/sequencing program for composing, arranging, and accompanying, a multimedia program for educational presentations; and marching band charting software. Enrollment will be limited by the available number of workstations.

680. DIRECTED INDEPENDENT STUDY /
ONE TO THREE CREDITS
Prerequisite: Approval of the Music Curriculum Committee. Projects of independent study (including additional major composition study) approved by the faculty and the Music Curriculum Committee.

MUSIC THEORY AND COMPOSITION (MUT)

472. GRADUATE MUSIC THEORY REVIEW/
ONE CREDIT
Prerequisites: Graduate Music Theory Placement Exam. A review of undergraduate music theory for entering graduate students.
533. COUNTERPOINT/THREE CREDITS
Prerequisites: Passing the music theory placement test or successfully completing MUH 472. Analysis, listening, and writing short exercises. Includes musical styles from 1450 to the present.
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 MUH 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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Spartanburg, South Carolina

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Association
Spartanburg, South Carolina

Woodrow Hughes (2006), Faculty Senate President
Spartanburg, South Carolina

Johanna Whitmer '08 (2007), SGA President
Myrtle Beach, South Carolina

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Spartanburg, South Carolina

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Spartanburg, South Carolina

Carlos D. Moseley (1981, 1998)
Spartanburg, South Carolina

Kurt Zimmerli (1983, 2004)
Spartanburg, South Carolina

*(YEAR ELECTED TO BOARD/YEAR ELECTED AS
LIFE TRUSTEE)*

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Academic Affairs Committee
Audit Committee
Business and Finance Committee
Committee on Trustees
Development Committee
Enrollment Committee
Student Affairs Committee

THE PRESIDENTS OF CONVERSE COLLEGE

*Benjamin F. Wilson
(1890–1902)

*Robert Paine Pell
(1902–1932)

*Edward Moseley Gwathmey
(1933–1955)

*Oliver Cromwell Carmichael, Jr.
(1956–1960)

Robert T. Coleman, Jr.
(1961–1989)

Ellen Wood Hall
(1989–1993)

Sandra C. Thomas
(1994–1998)

Nancy Oliver Gray
(1999-2004)

Elizabeth A. Fleming
(2005-)

*Deceased

THE COLLEGE OF ARTS AND SCIENCES GRADUATE FACULTY

Members of the faculty are listed alphabetically within present rank with the date in parentheses indicating time of original appointment. A second date indicates time of promotion to present rank.

Betsy A. Fleming

president

A.B., Harvard University;
M.A., Royal College of Arts;
M.A., M.Phil., 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)

Thomas M. Faulkenberry

dean, school of education and graduate studies

B.S., Erskine College;
M.Ed., Francis Marion University;
Ph.D., University of South Carolina. (2005, 2006)

Kelly Harrison Maquire

associate dean, school of education and graduate studies

B.A., M.Ed., Converse College;
Ph.D., Clemson University. (2000, 2006)

THE COLLEGE OF ARTS AND SCIENCES

EMERITI

Robert T. Coleman, Jr.

