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 to graduate programs.
# Converse College
## Graduate Catalog
### 2001-2003

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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. Martha T. Lovett
Dean of Graduate Studies & Special Programs
The Mission of Converse College

The primary mission of Converse College since its founding in 1889 has been the education of women. Moving into its second century, Converse reaffirms the founders’ original conviction that a small, undergraduate, residential college of the liberal arts is a uniquely powerful environment for awakening the abilities and developing the talents of women of all ages.

The College offers courses of study in the liberal arts and selected professional areas and provides a campus where women with a wide variety of backgrounds and goals are welcome. Converse is a community where younger and older, undergraduate and graduate, residential and commuting students come together and work with a faculty dedicated to teaching. The College draws much of its character from its Christian heritage, as expressed in the Founder’s Ideal, and much of its strength from a long-standing dedication to the Honor Tradition.

Converse understands the liberal arts as a set of disciplines and methods that develop intellectual power and nourish the mind. These disciplines and methods will continue to evolve but will always be at the core of a Converse education. Linguistic, quantitative, and analytical skills are recognized as the foundation of the liberal arts, and the general education program is designed to ensure that every student is firmly grounded in these areas.

Professional and graduate programs, specialized applications, and interpretations of the methods and goals of the liberal arts, enhance the core curriculum. Undergraduate degrees are offered in humanities, language and literature, fine arts, natural and social sciences, and mathematics, as well as in the professional areas of music, education, business, and interior design. Graduate programs, open to men, offer the degrees of Master of Music, Master of Education, Master of Liberal Arts and Educational Specialist. At all levels, the student-faculty ratio is low, and programs emphasize individual attention.

A Converse woman should graduate confident and self-assured, having come to understand herself and her place in the global community. She should have the skills and experience necessary to take up the responsibilities of living in a rapidly changing, technologically-sophisticated society. The quality of a Converse education will finally be embodied most clearly in the lives of its alumnae.

Goals for Converse students include the development of their:
1. knowledge of academic disciplines within the liberal arts
2. linguistic, quantitative, and analytical skills
3. skills necessary to live in a technologically-sophisticated society
4. career and pre-professional skills
5. understanding of their place in the global community
6. individual abilities and talents
7. self-awareness, self-confidence, and integrity
8. effective citizenship.
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 52-87 for a description of initial certification programs. The purpose of the initial certification program is to prepare graduate students to become well-qualified teachers by their completion of one of our State-approved education programs. Students may elect one of the following initial certification programs: early childhood, elementary, educable mentally disabled, learning disabilities, and secondary education (biology, chemistry, English, mathematics, social sciences). The Dean of Graduate Studies will consult with students regarding State-approved programs necessary for South Carolina certification. See pages 12-62.

MASTER OF EDUCATION PROGRAM

Converse offers an M.Ed. degree for teachers who are already certified. That program offers four broad areas or tracks (elementary education, gifted education, secondary education, special education). See pages 63-84 for a description of each program of study. See pages 63-84.

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 economics, English, history, political science, or sociology. In addition to a liberal arts concentration, a student must also take 6-15 hours of electives. Choices include four of the five areas available in concentration choices. Once a concentration choice has been made, the elective choices may come from the other areas of concentration or art history, music history, psychology, and religion. A capstone project connecting three disciplines is required. 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 85-91.
EDUCATIONAL SPECIALIST DEGREE IN ADMINISTRATION & SUPERVISION AND CURRICULUM & INSTRUCTION

The educational specialist degree in Administration & Supervision and 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 99-102.

EDUCATIONAL SPECIALIST DEGREE IN MARRIAGE & FAMILY THERAPY

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

The program is primarily for students with an existing MFT related graduate degree. Qualified students with a bachelors degree may be accepted but must successfully complete an additional 12 semester hours of foundational MFT graduate coursework.

This degree program involves a partnership between Converse College and WestGate Consultation Network, Inc. Converse College provides the academic portion and WestGate TCN provides the clinical practicum. See pages 103-108.

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 132-149.
Policies and Regulations

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. Satisfactory progress is the completion of a minimum of 80% of all hours attempted.

**Required hours:**

<table>
<thead>
<tr>
<th>Full-time</th>
<th>Half-time</th>
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<tbody>
<tr>
<td>9–12 graduate hours per fall, spring, and summer term</td>
<td>6 hours per fall, spring, and summer term</td>
</tr>
<tr>
<td>3 hours for winter term</td>
<td>3 hours for winter term</td>
</tr>
</tbody>
</table>

**Progress toward degree:**

<table>
<thead>
<tr>
<th>Full-time</th>
<th>Half-time</th>
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<tbody>
<tr>
<td>18–24 hours per year with a minimum of 2.5 GPA</td>
<td>12–15 hours per year with a minimum of 2.5 GPA</td>
</tr>
</tbody>
</table>

**COST**

Tuition costs and fees are included in graduate course schedules, which are available on request from the Graduate Studies Office. 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 Public 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 paperwork 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 paperwork 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. All students withdrawing after the fifth week of the fall or spring semesters are not 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.
Policies and Regulations

CAMPUSSAFETYSERVICES

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

Motor Vehicle Registration: Students, staff, and faculty 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. (Fees: Residents $15.00, Commuters $10.00.) For complete parking information, see the Converse traffic regulations brochure.

Identification Cards: All students, faculty, and staff 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 $5.00 each.

Escort Services: Campus Safety provides after-dark escorts upon request. Call ext. 9026 or stop by the Campus Safety Office.

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

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

ACADEMIC SUPPORT CENTER

The Academic Support Center, located on the third floor of Mickel Library, was established to help students achieve academic excellence and to develop skills that will help them succeed both inside the classroom and in life beyond college. Referrals to departmental tutors are available. Students with documented disabilities may apply for academic accommodations through the Center (see “Academic Policies on Disabilities” below).

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 & Special Programs for questions or 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
Policies and Regulations

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 and parents 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 regarding students with disabilities, including accommodations for them, is confidential and will be communicated only to faculty and administrative personnel who have a justifiable reason to have the information.
Policies and Regulations

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 back pocket of the Graduate Student Handbook has a brochure.

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

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

The Dean will report the violation to the Graduate Honor Code Committee for a decision and penalty assessment if there is a violation. The Graduate Honor Code Committee consists of one education professor, one liberal arts professor, one music professor and two graduate students (president of Graduate Student Association and music advisory board member). The Dean of Students chairs the Graduate Honor Code Committee. If the Honor Code Committee assesses a penalty, the student may appeal the decision to the Provost’s Council. Its decision is final.

REMOVAL POLICY

The graduate dean may remove a graduate student from a class or a program for “appropriate reasons”.*

The student may request an appeal from the Graduate Standards Committee comprised of 3 members of Graduate Council (one liberal arts, one education, and one music faculty member), the president of the Graduate Student Association, 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 provost. The provost’s decision is final.

*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.

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
Policies and Regulations

sexual misconduct; and for pursuing Honor Board, and alcohol and drug abuse cases. The Graduate Office in the Ezell Building has the Graduate Student Handbook, which outlines policies graduate students should follow.

REGISTRATION FOR CLASSES

Students may register by mail before the deadline listed in the Schedule of Classes. Students may register on-site at the time and date given in the Schedule of Classes.

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. Students receive a grade report at the end of each term.

A student may retake any course in which he/she has earned a grade of C or 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. before enrolling in the course, the student must give official notice by completing the appropriate form in the Registrar’s Office; completion of this form is necessary to assure that the student’s record shows that the course has been retaken
4. the student may not take an overload during any term in which he/she takes such a course
5. no grade will be removed from a course 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
6. 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.75</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.75</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.75</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete (same as F for grade point average calculation)</td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawn while passing</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawn while failing</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
</tr>
</tbody>
</table>
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. The Registrar’s Office updates and posts incomplete grades on transcripts monthly.

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, a grade of fail is hours attempted and failed.

AUDIT

Students must obtain permission to audit from the instructor of the 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: thirteen weeks (fall term), six weeks (winter term), thirteen weeks (spring term). The fall term extends from mid-September through mid-December, the winter term from early January through early February, and the spring term from mid-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.

REQUIREMENTS FOR DEGREE

The Graduate Student must:

1. complete all requirements of the degree program
2. complete all incomplete work by end of spring term and grades sent to the Registrar and recorded by June 15
3. not receive any incomplete grades summer I or II immediately preceeding Summer graduation
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 to the Dean of Graduate Studies, available in the Graduate Studies Office.
7. complete a graduate questionnaire, which assesses academic courses, professional education, supervision, registration, advising, personal treatment by administrators, and secretaries, prior to the summer graduation.
MASTER OF ARTS IN TEACHING
INITIAL CERTIFICATION AT THE GRADUATE LEVEL IN SOUTH CAROLINA

Early Childhood Education
Elementary Education
Secondary Education
  Biology
  Chemistry
  English
  Mathematics
  Social Studies
Special Education
  Learning Disabilities
  Educable Mentally Disabled

Master of Arts in Teaching
Bachelor of Arts in Teaching
Bachelor of Science in Teaching
Doctor of Education
Doctor of Philosophy in Teaching

Converse College
Spartanburg, South Carolina
MASTER OF ARTS IN TEACHING
INITIAL CERTIFICATION

REQUIREMENTS FOR ADMISSION

For admission to graduate study for initial certification in the MAT/Ed.S. programs, the applicant should have the following credentials:

1. Graduation from a recognized college.
2. Overall GPA of 2.75 on a 4.0 scale for full admission.
3. A major undergraduate program appropriate for requested teaching area.
4. A completed application form, $35.00 application fee, two letters of recommendation (with at least one from an academic source), and undergraduate transcripts.
5. A personal statement of approximately 1 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.

All applications will come before the Graduate Admissions Committee. The Graduate Admissions Committee meets every month.

We suggest that prospective students schedule an interview with the Dean of the Graduate Program or a person whom the dean designates. The Graduate Admissions Committee will accept fully or provisionally or reject applicants based on its determination of likelihood for success in graduate studies. If accepted by the Graduate Admissions Committee, the Teacher Education Admissions Committee will consider all applications for the MAT for initial certification. If after the first 12 hours a student’s average is below 3.0, the committee assesses and renders a decision about continuation in the program.

TEACHER EDUCATION ADMISSIONS COMMITTEE

1. The Dean of Graduate Studies refers all initial certification applicants for the MAT to the Teacher Education Admissions Chair after the Graduate Admissions Committee reviews and accepts all credentials.

Department for admission to the teacher education track include:

a. a cumulative GPA of 2.5 on a 4.0 scale,
1. completing approved pre-service of the from first Converse graduate course in years in 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 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.

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Department for admission to the teacher education track include:

a. a cumulative GPA of 2.5 on a 4.0 scale,
1. completing approved pre-service of the from first Converse graduate course in years in 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 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.

All applications will come before the Graduate Admissions Committee. The Graduate Admissions Committee meets every month.

We suggest that prospective students schedule an interview with the Dean of the Graduate Program or a person whom the dean designates. The Graduate Admissions Committee will accept fully or provisionally or reject applicants based on its determination of likelihood for success in graduate studies. If accepted by the Graduate Admissions Committee, the Teacher Education Admissions Committee will consider all applications for the MAT for initial certification. If after the first 12 hours a student’s average is below 3.0, the committee assesses and renders a decision about continuation in the program.

TEACHER EDUCATION ADMISSIONS COMMITTEE

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Initial Certification

Studies and Special Programs 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.

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.

PROGRAMS

INTRODUCTION TO

The MAT program at Converse College offers several degrees which lead to initial teacher certification in South Carolina. It is the purpose of this Catalog to describe these programs; to provide an orientation for those students who intend to pursue a career in education; and to outline the major policies, requirements, and services of the Graduate Studies Department. Prospective teachers who fulfill the requirements of one or more of the programs in this Catalog can meet the South Carolina certification requirements, as well as the requirements established by several other states. Since certification requirements do vary from state to state, however, students should work closely with our faculty and make themselves thoroughly familiar with the requirements of states in which they may want to teach or become an administrator. Attention to these details is particularly important because the State Department of Education—not Converse College—certifies teachers and administrators.

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

The purpose of the initial certification program of the Education Department is to prepare graduate students to become well-qualified teachers and certified professionals by their completion of one of our State-approved teacher education programs.

The Petrie School of Music offers a variety of courses for the non-major interested in cultural enrichment and a broad curriculum of undergraduate and graduate studies for the serious student of music. Converse offers graduate and undergraduate degrees in instrumental and vocal performance, music theory, composition and musicology, and music education.