president emeritus

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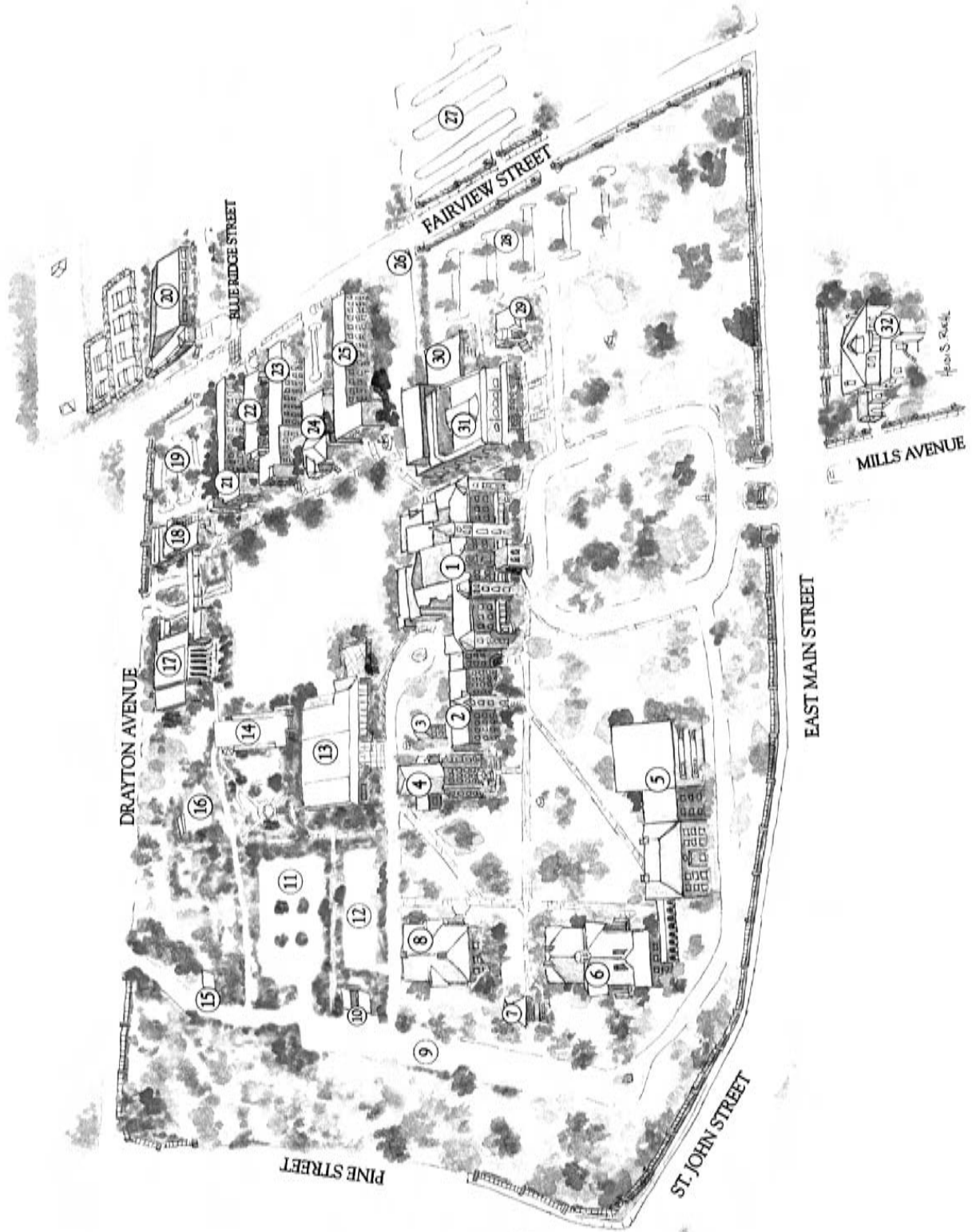
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Breanna Plount, B.A.

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Map Legend

1. Wilson Hall
 - Administration
 - Admissions
 - Gee Dining Room
 - Hazel B. Abbott Theatre
 - Laird Studio Theatre
2. Pell Residence Hall
3. Campus Safety
4. Dexter Residence Hall
5. Mickel Library
 - Academic Success Center
 - Media Services
 - Writing Center
6. Carmichael Hall
 - Registrar
 - Hartness Auditorium
7. Ezell Hall
 - School of Education & Graduate Studies
 - Converse II
8. Kuhn Hall
9. Faculty/Staff Parking
10. Facilities Management
11. Student Parking
12. Montgomery Parking Lot
13. Montgomery Student Center
 - Bookstore
 - Pool
 - Gibbs Chapel
 - Sneakers Cyber Café
 - Mailroom
 - Campus Life Office
 - Career Services
 - Events & Information Desk
 - SGA Organization Offices
14. Phifer Science Hall
15. Log Cabin
16. Amphitheatre
17. Blackman Music Hall
 - Daniel Recital Hall
18. Milliken Fine Arts Building
 - Milliken Art Gallery
19. Belk Parking Lot
20. Sally Abney Rose Physical Activity Complex and The Weisiger Center
21. Belk Residence Hall
22. Cudd Residence Hall
23. Williams Residence Hall
24. Andrews Residence Hall
 - Wellness Center
25. Morris Residence Hall
26. Food Service/Twicheil Delivery
27. Twicheil Parking Lot
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