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

REGISTRATION FOR CLASSES

Students may register by mail before the deadline listed in the Converse Schedules. Students may register on-site at the time and date given in the Converse Schedule.
Students need to take a majority of their courses at Converse in classes restricted to graduate students only and make sure they take the majority of their courses with full time Converse faculty. Advisers are available to help students meet these two requirements.

**COMMON OBJECTIVES FOR TEACHER EDUCATION**

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

1. develop an understanding of the history of education in the United States and the leaders, ideas, and movements in the development and organization of education in the United States

2. develop an understanding not only of the learning but also of the application of these processes to teaching

3. promote constructive interaction among different ethnic, social, religious, economic, and racial groups

4. develop an understanding of the theoretical and methodological aspects of instruction:
   a. appropriate to a chosen area of teaching
   b. in keeping with current research on teaching, effective schools and learning theory

5. participate in actual behavioral situations that require integration of theory and practice

6. develop specific techniques of teaching in order to work effectively and professionally with pupils, teachers, administrators, and parents

7. develop self-confidence, positive and constructive attitudes through study and practicums to promote self-esteem and to encourage confidence and healthy self-concepts in students

8. develop a professional approach to instruction which recognizes the individuality of students of various ethnic, social, economic, religious and racial backgrounds, the relationship of theory and practice, and the need for a wide diversity of educational methods and materials in the classroom

9. develop an understanding of educational research and the manner by which educational research is conducted.

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

1. have competence in the communication skills (including both writing and speaking) instructional programs, based on diagnoses in areas of specialization

2. be able to design for students appropriate instructional programs, based on diagnoses in real or simulated situations

3. be able to apply a computer to instructional use; perform basic operations with the computer; and select, evaluate, and use educational software for the student’s area of specialization

4. be able to demonstrate those competencies included by the South Carolina Board of Education on the APT and deemed as essential skills and behaviors, such as those associated with appropriate planning both short term and communication, and

5. be able to demonstrate criteria identified in the evaluation of annual and continuing contract teachers, such as long-term planning, short-term planning, clarifying rules, procedures, disciplining inappropriate behavior, organizing instruction of new content that provides for a student’s differences in learning styles, clarifying the goals of instruction, practicing and
Initial Certification

reviewing content, involving students, and monitoring pupil progress
6. be able to identify the components identified by research that contribute both to school and teacher effectiveness.

POLICIES

All prospective teachers must take standardized tests to evaluate their preparation for classroom teaching. The state of South Carolina requires that all test scores be published. The current pass rate for Converse undergraduate/graduate students who are program completers is 96%. Converse defines a program completer as a student who completes either a Bachelor of Arts in Education Degree or a Master of Arts in Teaching Degree that includes 60 full days of student teaching. Students should meet with the Dean of Graduate Studies and Special Programs in order to establish a file with the Graduate Office at the earliest possible date. In so doing, they increase the likelihood that they will be pursuing a program which meets the requirements for certification and the College requirements for graduation. The Teacher Education Admissions Committee must admit the student to a teacher education program in order for the student to do advanced studies in an initial certification program.

One prerequisite for admission to the teacher education program is passing all parts of the State-adopted admission test. The test measures basic skills in reading, arithmetic, and writing. A student may take the test only three times. If the student does not pass all parts after the first attempt, the student should see his or her adviser. The student must also:
1. hold a degree at the bachelor’s level with a GPA of 2.5 on a 4.0 scale or an SAT score above the 50th percentile in South Carolina of the year taken
2. receive a passing score on all sections of the Praxis I (PPST) prior to student teaching
3. obtain professional recommendations.

The Teacher Education Admissions Chair will examine a student’s cumulative file after the Graduate Admissions Committee, accepts the student. When the student’s materials go to the Teacher Education Admissions Committee, each student receives information in writing of the action of the Teacher Education Admissions Committee. The Committee may consider a student as “fully admitted,” “provisionally admitted,” or “rejected.” A “fully admitted” student must have the required GPA with an undergraduate degree, passing scores on the state-adopted exam, and satisfactory recommendations. A “provisionally admitted” student may need to take additional course work. A “rejected” student may not continue in the initial certification/State-approved program in teacher education.

CLINICAL EXPERIENCES

The teacher education curriculum at Converse College includes formal, structured, and clinical experiences in school settings. A student must complete at least two of these practicums prior to student teaching. These clinical experiences must be sequential in nature, as opposed to isolated or fragmented activities. The experiences, which integrate theory and practice, must be incremental and based on increasing levels of expectations in both content and skills. The clinical experiences correlate with the rest of the teacher education curriculum and reflect program objectives and desired outcomes. The student should, therefore, schedule his/her courses and practicums appropriately. He/she should consult with his/her adviser and read the Graduate Catalog very carefully.

STUDENT TEACHING

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

STUDENT TEACHING REGULATIONS

The student must submit the application for student teaching to the Director of Teacher Education by September 5 for spring term and normally by September 15 of the previous year for the fall term. Prior to the student teaching experience, the education adviser assesses the strengths and weaknesses of the individual student. To student teach, the Teacher Education Admissions Committee admits the student to the program according to the requirements specified in Part 1 of “Policies.” The adviser of the student must approve the prospective student teacher for the student teaching experience.

STUDENT TEACHING PLACEMENT

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

STUDENT TEACHING EVALUATION

A mid-term evaluation and Final Evaluation: Checklist of Teaching Competencies are completed by the College supervisor and the cooperating teacher. A mid-term three-way conference is required. A qualified ADEPT-endorsed supervisor observes the student teacher and apprises the student in
Initial Certification

writing of their individual performance on the ADEPT and given a written account of strengths and weaknesses. Student teachers who do not attain the minimum standard established for provisional contract teachers on the ADEPT receive a written plan for remediation of identified deficiencies.

INSTITUTIONAL SUPERVISOR

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

COOPERATING TEACHERS

The College and the school jointly approve student teaching placements. Cooperating teachers must:
1. be willing to take responsibility for a student teacher during the sixty-day assignment
2. be certified in the appropriate teaching area
3. have at least three years of public school teaching
4. have training in the use of the ADEPT
5. be willing to attend orientation sessions
6. be willing to follow the procedures and policies outlined in the Student Policy Manual
7. be recommended annually by superintendent or designee.

During the program, the faculty adviser will closely monitor student progress to assure completion of requisite courses, practicums, computer modules, oral communication workshops (or a speech course approved by adviser), required tests, paper work, and other requirements.

To meet the departmental graduate requirements for teacher certification recommendation a student must satisfactorily complete the course work, practicums, computer modules, oral communication workshops, applicable tests, and other experiences needed for graduation and teacher/administrator certification. This adviser notifies the Dean that the student has completed the program. Responsibility for verification of successful completion of the certification program by a student rests with the Dean of the Graduate Studies. The Dean of Graduate Studies and Special Programs recommends the appropriate students to the Graduate Council and the full graduate faculty for their approval before graduation and reports their names to the Registrar. The graduate dean recommends the student for certification to the South Carolina Department of Education. In cases where a student does not receive admission to student teaching, he/she may substitute approved courses in order to complete a degree program. Such a student is non-State-approved and ineligible for certification.

PROGRAM ASSESSMENT

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

**COLLABORATION WITH OTHER DISCIPLINES**

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

**CURRICULUM DEVELOPMENT**

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

**CERTIFICATION**

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

You must also have an original copy of every test score sent to the South Carolina State Department of Education. You must request the score report at the time you take the test.

Generally, with a few exceptions, students who complete one of Converse’s State-approved programs will be eligible for certification in several states. States which may cause some difficulties (because they have different requirements and/or do not participate in the reciprocity agreement) include

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Initial Certification
Arkansas, Florida, Georgia, Texas, Mississippi, Tennessee, and Louisiana. Students who plan to
teach in these states need to be alert to the varying certification requirements. Georgia, for example,
requires all teachers to have Introduction to Exceptional Children or Educational Diagnostics for
Exceptional Children. It is always advisable to write directly to state departments of education
for complete and up-to-date information about teacher certification. The Education Department
at Converse can supply appropriate addresses. You should complete the entire application for
certification, including fingerprints, appropriate State Department fee, official undergraduate
transcripts, and official copies of passing Praxis II scores and leave it with the graduate dean prior
to your completion of student teaching.

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

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

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

STUDENT PARTICIPATION IN PROGRAM EVALUATION

We are always eager to have feedback from students regarding program effectiveness. Talk to your
education adviser, complete course evaluation forms, respond to our questionnaires. We have student
groups, the Student Advisery Council/Ed.S. Advisery Council, with both appointed and volunteer
members, which do a formal evaluation of the department each year. Let us know if you would like
to serve on either committee—or talk to members about your suggestions or concerns.

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

CHANNELS OF COMMUNICATION

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

The Dean of Graduate Studies and Special Programs (and other members of the department, when
necessary) discuss education requirements with the corps of advisers. The Dean is concerned
primarily with curriculum, course quality, academic standards, programs and requirements,
faculty performance, surveys, and assembling student evaluation of the various programs. She
also is responsible for recommendations for certification to the Office of Certification of South
Carolina State Department of Education.
The early childhood major is a program designed for students interested in working with children in pre-kindergarten through fourth grade. This program leads to PK-4 certification in South Carolina. The early childhood major combines observations of young children, instructional methodology, program planning for PK-4 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**

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

1. develop an understanding of the knowledge of child development from birth to adolescence and the implications of the learning processes of these ages;
2. develop skills in appropriate pedagogy and classroom management; and
3. provide a broad knowledge of the history, theory, and professional practices that are related to early childhood education.

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

1. demonstrate competence in the knowledge of psychological and sociological concepts and generalizations dealing with the development of self-concept and group responsibility and relations;
2. 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 OBJECTIVES**

The preservice teacher will demonstrate competence in:

1. the knowledge of earl development from birth to adolescence;
2. the knowledge of psychological and sociological concepts dealing with the development of self-concept and group responsibility and relations;
3. the knowledge of and experiences in skills for observing, recording, and assessing children’s behavior in order to plan appropriate instructional programs and learning environments;
4. the knowledge of and experiences in the disciplines which provide content knowledge needed to teach language development and listening, speaking, writing, and reading, with an emphasis on language development;
5. the knowledge of and experiences in the disciplines which provide content knowledge needed to teach mathematics;
6. the knowledge of and experiences in the disciplines which provide content knowledge needed to teach biological and physical sciences and health;
7. the knowledge of and experiences in the disciplines which provide content knowledge needed to teach social studies;
8. the knowledge of and experiences in the disciplines which provide content knowledge needed to teach fine arts;
9. organizing, planning, and implementing physical education activities and safety
practices;
10. the knowledge of and experiences in strategies for enabling children to express themselves creatively in a variety of ways, including experience through the arts;
11. the knowledge of and experiences in strategies for enhancing the critical thinking ability of the learner in any content area;
12. facilitating independent learning and decision-making skills in young children and early adolescents;
13. the knowledge of and experiences with different learning environments appropriate for children from infancy through early adolescence;
14. the knowledge of and experiences in using state and local resources and appropriate referral strategies;
15. the knowledge of experiences with the skills needed to work with parents and other adults in the home, school, and community;
16. the knowledge of how to organize and administer a pre-kindergarten program;
17. instructing preschool and elementary children (PK-4) in such subjects as mathematics, language arts (listening, speaking, writing, and reading), language development, biological and physical sciences, social studies, health, fine arts, physical education activities and safety practices;
18. a basic understanding of current theories of child development and early childhood education;
19. reading, analyzing, and interpreting accurately research related to the field of early childhood education;
20. subject matter areas normally found in preschool programs and the primary grades (1-4);
21. the knowledge and understanding of the development and learning process particularly of the child from the prenatal stage to early adolescence;
22. planning, organizing, and managing an appropriate instructional program and learning environment for preschoolers;
23. teaching the subject matter at the PK-4 grade level;
24. understanding and knowledge of the content in the field of early childhood education;
25. studying and displaying a mastery of skills and methodology needed to teach the subject matter, fostering students’ development of critical thinking and problem solving skills;
26. the knowledge of, and the ability to actively participate in, curriculum development and revision;
27. the knowledge and skills needed for short- and long-range planning;
28. the knowledge of strategies appropriate to early childhood education (PK-4) as it relates to individualizing instruction; applied teaching methods; and critical thinking, problem solving, decision-making, and application of these processes in the investigation of problems, issues, and themes;
29. engaging with children in enjoyable learning experiences that nurture exploration, manipulation, and experimentation with a variety of concrete materials;
30. selecting appropriate literature for reading aloud and story telling;
31. using concept formation techniques, inquiry, discovery, and hands-on learning strategies;
32. evaluating reading readiness, cognitive, affective, and psychomotor skills through the use of tests, screening instruments, and developmental inventories/checklists;
33. exhibiting an acceptance of, and a sensitivity to, the diversity of young children (ethnic, racial, cultural, social economic status, and religious backgrounds);
34. exhibiting the ability to encourage multicultural/multiethnic learning experiences among young children;
35. planning and implementing learning experiences which use the South Carolina Curriculum Standards and South Carolina Curriculum Frameworks;
36. developing and implementing strategies for the discipline and management
of behavior which are appropriate for young children;
37. describing the cognitive, social, emotional, and physical needs, behaviors, and characteristics of preschool and primary-age children;
38. leading a wide variety of games, exercises, and motor-development activities appropriate for preschool and primary-age children;
39. operating educational media and technology, individualizing instruction, and developing an appropriate learning environment for young children;
40. encouraging creative expression among young children;
41. visiting, describing, and discussing a variety of early childhood settings (e.g., private-for-profit, public school classrooms, Montessori, employer-sponsored, university laboratory, child development centers, facilities for special children);
42. displaying a broad knowledge of the historical, philosophical, and psychological foundations of early childhood education;
43. promoting healthy self-concepts, confidence, cooperation, decision-making, and self-control among preschoolers;
44. a thorough understanding of the National Association for the Education of Young Children guidelines for appropriate practice with young children;
45. the knowledge of curriculum, child development, and instructional theory and practice in early childhood education;
46. the knowledge of adjusting teaching style to learning styles of students;
47. promoting high expectations among learners and encouraging students’ development of critical thinking, problem solving, and performance skills;
48. the knowledge of communication/collaboration strategies/skills for use among the teacher, pupil, parent/guardian, and other appropriate personnel in making team decisions which foster collaboration;
49. the knowledge of assessment and evaluation among young children (validity, reliability, norm- and criterion-referenced standardized tests, portfolios and performance tasks);
50. the knowledge and skills needed to monitor and enhance student learning among young children;
51. understanding the characteristics of and effective strategies needed for teaching students with exceptionalities (gifted, learning disabled, etc.);
52. observing and analyzing a variety of teaching models and assessing their own teaching effectiveness;
53. conferring with parents and other professionals responsible for the education and well being of young children; and
54. the behaviors and skills included in the ADEPT performance dimensions.
### Master of Arts in Teaching
#### Initial Certification Program

**Early Childhood Education**  S.C. grade span 1-8

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>DOB</th>
<th>SS#</th>
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</thead>
</table>

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**Area I. Special Education/Gifted/Child Behavior (6–12)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
<th>Previously taken at undergraduate level</th>
<th>Converse graduate courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>*EDU 523</td>
<td>Behavior of Preschool Child</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>SED 500</td>
<td>Intro to Exceptional Child</td>
<td>3</td>
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**Area II. Teaching Methodology (6–18)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
<th>Previously taken at undergraduate level</th>
<th>Converse graduate courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>*EDU 501</td>
<td>The Teaching of Reading</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*EDU 503</td>
<td>Math for Elementary Child</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*EDU 519</td>
<td>Elementary School Curriculum</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*EDU 533</td>
<td>Literature for the Child</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>*EDU 535</td>
<td>Preschool Curriculum</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>*EDU 537</td>
<td>Methods and Materials of Preschool Curriculum</td>
<td>3</td>
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**Area III. Foundations of Education (6–12)**

<table>
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<th>Semester Hours</th>
<th>Previously taken at undergraduate level</th>
<th>Converse graduate courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>*EDU 560</td>
<td>Foundations of American Education</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose either:</td>
<td>Educational Research and Evaluation or</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 621</td>
<td>Educational Psychology</td>
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</table>

* Prerequisite to student teaching
Area IV. Liberal Arts (6-12)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Undergraduate Level</th>
<th>Graduate Level</th>
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<tbody>
<tr>
<td>PSY 520 Child Psychology</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Area V. Other Required courses

**MAT 105** College Algebra or other mathematics course approved by adviser 3

**HPE 393** Health and P.E. for the Child 3

**ART 311** Art for the Child 3

511 (This course normally should be taken before student teaching.)

**MUE 370/570** Music for the Child 3

(Superscript student credit. Course approved by adviser)

**EDU 101** Practicum: Reading 0

(EDU 101 is a prerequisite to EDU 102, which must be taken during the academic year and before student teaching. Sign-up deadlines are involved. Check with your adviser.)

**EDU 102** Practicum: Early Childhood 0

EDU 512b Directed Teaching (K-4) 9

Candidate has completed South Carolina Department of Education approved program in primary area of ___________ with student teaching at _______________ School ______ grade __________ area and earned additional endorsement(s) in _______________.

/ Advisers’ Signatures Date

The Adviser verifies to the Dean of Graduate Studies those who have successfully completed a teacher education program. The Dean of Graduate Studies notifies the Registrar of those who have completed an approved program.

Signature of Dean of Graduate Studies Date

*Prerequisite for student teaching

** See Converse Undergraduate Catalog for course descriptions.
INITIAL CERTIFICATION IN ELEMENTARY EDUCATION

PROGRAM DESCRIPTION

The program in elementary education not only produces a well-qualified elementary teacher for grades 1-8 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.

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 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. develop skills in appropriate pedagogy and classroom management;
2. promote a broad knowledge of the history, theory, and professional practices that relate to elementary education;
3. require the study and experiences in the disciplines which provide the content knowledge needed to teach the elementary subject areas; and
4. 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 1-8 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 OBJECTIVES

The preservice teacher will demonstrate to

1. describing a child’s development from the prenatal period through early adolescence;
2. exhibiting competence in subject matter areas normally found in elementary school curricula;
3. observing, recording, and assessing children’s behavior in order to create appropriate learning environments and plan an appropriate instructional programs;
4. designing an appropriate learning environment for the elementary child which reflects a knowledge of the learning process;
5. identifying and describing social, emotional, and health needs of elementary children;
6. making generalizations about self-concept and its development;
7. fostering group responsibility and relationships after the study of psychological concepts;
8. enhancing the critical thinking abilities of the learner in any content areas;
9. the knowledge of language arts methods and materials—with an emphasis on language development and listening, speaking, writing, and reading—appropriate for the elementary child;
10. the knowledge of and the ability to use appropriate methods and materials in the area of mathematics, social studies, science, and in all areas of the elementary curriculum;
11. the content of the disciplines and the
methods and materials appropriate for the elementary child in the content areas, including social studies, biological and physical sciences, health, the fine arts, physical education, and safety practices, normally found in the elementary school;

12. understanding the subject matter, bibliography, theory, and methodology of the field of elementary education;

13. enabling students to express themselves creatively in a variety of ways, including the arts;

14. facilitating learning and decision-making skills, independent learning, and thinking skills in elementary students;

15. a knowledge of content and methods of teaching subject matter normally found in the elementary school curriculum;

16. using effectively state and local resources and appropriate referral strategies;

17. communicating effectively with parents and other adults in the home, school, and community;

18. an understanding of exceptionality;

19. providing for each child—including exceptional children—in the classroom;

20. using effectively audio-visual equipment appropriate for the elementary classroom;

21. utilizing such techniques as individualizing instruction, grouping, and whole group instruction;

22. diagnosing and planning an appropriate instructional program and learning environment reflecting the pupils to be taught;

23. a comprehensive knowledge of children’s literature and methods of instructing children in this area;

24. completing successfully necessary course work to assure understanding and knowledge of the content in elementary education;

25. curriculum development and revision;

26. developing both short- and long-range instruction plans;

27. establishing quality performance levels, communicating these in writing, and implementing these in the classroom;

28. implementing appropriate a) strategies of individualized instruction; b) teaching methods; c) techniques to enhance critical thinking, problem solving, and decision-making; and d) processes in the investigation of problems, issues, and themes;

29. the knowledge of child development from birth to adolescence with emphasis upon the implications of the learning process of these ages;

30. the knowledge of psychological and sociological concepts and generalizations dealing with the development of self-concept and group responsibility and relations;

31. the knowledge of and experiences in skills for observing, recording, and assessing children’s behavior in order to plan an appropriate instructional program and learning environment;

32. the knowledge of and experiences in the disciplines which provide content knowledge needed to teach language development and listening, speaking, writing, and reading, with an emphasis on language development;

33. the knowledge of and experiences in the disciplines which provide content knowledge needed to teach mathematics;

34. the knowledge of and experiences in the disciplines which provide content knowledge needed to teach biological and physical sciences and health;

35. the knowledge of and experiences in the disciplines which provide content knowledge needed to teach the social studies area;

36. the knowledge of and experiences in the disciplines which provide content knowledge needed to teach fine arts;

37. the organization, planning, and implementation of physical education activities and safety practices;

38. the knowledge of and experiences in strategies for enabling children to express themselves creatively in a variety of ways, including experience through the arts;

39. the knowledge of and experiences in strategies for enhancing the critical thinking ability of the learner in any
Initial Certification - Elementary Education

content area;
40. the facilitation of independent learning, thinking skills, and decision-making skills in young children, students, and early adolescents;
41. facilitation of independent learning and decision-making skills in young children and early adolescents;
42. the knowledge of and experiences with different learning environments appropriate for children from infancy through early adolescence;
43. the knowledge of and experiences in using state and local resources and appropriate referral strategies;
44. the diagnosis of entry level skills in the language arts, mathematics, and other subject matter areas;
45. the knowledge of reading and media materials and how to guide students in their choice of these materials;
46. the knowledge and use of media appropriate for the classroom;
47. the prescription of and planning appropriate learning environments and programs for both groups and individuals;
48. the preparation of daily and long-range plans;
49. the identification of children who learn differently and identification of provisions for their instruction;
50. the facilitation of the development of a positive self-concept in each child;
51. the variation of instructional activities and the learning environment;
52. interacting effectively with administrators, teachers, para-professionals, parents, and other adults in the home, the school, and the community;
53. presenting, communicating, and interacting with children at their level of understanding.
54. planning and implementing learning experiences which use the South Carolina Curriculum Standards and South Carolina Curriculum Frameworks;
55. exhibiting an acceptance of, and a sensitivity to, the diversity of students' ethnic, racial, cultural, social economic status, and religious backgrounds);
56. exhibiting the ability to encourage multicultural/multiethnic learning experiences among students;
57. promoting high expectations among learners and encouraging students’ development of critical thinking, problem solving, and performance skills; and
58. the behaviors and skills included in the ADEPT performance dimensions.
Master of Arts in Teaching  
Initial Certification Program  
Elementary Education  S.C. grade span 1-8

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>DOB</th>
<th>SS#</th>
</tr>
</thead>
</table>

___ Admitted to graduate education
___ All three sections of the Praxis I passed
___ 2.5 for admission
___ Approved admission to the teacher education program

**Prerequisite: appropriate courses in biology.**
(The MAT requires a minimum of 36 graduate semester hours to include A and B.)

<table>
<thead>
<tr>
<th>Previously taken at undergraduate level</th>
<th>Converse graduate courses</th>
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<tbody>
<tr>
<td>Semester Hours</td>
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**Area I. Special Education/Gifted/Child Behavior (6-12)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>SED 500</td>
<td>Introduction to Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(This course is recommended before taking the Elementary PRAXIS II.)</td>
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<tr>
<td>Elective</td>
<td></td>
<td>3</td>
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</tbody>
</table>

**Area II. Teaching Methodology**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*EDU 501</td>
<td>The Teaching of Reading</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(This course is a prerequisite to EDU 533 and a prerequisite or corequisite to EDU 101. Your adviser can help you with scheduling.)</td>
<td></td>
</tr>
<tr>
<td>*EDU 503</td>
<td>Math for the Elementary Child</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(This course is required for student teaching.)</td>
<td></td>
</tr>
<tr>
<td>*EDU 516</td>
<td>Teaching of Social Studies/Science/Mathematics/Language Arts</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(This winter term course is required for student teaching.)</td>
<td></td>
</tr>
<tr>
<td>*EDU 519</td>
<td>Elementary School Curriculum</td>
<td>3</td>
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<tr>
<td></td>
<td>(This should be one of the last courses taken before student teaching.)</td>
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</tr>
<tr>
<td>MUE 570</td>
<td>Music for the Child</td>
<td>3</td>
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<tr>
<td>*EDU 533</td>
<td>Literature for the Child</td>
<td>3</td>
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<td></td>
<td>(EDU 501 is a prerequisite to this course.)</td>
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</table>

*Prerequisite for student teaching
### Area III. Foundations of Education (6-12)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
<th>Undergraduate Level</th>
<th>Graduate Courses</th>
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</thead>
<tbody>
<tr>
<td>*EDU 560</td>
<td>Foundations of American Education</td>
<td>3</td>
<td>□</td>
<td>□</td>
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<tr>
<td></td>
<td>*(This should be one of the first courses a</td>
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<tr>
<td></td>
<td>student takes.)*</td>
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<tr>
<td>Choose either:</td>
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<tr>
<td>EDU 621</td>
<td>Educational Research and Evaluation <strong>or</strong></td>
<td>3</td>
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<td>□</td>
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<tr>
<td>EDU 567</td>
<td>Educational Psychology</td>
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### Area IV. Liberal Arts

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Semester Hours</th>
<th>Undergraduate Level</th>
<th>Graduate Courses</th>
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<tbody>
<tr>
<td>PSY 520</td>
<td>Child Psychology</td>
<td>3</td>
<td>□</td>
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<tr>
<td>Elective</td>
<td></td>
<td>3</td>
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</table>

### Area V. Other Required courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
<th>Undergraduate Level</th>
<th>Graduate Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>**MAT 105</td>
<td>College Algebra or other mathematics</td>
<td>3</td>
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</tr>
<tr>
<td>**HPE 393</td>
<td>Health and P.E. for the Child</td>
<td>3</td>
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<td>□</td>
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<tr>
<td>**ART 311/</td>
<td>Art for the Child</td>
<td>3</td>
<td>□</td>
<td>□</td>
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<tr>
<td>511</td>
<td>*(This course normally should be taken before</td>
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<tr>
<td></td>
<td>student teaching.)*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*EDU 101</td>
<td>Practicum: Reading</td>
<td>0</td>
<td>□</td>
<td>□</td>
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<tr>
<td></td>
<td>*(This practicum is taken concurrently with or</td>
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<td></td>
<td>after EDU 501; normally, it must be taken</td>
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<tr>
<td></td>
<td>during the academic year and before EDU 103</td>
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<td>and student teaching. Sign-up deadlines are</td>
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<td>involved. Check with your adviser.)</td>
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<tr>
<td>*EDU 103</td>
<td>Practicum: Elementary</td>
<td>0</td>
<td>□</td>
<td>□</td>
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<td></td>
<td>*(Prerequisite to student teaching. Your adviser</td>
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<tr>
<td></td>
<td>can help you schedule both practicums.)*</td>
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<tr>
<td>EDU 512a</td>
<td>Directed Teaching in the Elementary School</td>
<td>9</td>
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</table>

Candidate has completed South Carolina Department of Education approved program in primary area of _________________ with student teaching at _________________School _______ grade _________________ area and earned additional endorsement(s) in ________________.

/ ________________________________
Advisers' Signatures

Date

The Adviser verifies to the Dean of Graduate Studies those who have successfully completed a teacher education program. The Dean of Graduate Studies notifies the Registrar of those who have completed an approved program.

Signature of Dean of Graduate Studies

Date

*Prerequisite for student teaching

** See Converse Undergraduate Catalog for course descriptions.
INITIAL CERTIFICATION IN SPECIAL EDUCATION: EDUCABLE MENTALLY DISABLED

PROGRAM DESCRIPTION

Students in this program complete a planned sequence of courses which includes 54 hours in the major and related field combination. The program provides preparation leading to certification in the area of Educable 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 children. 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 Educable Mental Disabilities major is designed to help the prospective teacher reach the following specific goals and objectives.

PROGRAM GOALS

The goals of the educable mental disabilities program at Converse are to:

1. provide a thorough course of study in child 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 educable mental disabilities will be able to:

1. demonstrate their knowledge of the educable mentally disabled;

2. implement, and assess instruction in simulated settings and real classroom settings;

3. organize and manage effectively both resource and self-contained models of a K-12 placement with the educable mentally disabled; and

4. demonstrate computer proficiency in instructional technology including the knowledge of skills, strategies, and technologies that are related to the educable mentally disabled.

PROGRAM OBJECTIVES

The preservice teacher will demonstrate competence in:

1. describing the characteristics of exceptionality and its effect on how students learn.

2. understanding of national, state, and local laws, policies, and procedures affecting the disabled and classroom management and computer-assisted instruction.

3. the development, selection, administration, and interpretation of formal and informal assessment techniques and instruments to assess a student’s education development (academics, cognitive, communicative, emotional, physical, prevo-cational/vocational, and social) focusing on the student’s current educational development.

4. communicating with parents, students, and professional personnel relative to the assessment of a student’s academic, social, cognitive, physical, and communicative functioning and the subsequent planning, development, and implementation of the student’s program.

5. identifying, selecting, and using resource agencies (internal and external resources, including the community) for improving and strengthening the educational program for disabled students.

6. the development, implementation and evaluation of a variety of logically ordered instructional approaches to learning for disabled students that address their academic, social, cognitive, prevo-cational/vocational, and physical needs; including the organization and maintenance of
Initial Certification - Educable Mentally Disabled

student records.

7. identifying, selecting, adapting, and using commercially and teacher-made media and materials for improving and strengthening programs for disabled students.

8. making appropriate adaptations in the environment, equipment, and/or devices needed to organize a variety of individual and small group learning activities.

9. individual and group management techniques using a variety of techniques based upon behavioral, cognitive, and humanistic psychology theories.

10. planning, implementing, and evaluating individualized educational programs for disabled students.

11. identifying specific disabling conditions and developing appropriate intervention programs.

12. the comprehensive assessment of students using appropriate observational/assessment techniques and instruments which correspond to rules and regulations pertaining to specific disabling conditions.

13. converting assessment information into functional long-term goals and short-term objectives for the Individual Education Plan (IEP) designed to meet the needs of the specific disabling condition including recommendations relating to placement in the appropriate, least restrictive environment.

14. implementing the IEP using appropriate curriculum, instructional techniques/methods, selecting and applying appropriate ongoing measurement techniques, media/materials, and support personnel.

15. monitoring and analyzing the effectiveness of the IEP in meeting long term goals and short-term objectives and in making appropriate program modifications as needed.

16. planning and providing a total continuum of curricular experiences in addition to those experiences required in the IEP.

17. planning and providing career/vocational education and life skills.

18. the understanding of and developing competence in using appropriate individual and group classroom management skills.

19. assessing the environment and interacting effectively with students, parents, preservice teachers, general education teachers, administrators, and other support personnel and resources.

20. understanding the range of residential, vocational, and leisure services available for this population.

21. curriculum development and revision.

22. plan and implement learning experiences which use the South Carolina Curriculum Standards and South Carolina Curriculum Frameworks.

23. exhibit an acceptance of, and a sensitivity to, the diversity of students (ethnic, racial, cultural, social economic status, and religious backgrounds).

24. exhibit the ability to encourage multicultural/multiethnic learning experiences among students.

25. promote high expectations among learners and encourage students’ development of critical thinking, problem solving, and performance skills.

26. appropriate strategies for individualizing instruction; applied teaching methods; critical thinking, problem solving, decision-making, and application of these processes in the investigation of problems, issues, and themes.

27. the behaviors and skills included in the ADEPT performance dimensions.
Student’s Name ___________________________________ DOB __________________ SS# __________

| _____ | Admitted to graduate education | Praxis II: |
| _____ | All three sections of the Praxis I passed | Education of Student with Mental Retardation (10320) (590/____) |
| _____ | 2.5 for admission | |
| _____ | Approved admission to the teacher education program |

(The MAT has a minimum of 36 graduate semester hours.)

<table>
<thead>
<tr>
<th></th>
<th>Previously taken at undergraduate level</th>
<th>Converse graduate courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester Hours</td>
<td></td>
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</tbody>
</table>

### A. Special Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SED 500</td>
<td>Introduction to Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>SED 576</td>
<td>Educational Diagnostics for Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>SED 578</td>
<td>Remedial Reading</td>
<td>3</td>
</tr>
<tr>
<td>SED 580</td>
<td>Introduction to the Educable Mentally Disabled</td>
<td>3</td>
</tr>
<tr>
<td>SED 582a</td>
<td>Practicum in the Instruction of Exceptional Children: EMD</td>
<td>3</td>
</tr>
<tr>
<td>SED 586</td>
<td>Educational Procedures for Teaching Educable Mentally Disabled</td>
<td>3</td>
</tr>
<tr>
<td>SED 595</td>
<td>Introduction to Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SED 597</td>
<td>Introduction to the Emotionally Disabled</td>
<td>3</td>
</tr>
<tr>
<td>SED 512g</td>
<td>Directed Student Teaching: EMD</td>
<td>9</td>
</tr>
</tbody>
</table>

(SED 500, SED 576, SED 580, SED 582a, SED 586, SED 595, and SED 405 are prerequisites.)
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester Hours</th>
<th>Previously taken at undergraduate level</th>
<th>Converse graduate courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PSY 511</strong></td>
<td>Behavior modification (PSY 100 is a prerequisite.)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PSY 520</strong></td>
<td>Child Psychology (PSY 100 is a prerequisite.)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PSY 536</strong></td>
<td>Theories of Personality (PSY 100 is a prerequisite.)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**If completed at the undergraduate level, a graduate psychology elective must be approved by the adviser.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester Hours</th>
<th>Previously taken at undergraduate level</th>
<th>Converse graduate courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 501</td>
<td>The Teaching of Reading (This is a prerequisite for SED 578. EDU 101 must be taken after or concurrently with this course.)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 503</td>
<td>Mathematics for the Child (This is a prerequisite for student teaching.)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SED 505</td>
<td>Classroom Management (This is one of the later courses to be taken.)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 519</td>
<td>Elementary School Curriculum (This is a prerequisite for student teaching.)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 560</td>
<td>Foundations of American Education (This is a prerequisite for student teaching.)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**D. Choose one of the following:**

* **ART 311/511** | Art for the Child | 3              |                                         |                           |
* **MUE 570** | Music for the Child | 3              |                                         |                           |
* **HPE 393** | Health and P.E. for the Child | 3              |                                         |                           |
* **EDU 533** | Children’s Literature (EDU 501 is a prerequisite or corequisite.) | 3              |                                         |                           |

All students must have MAT 105 or its equivalent, PSY 100, and 9 semester hours of graduate psychology.

Candidate has completed South Carolina Department of Education approved program in primary area of_______________ with student teaching at ________________________________ School ________ grade ________________________________ area and earned additional endorsement(s) in ________________________________ .

/ 
___________________________ Signature of Adviser ____________________________ Date

The Adviser verifies to the Dean of Graduate Studies those who have successfully completed a teacher education program. The Dean of Graduate Studies notifies the Registrar of those who have completed an approved program.

___________________________ Signature of Dean of Graduate Studies ____________________________ Date

** See *Converse Undergraduate Catalog* for course descriptions.
INITIAL CERTIFICATION IN SPECIAL EDUCATION: LEARNING DISABILITIES

PROGRAM DESCRIPTION

Students in this program complete a planned sequence of courses which includes 54 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 K-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 child 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 K-12 classroom settings;
3. demonstrate competence in instructional technology including the knowledge of skills, strategies, software and hardware to be used in classroom management and computer-assisted instruction.

PROGRAM OBJECTIVES

The preservice teacher will demonstrate competence in:

1. describing the characteristics of exceptionality and its effect on how students learn.
2. understanding of national, state, and local laws, policies, and procedures affecting the disabled.
3. the development, selection, administration, and interpretation of formal and informal assessment techniques and instruments to assess a student’s education development (academics, cognitive, communicative, emotional, physical, prevocational/vocational, and social) focusing on the student’s current educational development.
4. communicating with parents, students, and professional personnel relative to the assessment of a student’s academic, social, cognitive, physical, and communicative functioning and the subsequent planning, development, and implementation of the student’s program.
5. identifying, selecting, and using resource agencies (internal and external resources, including the community) for improving and strengthening the educational program for disabled students.
6. the development, implementation and evaluation of a variety of logically ordered instructional approaches to learning for disabled students that address their academic, social, cognitive, prevocational/vocational, and physical needs; including the organization and maintenance of student records.
7. identifying, selecting, adapting, and using commercially and teacher-made media and materials for improving and strengthening programs for learning disabled students.
Initial Certification - Learning Disabilities

for disabled students.

8. making appropriate adaptations in the environment, equipment, and/or devices needed to organize a variety of individual and small group learning activities.

9. individual and group management techniques using a variety of techniques based upon behavioral, cognitive, and humanistic psychology theories.

10. planning, implementing, and evaluating individualized educational programs for disabled students.

11. identifying specific disabling conditions and developing appropriate intervention programs.

12. the comprehensive assessment of students using appropriate observational/assessment techniques and instruments which correspond to rules and regulations pertaining to specific disabling conditions.

13. converting assessment information into functional long-term goals and short-term objectives for the Individual Education Plan (IEP) designed to meet the needs of the specific disabling condition including recommendations relating to placement in the appropriate, least restrictive environment.

14. implementing the IEP using appropriate curriculum, instructional techniques/methods, selecting and applying appropriate ongoing measurement techniques, media/materials, and support personnel.

15. monitoring and analyzing the effectiveness of the IEP in meeting long term goals and short-term objectives and in making appropriate program modifications as needed.

16. planning and providing a total continuum of curricular experiences in addition to those experiences required in the IEP.

17. planning and providing career/vocational education and life skills.

18. the understanding of and developing competence in using appropriate individual and group classroom management skills.

19. assessing the environment and interacting effectively with students, parents, preservice teachers, general education teachers, administrators, and other support personnel and resources.

20. understanding the range of residential, vocational, and leisure services available for this population.

21. curriculum development and revision.

22. plan and implement learning experiences which use the South Carolina Curriculum Standards and South Carolina Curriculum Frameworks.

23. exhibit an acceptance of, and a sensitivity to, the diversity of students (ethnic, racial, cultural, social economic status, and religious backgrounds).

24. exhibit the ability to encourage multicultural/multiethnic learning experiences among students.

25. promote high expectations among learners and encourage students’ development of critical thinking, problem solving, and performance skills.

26. appropriate strategies for individualizing instruction; applied teaching methods; critical thinking, problem solving, decision-making, and application of these processes in the investigation of problems, issues, and themes.

27. the behaviors and skills included in the ADEPT performance dimensions.
### Master of Arts in Teaching

**Initial Certification Program**

**Learning Disabilities**

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>DOB</th>
<th>SS#</th>
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<tbody>
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</table>

- Admitted to graduate education
- All three sections of the Praxis I passed
- 2.5 for admission
- Approved admission to the teacher education program

(The MAT has a minimum of 36 graduate semester hours.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Previously taken at undergraduate level</th>
<th>Converse graduate courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>SED 500</td>
<td>Introduction to Exceptional Child</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td>(This course is a prerequisite to all special education courses.)</td>
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<tr>
<td>SED 576</td>
<td>Educational Diagnostics for Exceptional Children</td>
<td>3</td>
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<tr>
<td></td>
<td>(SED 500 is a prerequisite.)</td>
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<tr>
<td>SED 578</td>
<td>Remedial Reading</td>
<td>3</td>
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<tr>
<td></td>
<td>(EDU 501 is a prerequisite for this course.)</td>
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<tr>
<td>SED 582b</td>
<td>Practicum in the Instruction of Exceptional Children: LD</td>
<td>3</td>
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<tr>
<td></td>
<td>(SED 500 is a prerequisite.)</td>
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<tr>
<td>SED 582a</td>
<td>Practicum in the Instruction of Exceptional Children: EMH</td>
<td>3</td>
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<tr>
<td></td>
<td>(SED 500, SED 595, and SED 596 are prerequisites.)</td>
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</tr>
<tr>
<td>SED 595</td>
<td>Introduction to Learning Disabilities</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>(SED 500 is a prerequisite.)</td>
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<tr>
<td>SED 596</td>
<td>Educational Procedures for the Learning Disabled</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>SED 597</td>
<td>Introduction to the Emotionally Disabled</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(SED 500 is a prerequisite.)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>SED 512g</td>
<td>Directed Student Teaching: LD</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(SED 500, SED 576, SED 580, SED 582a, SED 586, SED 595, and SED 405 are prerequisites.)</td>
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</table>
### B. Psychology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester Hours</th>
<th>Previously taken at undergraduate level</th>
<th>Converse graduate courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PSY 511</strong></td>
<td>Behavior modification</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>(PSY 100 is a prerequisite.)</em></td>
<td></td>
<td></td>
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<tr>
<td><strong>PSY 520</strong></td>
<td>Child Psychology</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td></td>
<td><em>(PSY 100 is a prerequisite.)</em></td>
<td></td>
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<tr>
<td><strong>PSY 536</strong></td>
<td>Theories of Personality</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td><em>(PSY 100 is a prerequisite.)</em></td>
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</tbody>
</table>

**If completed at the undergraduate level, a graduate psychology elective must be approved by the adviser.**

### C. Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester Hours</th>
<th>Previously taken at undergraduate level</th>
<th>Converse graduate courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 501</td>
<td>The Teaching of Reading</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>(This is a prerequisite for SED 578. EDU 101 must be taken after or concurrently with this course.)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 503</td>
<td>Mathematics for the Child</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>(This is a prerequisite for student teaching.)</em></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>SED 505</td>
<td>Classroom Management</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 519</td>
<td>Elementary School Curriculum</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>(This is one of the later courses to be taken.)</em></td>
<td></td>
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</tr>
<tr>
<td>EDU 560</td>
<td>Foundations of American Education</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>(This is a prerequisite for student teaching.)</em></td>
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</tbody>
</table>

### D. Choose one of the following:

- **ART 311/511** Art for the Child
- MUE 570 Music for the Child
- **HPE 393** Health and P.E. for the Child
- EDU 533 Children’s Literature

*(EDU 501 is a prerequisite or corequisite.)*

**All** students must have MAT 105 or its equivalent, PSY 100, and 9 semester hours of graduate psychology.

The Adviser verifies to the Dean of Graduate Studies those who have successfully completed a teacher education program. The Dean of Graduate Studies notifies the Registrar of those who have completed an approved program.

---

**See Converse Undergraduate Catalog for course descriptions.**
INITIAL CERTIFICATION IN SECONDARY PROGRAM

MISSION STATEMENT

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

OBJECTIVES

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

1. demonstrate a thorough college-level knowledge of the subject-matter area as included in the public school curriculum
2. exhibit competence in the sequential nature of his/her subject-matter area
3. show an appreciation of his/her chosen area of specialization and convey that appreciation to his/her students
4. describe the relationship of his/her subject to the secondary school and to the contemporary world
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 7-12 must meet the admission requirements specified in this Catalog.

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
10. relating the academic knowledge to the methodological skills and to his/her understanding of the nature of second-
SECONDARY EDUCATION: BIOLOGY
(Leading to Certification in Biology)

PROGRAM DESCRIPTION
The prospective teacher of biology at the secondary level (grades 7-12) 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 adolescent 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 7-12 grade placement in the public schools; and

The prospective teacher will demonstrate competence in:

PROGRAM OBJECTIVES
1. laboratory and field use of living materials;
2. balanced study and experiences (beyond the introductory sequence) in biology, chemistry, earth-space science for biology majors;
3. experience in science processes common to all scientific fields;
4. the knowledge of a) the history and philosophy of science, b) the interrelationships among the sciences, and c) the ethical, human, and environmental implications of the various disciplines of science;
5. knowledge of mathematics, statistics, and computers;
6. study of a) laboratory/experiment management, b) demonstrations, and c) laboratory and field activities;
7. the ability to identify, establish, and maintain the highest levels of health and safety procedures and conditions a) in classrooms, laboratories, and other areas and b) in disposing of
waste materials; and
8. the study of technological innovation and the impact of technology on the quality of life.
9. identifying biological phenomena in micro-organisms, plants, and animals, ranging from subcellular through organ-system levels of morphological sophistication;
10. describing the characteristics of living organisms and their relationships with both their biotic and physical environments;
11. exhibiting a knowledge of chemistry, environmental science, biology, and physics;
12. using the processes of science common to all scientific fields;
13. using mathematics, statistics, and computers;
14. displaying an understanding of a) the history and philosophy of science and b) the interrelationships among the sciences;
15. identifying the ethical, human, and environmental implications of the various science disciplines;
16. showing and understanding of a) this biological world and b) humans and their relationship to other organisms and the environment;
17. conducting lab and field research in the discipline;
18. organizing and presenting biological concepts and methodology to secondary school students;
19. investigating scientific phenomena, interpreting the findings, and communicating them to others;
20. planning and implementing learning experiences which use the South Carolina Curriculum Standards and South Carolina Curriculum Frameworks;
21. exhibiting an acceptance of, and a sensitivity to, the diversity of students ethnic, racial, cultural, social economic status, and religious backgrounds);
22. exhibiting the ability to encourage multicultural/multiethnic learning experiences among students;
23. promoting high expectations among learners and encouraging students’ development of critical thinking, problem solving, and performance skills; and
24. the behaviors and skills included in the ADEPT performance dimensions.
Master of Arts in Teaching
Initial Certification Program
Secondary Education: Biology  S.C. grade span 7-12

Student’s Name

DOB

SS#

--- Admitted to graduate education
--- All three sections of the Praxis I passed
--- 2.5 for admission

Praxis II: Biology and General Science (10030) (590/___)
--- Approved admission to the teacher education program

Prerequisite: appropriate courses in biology.
(The MAT requires a minimum of 36 graduate semester hours to include A and B.)

| Semester Hours | Previously taken at undergraduate level | Converse graduate courses
<table>
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<tbody>
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</table>

A. Biology—Thirty semester hours for certification taken at either the undergraduate or graduate level.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSC 511</td>
<td>Biology for Teachers (required)</td>
<td>3</td>
</tr>
<tr>
<td>NSC 512</td>
<td>Environmental Biology (required)</td>
<td>3</td>
</tr>
<tr>
<td>NSC 513</td>
<td>Field Botany (required)</td>
<td>3</td>
</tr>
</tbody>
</table>

1. Biology—to include
   - Microbiology
   - Botany
   - Zoology
   - Physiology
   - Ecology
   - Comparative Vertebrate Anatomy

2. Chemistry 6-8
   (Two semesters of organic chemistry, either at the undergraduate or graduate level, are prerequisites for admission.)

3. Physics 3-4

4. Electives: Natural Science 3-6 courses and a computer science course

At least 18 semester hours of science preparation course and statistics experience at undergraduate level. May be taken at graduate level.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
<th>Previously taken at undergraduate level</th>
<th>Converse Graduate courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 560</td>
<td>Foundations of American Education</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SED 500</td>
<td>Introduction to Exceptional Children</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 521</td>
<td>Adolescent Psychology</td>
<td>3</td>
<td></td>
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<tr>
<td>EDU 540</td>
<td>Curriculum Principles and Methods of Secondary Education</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>EDU 201</td>
<td>Practicum I in Instruction of Secondary School Students</td>
<td>3</td>
<td></td>
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<tr>
<td>EDU 202</td>
<td>Practicum II in Secondary Education: Reading</td>
<td>0</td>
<td></td>
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</tr>
<tr>
<td>EDU 525</td>
<td>Teaching Reading—Content Areas</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 567</td>
<td>Educational Psychology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 532</td>
<td>Directed Student Teaching</td>
<td>9</td>
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</tbody>
</table>

Candidate has completed South Carolina Department of Education approved program in primary area of ___________________________ with student teaching at ___________________________ School grade ___________________________ area and earned additional endorsement(s) in ____________________________________________.

/  
Biology/Education Advisers’ Signatures  Date

The Adviser verifies to the Dean of Graduate Studies those who have successfully completed a teacher education program. The Dean of Graduate Studies notifies the Registrar of those who have completed an approved program.

Signature of Dean of Graduate Studies  Date
SECONDARY EDUCATION: CHEMISTRY
(Leading to Certification in Chemistry)

PROGRAM DESCRIPTION

The prospective teacher of chemistry at the secondary level (grades 7-12) 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. develop skills in appropriate pedagogy and classroom management; and
2. 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 classroom and real classroom management and computer-assisted instruction.
3. organize and manage effectively a 7-12 grade placement in the public schools; and
4. demonstrate computer proficiency in instructional technology including the knowledge of skills, strategies, software

PROGRAM OBJECTIVES

The preservice teacher will demonstrate competence in:

1. analytical, inorganic, organic, physical, and polymer chemistry as well as biochemistry;
2. oral and written communication of the results of scientific research;
3. aspects of the impact of science on society;
4. the use of computers to collect and analyze data;
5. all areas of chemistry and an in-depth understanding of specified aspects of chemistry;
6. laboratory skills and techniques, including competency in preparation of laboratory reports which communicate clearly procedures and results;
7. appreciating the role of chemistry and the chemist in contemporary society;
8. the knowledge of the interrelated nature of the sciences and mathematics;
9. the ability to organize and present the subject matter (principles and concepts) of chemistry to secondary school students;
10. the study of the history and philosophy of science and interrelationships among the sciences, such as concepts...
of the atom, orbitals, experimentation, the periodic table, and Cas Laws;
11. the study of technological innovation and the impact of technology on the quality of life;
12. the study of the ethical, human, and environmental implications of the various disciplines of science;
13. using the processes of science common to all scientific fields, including experiences in investigating scientific phenomena, interpreting the findings and communicating them to others;
14. the identification, establishment, and maintenance of the highest levels of health and safety procedures and conditions in classrooms, stockrooms, laboratories, and other areas related to instruction in science;
15. planning and implementing learning experiences which use the South Carolina Curriculum Standards and South Carolina Curriculum Frameworks;
16. exhibiting an acceptance of, and a sensitivity to, the diversity of students ethnic, racial, cultural, social economic status, and religious backgrounds);
17. exhibiting the ability to encourage multicultural/multietnic learning experiences among students;
18. promoting high expectations among learners and encouraging students’ development of critical thinking, problem solving, and performance skills; and
19. the behaviors and skills included in the ADEPT performance dimensions.
Master of Arts in Teaching
Initial Certification Program
Secondary Education: Chemistry  S.C. grade span 7-12

Student’s Name                                  DOB       SS#

___ Admitted to graduate education
___ All three sections of the Praxis I passed
___ 2.5 for admission

Prerequisite: a minimum of 16 hours of chemistry to include general chemistry and organic chemistry.
(The MAT requires a minimum of 36 graduate semester hours to include A and B.)

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Previously taken at undergraduate level</th>
<th>Converse graduate courses (a minimum of 18 grad. hrs. in NSC)</th>
</tr>
</thead>
</table>

A. Biology—Thirty semester hours for certification taken at either the undergraduate or graduate level.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Previously taken</th>
<th>Converse graduate courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSC 511 Biology for Teachers (required)</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>NSC 521 Modern Chemistry (required)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NSC 523 Environmental Chemistry (required)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NSC 525 Chemical Instrumentation for Teachers</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>Analytical Chemistry</td>
<td>3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biochemistry</td>
<td>3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Chemistry (required)</td>
<td>3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organic Chemistry (required)</td>
<td>3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Chemistry</td>
<td>3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inorganic Chemistry</td>
<td>3-4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Biology

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Previously taken</th>
<th>Converse graduate courses</th>
</tr>
</thead>
</table>

3. Physics and Astronomy

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Previously taken</th>
<th>Converse graduate courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6-8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Electives: Natural Science courses and a computer science course

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Previously taken</th>
<th>Converse graduate courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3-6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

At least 18 semester hours of science preparation course and statistics experience at undergraduate level. May be taken at graduate level.
### B. Professional Education Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
<th>Previously taken at undergraduate level</th>
<th>Converse Graduate courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 560</td>
<td>Foundations of American Education</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(This course should be taken early in program.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SED 500</td>
<td>Introduction to Exceptional Children</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(This course recommended prior to student teaching.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 521</td>
<td>Adolescent Psychology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(PSY 100 is a prerequisite. Recommended prior to student teaching.)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 540</td>
<td>Curriculum Principles and Methods of Secondary Education</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 201</td>
<td>Practicum I in Instruction of Secondary School Students</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(*Required for student teaching. Sign-up deadlines are involved. Check with your adviser. EDU 540 is prerequisite or corequisite. Undergraduate credit only.)</td>
<td>UG</td>
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<td></td>
</tr>
<tr>
<td>EDU 202</td>
<td>Practicum II in Secondary Education: Reading</td>
<td>0</td>
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</tr>
<tr>
<td></td>
<td>(*Required for student teaching. Sign-up deadlines are involved. Check with your adviser. EDU 525 is prerequisite or corequisite. EDU 201 is a prerequisite.)</td>
<td>UG</td>
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<tr>
<td>EDU 525</td>
<td>Teaching Reading—Content Areas</td>
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</tr>
<tr>
<td></td>
<td>(*Required for student teaching. EDU 201 is a prerequisite. A related practicum, EDU 202, is required.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 567</td>
<td>Educational Psychology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 532</td>
<td>Directed Student Teaching</td>
<td>9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Candidate has completed South Carolina Department of Education approved program in primary area of ______________________ with student teaching at ____________________________ School grade ______________________ area and earned additional endorsement(s) in _______________________.

/ Chemistry/Education Advisers’ Signatures ______________________ Date ________________

The Adviser verifies to the Dean of Graduate Studies those who have successfully completed a teacher education program. The Dean of Graduate Studies notifies the Registrar of those who have completed an approved program.

________________________________________ ______________________
Signature of Dean of Graduate Studies Date ________________
SECONDARY EDUCATION: ENGLISH
(Leading to Certification in English)

PROGRAM DESCRIPTION
The prospective teacher of English at the secondary level (grades 7-12) 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 in English must complete hours in professional education and psychology.

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

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

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

1. provide a thorough course of study of adolescent 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 7-12 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 OBJECTIVES
The preservice teacher will demonstrate competence in

1. the knowledge of the development of the English grammar systems;
2. understanding of American and English literature;
3. the knowledge of several genres of literature;
4. the knowledge of the reading process;
5. the ability to write in a variety of modes;
6. planning and developing instruction in secondary English;
7. formulating a thesis through careful primary/secondary reading and develop a clear documentation of the validity of thesis.
Initial Certification - English

9. the structure and history of the English language, its phonology, morphology, syntax, and semantics, including traditional and modern grammars;
10. various personal, social, and communicative purposes of language, including attention to such factors as social and regional language variation, language for control and management of others such as the rhetoric of politics and advertising;
11. basic differences and similarities in the structural and semantic attributes of written and oral discourse, attendant classical and contemporary rhetorical theories regarding both modes of discourse;
12. processes whereby individuals acquire, understand, and use language;
13. various social and cultural backgrounds and purposes of language use;
14. planning and implementing learning experiences which use the South Carolina Curriculum Standards and South Carolina Curriculum Frameworks;
15. exhibiting an acceptance of, and a sensitivity to, the diversity of students’ ethnic, racial, cultural, social economic status, and religious backgrounds);
16. exhibiting the ability to encourage multicultural/multiethnic learning experiences among students;
17. promoting high expectations among learners and encouraging students’ development of critical thinking, problem solving, and performance skills; and
18. the behaviors and skills included in the ADEPT performance dimensions.

Converse also requires the study of composition for prospective teachers of English. Each student’s program includes

1. types and elements of creative and expository writing;
2. organizational patterns of expository writing such as comparison and contrast, cause and effect, example, classification, definition, and process;
3. rhetorical elements such as unity, coherence, and emphasis;
4. editorial elements such as usage, punctuation, and spelling; and
5. research writing, including the use of library research materials.

The study of literature is a part of the program for secondary English teachers including:

1. a representative body of English, American, and world literature, including adolescent literature, contemporary literature, non-western literature, and the literature of minority groups in the United States;
2. literary genres;
3. representative works of one or more major writers, including Shakespeare; and
4. approaches to literary analysis and criticism.
### A. **English Courses—33 semester hours for certification at either the undergraduate or graduate level.**

1. **Language Structure and Skills**
   - Composition and Rhetoric (6) 3
   - Advanced Composition and Rhetoric 3
     - History of English Language 3
     - Modern English Grammar 3

2. **Literature**
   - British Literature (required at graduate level) 3
     - (Must be Shakespeare if not taken at undergraduate level.)
   - American Literature (required at graduate level) 3
     - Literary Criticism (required) 3
       - (if not taken at undergraduate level.)
     - Adolescent Literature 3
     - World Literature 3
### B. Professional Education Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Prior Taken</th>
<th>Undergraduate Level</th>
<th>Graduate Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 560</td>
<td>Foundations of American Education</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(This course should be taken early in program.)</td>
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<td></td>
</tr>
<tr>
<td>SED 500</td>
<td>Introduction to Exceptional Children</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(This course recommended prior to student teaching.)</td>
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<td></td>
</tr>
<tr>
<td>PSY 521</td>
<td>Adolescent Psychology</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(PSY 100 is a prerequisite. Recommended prior to student teaching.)</td>
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</tr>
<tr>
<td>EDU 540</td>
<td>Curriculum Principles and Methods of Secondary Education</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Prerequisite or corequisite for EDU 201. This course should be taken fall term prior to student teaching.)</td>
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<td></td>
</tr>
<tr>
<td>EDU 201</td>
<td>Practicum I in Instruction of Secondary School Students</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(*Required for student teaching. Sign-up deadlines are involved. Check with your adviser. EDU 540 is prerequisite or corequisite. Undergraduate credit only.)</td>
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<td></td>
</tr>
<tr>
<td>EDU 202</td>
<td>Practicum II in Secondary Education: Reading</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(*Required for student teaching. Sign-up deadlines are involved. Check with your adviser. EDU 525 is prerequisite or corequisite. EDU 201 is a prerequisite.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 525</td>
<td>Teaching Reading—Content Areas</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(*Required for student teaching. EDU 201 is a prerequisite. A related practicum, EDU 202, is required.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 567</td>
<td>Educational Psychology</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 532</td>
<td>Directed Student Teaching</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Candidate has completed South Carolina Department of Education approved program in primary area of ________________ with student teaching at ________________. School __________ grade ________________ area and earned additional endorsement(s) in ________________.

/ 

English/Education Advisers’ Signatures

_________ Date

The Adviser verifies to the Dean of Graduate Studies those who have successfully completed a teacher education program. The Dean of Graduate Studies notifies the Registrar of those who have completed an approved program.

_______ Signature of Dean of Graduate Studies

________ Date
SECONDARY EDUCATION: MATHEMATICS
(Leading to Certification in Mathematics)

PROGRAM DESCRIPTION
The prospective teacher of mathematics at the secondary level (grades 7-12) 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 skills in appropriate pedagogy and classroom management; and
2. promote a broad knowledge of the history, theory, and professional practices 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 7-12 grade placement in the public schools; and
4. demonstrate computer proficiency in instructional technology including

The preservice teacher will demonstrate competence in
1. understanding the basic concepts of algebra, Euclidean and non-Euclidean geometry, analytic geometry and calculus, probability, statistics, and modern linear and abstract algebra;
2. understanding standard mathematics vocabulary and symbols and the logical principles used in mathematical proofs;
3. understanding number concepts and computational algorithms, including estimation and approximation, and
4. understanding the intellectual, historical, and philosophical nature of mathematics, methods of applying mathematical principles to other disciplines, and the relationship of mathematics to social conditions through technology;
5. selecting and creating appropriate mathematical models to solve applied problems;
6. identifying, developing and solving problems involving the application of mathematical concepts, principles, and problem-solving strategies;

7. using calculators and computers in mathematical applications and problem solving; and

8. using an appropriate computer language to write programs.

9. understanding the major branches of mathematics (algebra, trigonometry, statistics, geometry, and analysis);

10. understanding both the theoretical and applied aspects of mathematics;

11. appreciating the role that mathematics has played in the development of other disciplines;

12. appreciating the evolving nature of mathematics itself and of current research in the field;

13. communicating understanding and appreciation of mathematics to secondary students of varying abilities;

14. exhibiting the four processes of problem solving, communicating, reasoning, and connections;

15. planning and implementing learning experiences which use the South Carolina Curriculum Standards and South Carolina Curriculum Frameworks;

16. exhibiting an acceptance of, and a sensitivity to, the diversity of students’ ethnic, racial, cultural, social economic status, and religious backgrounds);

17. exhibiting the ability to encourage multicultural/multiethnic learning experiences among students;

18. promoting high expectations among learners and encouraging students’ development of critical thinking, problem solving, and performance skills; and

19. understanding the behaviors and skills included in the ADEPT performance dimensions.
Master of Arts in Teaching
Initial Certification Program
Secondary Education: Mathematics  S.C. grade span 7-12

Student’s Name ___________________________ DOB _______ SS# _______

___ Admitted to graduate education
___ All three sections of the Praxis I passed
___ 2.5 for admission
___ Approved admission to the teacher education program

Prerequisite: appropriate courses in mathematics with 8 semester hours in calculus and analytic geometry.
(The MAT requires a minimum of 36 graduate semester hours to include A and B.)

A. Converse Requirements for Mathematics —

1. 18 - 24 semester hours for certification at either the undergraduate or graduate levels

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
<th>Undergraduate level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus and Analytic Geometry</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>MAT 510 Linear Algebra</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MAT 511 Abstract Algebra</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MAT 521 Foundations of Geometry</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MAT 522 Real Analysis</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

2. Electives: chosen from the following:

<table>
<thead>
<tr>
<th>Option</th>
<th>Semester Hours</th>
<th>Graduate courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>+MAT 501 Fundamentals I</td>
<td></td>
<td>(a minimum of 18 gr. hrs. in Mathematics)</td>
</tr>
<tr>
<td>+MAT 502 Fundamentals II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Computer Science for Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Fundamentals in Computer Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discrete Mathematics</td>
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<tr>
<td>Number Theory</td>
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<td>Differential Equations</td>
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<td>Complex Variables</td>
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<td>Probability</td>
<td></td>
<td></td>
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<tr>
<td>Statistics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Mathematics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

+May be required depending on the student’s mathematical background.
*Only one computer science course may be part of the minimum of 18 hours.
### B. Professional Education Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Previously taken at undergraduate level</th>
<th>Converse Graduate courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 560</td>
<td>Foundations of American Education</td>
<td>3</td>
<td></td>
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<tr>
<td>SED 500</td>
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<td>PSY 521</td>
<td>Adolescent Psychology</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>EDU 540</td>
<td>Curriculum Principles and Methods of Secondary Education</td>
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</tr>
<tr>
<td>EDU 201</td>
<td>Practicum I in Instruction of Secondary School Students</td>
<td>3</td>
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</tr>
<tr>
<td>EDU 202</td>
<td>Practicum II in Secondary Education: Reading</td>
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</tr>
<tr>
<td>EDU 525</td>
<td>Teaching Reading—Content Areas</td>
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<td>EDU 567</td>
<td>Educational Psychology</td>
<td>3</td>
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<tr>
<td>EDU 531</td>
<td>Methods of Teaching Secondary Mathematics</td>
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</tr>
<tr>
<td>EDU 532</td>
<td>Directed Student Teaching</td>
<td>9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Candidate has completed South Carolina Department of Education approved program in primary area of ________________ with student teaching at ________________ School __________ grade ________________ area and earned additional endorsement(s) in ________________.  

/  

Mathematics/Education Advisers’ Signatures

Date

The Adviser verifies to the Dean of Graduate Studies those who have successfully completed a teacher education program. The Dean of Graduate Studies notifies the Registrar of those who have completed an approved program.

Signature of Dean of Graduate Studies

Date
SECONDARY EDUCATION: SOCIAL STUDIES
(Leading to Certification in Social Studies)

PROGRAM DESCRIPTION

The prospective teacher of social studies at the secondary level (grades 7-12) 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 adolescent 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 7-12 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 OBJECTIVES

The preservice teacher will demonstrate competence in

1. understanding democracy as a philosophy and a form of government based on moral principles and values;
2. understanding the origin and historical development of American society and world civilization;
3. understanding the nature of government in modern society as well as the values and practices of the national, state, and local units of American government as compared with other forms of government;
4. understanding the economic, social, and political backgrounds and the temporary American life in a world setting;
5. the knowledge of principles and processes underlying current economic practices and problems;
6. understanding how social controls
are applied to economics and how economic controls are applied by government;
7. understanding environmental factors and their influences on values and behavior in different parts of the world;
8. understanding social upheavals, such as those relating to crime, delinquency, and minority groups;
9. understanding the earth as a source of power and as an influence upon the development of human culture;
10. understanding the need for and ways to use natural resources efficiently on a global scale;
11. understanding the influence of spatial relationships on society;
12. knowledge of at least two of the various disciplines in the social sciences and the relationships between and among the disciplines in the social sciences;
13. knowledge of methodology, generalizations, key concepts, and structure of the various social studies disciplines;
14. the knowledge of the origin and historical development of world culture including U.S., western, and non-western, and third world cultures;
15. understanding and knowledge of the roles and contributions of women and racial, ethnic, and religious groups in a pluralistic society;
16. appreciating and understanding current events;
17. knowledge of the development and implications of interdependence on systems, trade, and currency;
18. the major disciplines in the social sciences including history, political science, economics, sociology, and geography beyond the introductory level;
19. the structure, key concepts, methodology, and generalizations in the various disciplines of the social sciences;
20. the relationships between and among the disciplines in the social sciences;
21. understanding the contributions and roles of women and of the racial, ethnic, and religious groups;
22. understanding current affairs in a complex world community or global environment;
23. the ability to communicate to secondary schools students the concepts and methodologies of contemporary, as well as traditional, social studies;
24. the interrelated social science concepts from history, politics, psychology, sociology, economics, and geography;
25. the earth’s natural resources as a limiting and conditioning influence upon the development of human culture and as a source of political and economic power;
26. planning and implementing learning experiences which use the South Carolina Curriculum Standards and South Carolina Curriculum Frameworks;
27. exhibiting an acceptance of, and a sensitivity to, the diversity of students ethnic, racial, cultural, social economic status, and religious backgrounds);
28. exhibiting the ability to encourage multicultural/multiethnic learning experiences among students;
29. promoting high expectations among learners and encouraging students’ development of critical thinking, problem solving, and performance skills; and
30. the behaviors and skills included in the ADEPT performance dimensions.
**Master of Arts in Teaching**

Initial Certification Program

Secondary Education: Social Studies  S.C. grade span 7-12

### Student’s Name

<table>
<thead>
<tr>
<th>DOB</th>
<th>SS#</th>
</tr>
</thead>
</table>

__Admitted to graduate education__

__All three sections of the Praxis I passed__

__2.5 for admission__

__Approved admission to the teacher education program__

Praxis II: Social Studies:

- Content (0081) (158/ )
- Social Studies: Interpretation of Material (0083) (160/ )

(The MAT requires a minimum of 36 graduate semester hours to include A and B.)

<table>
<thead>
<tr>
<th>Semester taken at</th>
<th>Converse graduate courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previously taken at</td>
<td>Semester Hours</td>
</tr>
</tbody>
</table>

### A. Social Studies Courses—30 semester hours for certification at either the undergraduate or graduate level.

1. United States History (6)  
   - 3
   - 3

2. European History (6)  
   - 3
   - 3
   (Six graduate semester hours in history are required for degree.)

3. Electives from economics, government, geography, history, psychology, and sociology (18)  
   - 3
   - 3
   (Two social science areas, in addition to history, are required. Must have credit or course work in each of the following: economics, anthropology, geography, sociology, government, and psychology.)

58
### B. Professional Education Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
<th>Previously taken at undergraduate level</th>
<th>Converse Graduate courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 560</td>
<td>Foundations of American Education</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>(This course should be taken early in program.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SED 500</td>
<td>Introduction to Exceptional Children</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>(This course recommended prior to student teaching.)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>PSY 521</td>
<td>Adolescent Psychology</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>(PSY 100 is a prerequisite. Recommended prior to student teaching.)</td>
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<td></td>
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</tr>
<tr>
<td>EDU 540</td>
<td>Curriculum Principles and Methods of Secondary Education</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Prerequisite or corequisite for EDU 201. This course should be taken fall term prior to student teaching.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 201</td>
<td>Practicum I in Instruction of Secondary School Students</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(*Required for student teaching. Sign-up deadlines are involved. Check with your advisor. EDU 540 is prerequisite or corequisite. Undergraduate credit only.)</td>
<td></td>
<td></td>
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<tr>
<td>EDU 202</td>
<td>Practicum II in Secondary Education: Reading</td>
<td>0</td>
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</tr>
<tr>
<td></td>
<td>(*Required for student teaching. Sign-up deadlines are involved. Check with your advisor. EDU 525 is prerequisite or corequisite. EDU 201 is a prerequisite.)</td>
<td></td>
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<tr>
<td>EDU 525</td>
<td>Teaching Reading—Content Areas</td>
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<td></td>
<td>(*Required for student teaching. EDU 201 is a prerequisite. A related practicum, EDU 202, is required.)</td>
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<tr>
<td>EDU 567</td>
<td>Educational Psychology</td>
<td>3</td>
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</tr>
<tr>
<td>EDU 532</td>
<td>Directed Student Teaching</td>
<td>9</td>
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</tr>
</tbody>
</table>

Candidate has completed South Carolina Department of Education approved program in primary area of ___________________________ with student teaching at ___________________________ School ________ grade ___________________________ area and earned additional endorsement(s) in ___________________________.

Social Studies/Education Advisers’ Signatures ___________________________ Date ____________

The Adviser verifies to the Dean of Graduate Studies those who have successfully completed a teacher education program. The Dean of Graduate Studies notifies the Registrar of those who have completed an approved program.

Signature of Dean of Graduate Studies ___________________________ Date ____________
Andrews Hall, pictured above, serves as a Residence Hall for students. It also houses the Wellness Center, which includes the Chaplain’s Office, the Director of Health Services, and the offices of the counselors.
APPLICATION FOR ADMISSION  
CONVERSE COLLEGE  
MASTER OF EDUCATION PROGRAM  
FOR INITIAL CERTIFICATION

Date ________________________________

Miss, Ms.
Name: Mrs.
Mr. Last First Middle

Home Address __________________________ Phone __________________________
City __________________________ State __________________________ Zip

Business Address __________________________ Phone __________________________
City __________________________ State __________________________ Zip

Date of Birth ______________ Social Security Number __________________________

Applying for a degree in:

- Early Childhood
- Secondary Education
- Elementary
- English
- Mathematics
- Special Education
- Biology
- Social Studies
- LD
- Chemistry
- EMD

Colleges or Universities attended:

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree and Date Awarded</th>
<th>Major or Minor</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

Hours completed at Converse prior to admission __________________________

Send application, $35.00 application fee, official transcripts, and two letters of recommendation to:

Dr. Martha T. Lovett, Dean  
Graduate Studies and Special Programs  
Converse College  
580 E. Main Street  
Spartanburg, SC 29302-0006

(Sign release form on other side and detach application along edge where indicated.)
STATE OF SOUTH CAROLINA)  COUNTY OF SPARTANBURG)  

In consideration of receiving permission from Converse College, a corporation, to participate in **practicums, student teaching, clinical experiences, or any activities related to course work** the undersigned hereby releases Converse College, its agents, officers, servants and employees, of and from all liability, claims, demands, actions and causes of action whatsoever arising out of or related to any loss, damage or injury of the undersigned in connection with the participation set forth above.

This Release shall be binding upon the heirs, executors, administrators and assigns of the undersigned.

* IN WITNESS WHEREOF, the undersigned has executed this Release this  
  \______________\  day of \__________________________ , 19 \_________.  

WITNESS:  

\______________\  
  Signature  

\______________\  

* I give the College permission to release information for purpose of certification and accreditation.  

* In addition, I give the College permission to give my telephone number to other students in order to contact me for committees, meetings, etc. which relate to the education program at Converse.

Signature  

Phone Number
MASTER OF EDUCATION FOR CERTIFIED TEACHERS

Elementary Education

Gifted Education

Special Education

Secondary Education

English
Mathematics
Natural Science
Social Studies
Master of Education

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. South Carolina has also approved the M.Ed. which facilitates certification reciprocity with other states. 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 grade was an A or B in a graduate course
   (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
5. credit did not apply toward degree requirements in another program.

Students must request colleges and universities send official transcripts of work to:
Dean of Graduate Studies,
Converse College
580 East Main Street
Spartanburg, SC 29302-0006

PROGRAMS OF STUDY

The M.Ed. programs for teachers who are already certified are in four 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.

MASTER OF ARTS IN TEACHING

A separate program exists for those college graduates who desire to obtain initial teacher certification. See pages 13 for a description of course requirements. See page 61 for the application to this program.

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, $35.00 non-refundable application fee, two letters of recommendation (with at least one from an academic source), undergraduate transcripts. All applications will be submitted to the Graduate Admissions Committee.
7. a personal statement of approximately 1 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.

We suggest that prospective students schedule an interview with the Dean of the Graduate Program or a person whom the dean designates. The Graduate Admissions 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 monthly.

**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 and Elementary 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 a decision about continuation in the program rendered
3. complete culminating assessments. Requirements for graduation differ in each degree track. Students should read and discuss assessment degree completion requirements with their advisers in the term of admission. The Graduate Studies Office and the Catalog list degree requirements. 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.
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. 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.
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.
Master of Education - English

TRACK A—SECONDARY EDUCATION

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

I. ENGLISH

MISSION STATEMENT

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

OBJECTIVES

The students will be able to:

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

is a 36-hour program requiring eighteen to twenty-seven graduate hours in English. The hours in English must include a graduate course in:

a. British Literature
   (Shakespeare, if not taken in undergraduate level.)
   b. American Literature
   c. Literary Criticism
      following if not taken at the undergraduate level:
   a. Secondary Curriculum and Methods
   b. Reading in the Content Area
   e. Adolescent Psychology
   f. Foundations of American Education

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:

Substitutions will be made if these courses were completed in undergraduate work after consultation with an adviser. See course listings on page 28.

ASSESSMENT PORTFOLIO

1. Student will have an exit interview with the English Department.
2. Student will maintain a portfolio containing:
   a. a bibliography of English methodology
   b. a critique of a research project
   c. two papers, projects, etc., on teaching and/or learning
3. Student must take NTE/Praxis II in English if not previously taken.
Master of Education - English
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 the teaching of secondary mathematics
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 to 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. Secondary Curriculum and Methods
b. Reading in the Content Area
c. Exceptional Child
d. Educational Psychology
e. Foundations of American Education
f. Adolescent Psychology

Substitutions listed on page 28 will be made if these courses were completed in undergraduate work, after consultation with an adviser.

ASSESSMENT PORTFOLIO

1. Student will maintain a file of major tests in every mathematics class.
2. Student will compile a portfolio containing:
   a. bibliography of mathematics instruction
   b. any two papers or projects from classes concerning teaching/learning mathematics.
Master of Education - Mathematics
Master of Education - Natural Sciences

III. NATURAL SCIENCES

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
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 Bio-Technology

Nine to eighteen graduate hours in professional education must include:

a. Secondary Curriculum and Methods
d. Educational Psychology
b. Reading in the Content Area
c. Exceptional Child

e. Foundations of American Education
f. Adolescent Psychology

Substitutions listed on page 28 will be made if these courses were completed in undergraduate work, after consultation with an adviser.

ASSESSMENT PORTFOLIO

1. Student will keep a file of all science papers.
2. Student will critique a resource project on science methodology.
3. Student will compile a bibliography of science methodology.
4. Student must take the appropriate NTE/Praxis II in science if not previously taken.
Master of Education - Natural Sciences
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

A. Social Studies
   a. Six hours in history
   b. Six hours in two other disciplines
      of social science

B. Professional Education must include:
   a. Secondary Curriculum Methods
   b. Reading in the Content Area
   c. Exceptional Child
   d. Educational Psychology
   e. Foundations of American Education
   f. Adolescent Psychology

Substitutions listed on page 24 will be made if these courses were completed in undergraduate work, after consultation with an adviser.

ASSESSMENT PORTFOLIO

1. Students who have not taken the NTE/Praxis II in social studies must do so.
2. Students will maintain a portfolio containing:
   a. one paper (term paper, book review, project, report) from each of four social science courses to include a minimum of two history courses
   b. a critique of a research project on social studies methodology
   c. a bibliography of social studies methodology.
Master of Education - Social Studies
### PROFESSIONAL SECONDARY EDUCATION COURSES

If courses marked by an asterisk (*) were completed in an undergraduate program, students may choose 9–18 semester hours of the following courses with the adviser’s approval:

- **ART 510** The Creative Process for Educators
- **ART 580** Survey of Clinical Art Therapy
- **EDU 503** Methods of Teaching Secondary Mathematics
- **EDU 503** Computer Science Classes
- **EDU 504** Computer Science for Teachers
- **EDU 506** Portfolio Teaching & Learning
- **EDU 509** Techniques of ADEPT
- **EDU 517** Methods of Teaching Language Arts
- **EDU 518** Teaching Reading Through Literature
- **EDU 520**/521 Institute in Curriculum Development
  - Local Cultural Resources
  - Multimedia Courseware Development
  - Modern Foreign Languages
  - Tech Prep Workshop in Methods and Materials (secondary students must deal specifically with *secondary* methods and materials)
- **EDU 522** Methods of Teaching Writing in Content Areas
- **EDU 525** Teaching of Reading: Content Areas/Secondary
- **EDU 534** Environmental Education
- **EDU 536** Exploration of Content/Methodology for Science
- **EDU 540** Secondary Curriculum and Methods
- **EDU/SOC 541** Sociology of Education
- **EDU 548** Cooperative Learning
- **EDU 549** The Middle School Organization and Curriculum
- **EDU**/**SOC 550** Schools/Youth/Drugs Seminar
- **EDU**/**SOC 550** The School and The Family
- **EDU 551** Learning Styles
- **EDU 553** Educator as Writer
- **EDU 560** Foundations of American Education
- **EDU 560** Restructuring Essentials
- **EDU 563** Information Super Highway
- **EDU 564** Media Techniques
- **EDU 566** Teacher as Counselor
- **EDU 567** Educational Psychology
- **EDU 590** Directed Independent Study in Special Topics
- **EDU 598** Teaching Students with Disabilities in Mainstream Secondary Classes
- **EDU 602** Principles and Practices of School Supervision
- **EDU 610** School Law
- **EDU 620** Curriculum Development
- **EDU 621** Research and Evaluation of Instruction
- **EDU 623** Instructional Design
- **EDU 634** Advanced Instruction
- **EDU/SOC 644** Teachers in the Work Place
- **PSY 521** Adolescent Psychology
- **PSY 533** Psychology of Learning
- **SED 500** Introduction to Exceptional Children and Youth
- **SED 599** Educational Procedures for the Slow Learner
- Any Gifted Education Courses

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*Required. A substitution, approved by the adviser, can be made if completed in an undergraduate or graduate program.*

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Master of Education - Special Education

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.

program requiring:

a. SED 500 Introduction to the Exceptional Child
b. SED 576 Educational Diagnostics of the Exceptional Child
c. EDU 501 The Teaching of Reading
d. PSY 520 Child Psychology

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

e. PSY 536 Theories of Personalities
f. PSY 511 Behavior Modification
g. EDU 567 Educational Psychology

Substitutions listed on page 20–21 will be made if these courses were completed in undergraduate work, after consultation with an adviser.

I. SPECIAL EDUCATION

Students may choose 18–27 semester hours of the following courses with the adviser’s approval:

*EDU 501 Teaching of Reading
EDU 513 Attention Deficit Disorder
EDU 526 Identification and Other Issues in Gifted Education
EDU 544 Advanced Methods Success of Teaching Reading
EDU 591 Nature & Needs of the Gifted
EDU 593 Teaching Strategies for Gifted Education
a,b,c,  
EDU 594 Spec. Topics in Gifted Educ.
*SED 500 Introduction to Exceptional Children and Youth
SED 505 Classroom Management
SED 530 Consultative Collaboration Skills for Special Education Teachers
SED 550 Education and Psychology of the Hearing Disabled
SED 553 Audiology &Speech Science
SED 554 Teaching of Speech to the Hearing Disabled
SED 556 Speechreading and Auditory Training
SED 560 Augmentative Communication Language Intervention Strategies for the Mentally and Physically Disabled

* Required if not taken in undergraduate
**Master of Education - Special Education**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SED 575</td>
<td>Manual Communication</td>
</tr>
<tr>
<td>*SED 576</td>
<td>Educational Diagnostics for Exceptional Children</td>
</tr>
<tr>
<td>SED 578</td>
<td>Remedial Reading</td>
</tr>
<tr>
<td>SED 580</td>
<td>Introduction to Educable Mentally Disabled</td>
</tr>
<tr>
<td>SED 582a</td>
<td>Practicum in Instruction of Exceptional Children: Mentally Disabled</td>
</tr>
<tr>
<td>SED 582b</td>
<td>Practicum in Instruction of Learning Disabilities</td>
</tr>
<tr>
<td>SED 582c</td>
<td>Practicum in Instruction of Emotionally Disabled</td>
</tr>
<tr>
<td>SED 584</td>
<td>Procedures for the Orthopaedically Disabled</td>
</tr>
<tr>
<td>SED 585</td>
<td>Intermediate Manual Communication</td>
</tr>
<tr>
<td>SED 586</td>
<td>Methods of Teaching the Trainable Mentally Disabled</td>
</tr>
<tr>
<td>SED 586</td>
<td>Educational Procedures for the Educable Mentally Disabled</td>
</tr>
<tr>
<td>SED 592</td>
<td>Introduction to Curriculum for the Gifted</td>
</tr>
<tr>
<td>*SED 595</td>
<td>Introduction to Learning Disabilities</td>
</tr>
<tr>
<td>SED 596</td>
<td>Educational Procedures for Learning Disabilities</td>
</tr>
<tr>
<td>SED 597</td>
<td>Introduction to Emotionally Disabled</td>
</tr>
<tr>
<td>SED 598</td>
<td>Educational Procedures for Emotionally Disabled</td>
</tr>
<tr>
<td>SED 630</td>
<td>Trends and Issues in Education of the Hearing Disabled</td>
</tr>
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</table>

**II. PSYCHOLOGY — 9 to 18 hours**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>*EDU 567</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>PSY 504</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>PSY 510</td>
<td>Counseling &amp; Psychotherapy</td>
</tr>
<tr>
<td>*PSY 511</td>
<td>Behavior Modification</td>
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<tr>
<td>*PSY 520</td>
<td>Child Psychology</td>
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<tr>
<td>PSY 521</td>
<td>Adolescent Psychology</td>
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<tr>
<td>PSY 531</td>
<td>Social Psychology</td>
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<tr>
<td>PSY 532</td>
<td>Psychological Tests</td>
</tr>
<tr>
<td>PSY 533</td>
<td>Psychology of Learning</td>
</tr>
<tr>
<td>*PSY 536</td>
<td>Theories of Personality and Emotional Disturbance</td>
</tr>
<tr>
<td>PSY 599</td>
<td>Child Abuse &amp; Neglect</td>
</tr>
</tbody>
</table>

**ASSESSMENT PORTFOLIO**

1. Student will have an exit interview.
2. Student will maintain a portfolio containing:
   a. materials gathered from various courses relating to characteristics, learning styles, and behavior of exceptional students
   b. materials relevant to assessing, planning, drafting I.E.P which include instructional strategies, curriculum, and objectives.
3. Student must take the appropriate NTE/Praxis II if not previously
Master of Education - Special Education
Master of Education - Elementary Education

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”
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 maximum course selection across four categories of study:

I. Special Education/Child Behavior/Gifted
II. Teaching Methodology
III. Foundations of Education
IV. Liberal Arts

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

I. SPECIAL EDUCATION/CHILD BEHAVIOR/GIFTED
— 6 to 12 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDU 513</td>
<td>Attention Deficit Disorder</td>
</tr>
<tr>
<td>EDU 523</td>
<td>Behavior of the Pre-School Child</td>
</tr>
<tr>
<td>EDU 526</td>
<td>Identification and Other Issues in Gifted Education</td>
</tr>
<tr>
<td>EDU 551</td>
<td>Learning Styles</td>
</tr>
<tr>
<td>EDU 591</td>
<td>Nature &amp; Needs of the Gifted</td>
</tr>
<tr>
<td>EDU 592</td>
<td>Intro. to Curriculum for the Gifted</td>
</tr>
<tr>
<td>EDU 593</td>
<td>Teaching Strategies for Gifted Education</td>
</tr>
<tr>
<td>EDU 594</td>
<td>Spec. Topics in Gifted Education</td>
</tr>
<tr>
<td>SED 500</td>
<td>Introduction to Exceptional Children and Youth</td>
</tr>
<tr>
<td>SED 534</td>
<td>Trends &amp; Issues in Spec. Education</td>
</tr>
<tr>
<td>SED 576</td>
<td>Educational Diagnostics for Exceptional Children</td>
</tr>
<tr>
<td>SED 580</td>
<td>Introduction to Mentally Disabled</td>
</tr>
<tr>
<td>SED 581</td>
<td>Characteristics of Orthopedically Disabled</td>
</tr>
<tr>
<td>SED 584</td>
<td>Educational Procedures for Orthopedically Disabled</td>
</tr>
<tr>
<td>SED 586</td>
<td>Educational Procedures for Educable Mentally Disabled</td>
</tr>
<tr>
<td>SED 595</td>
<td>Intro. to Learning Disabilities</td>
</tr>
<tr>
<td>SED 596</td>
<td>Educational Procedures for Learning Disabilities</td>
</tr>
<tr>
<td>SED 597</td>
<td>Introduction to Emotionally Disabled</td>
</tr>
<tr>
<td>SED 598</td>
<td>Educational Procedures for the Emotionally Disabled</td>
</tr>
<tr>
<td>SED 578</td>
<td>Remedial Reading</td>
</tr>
</tbody>
</table>

II. TEACHING METHODOLOGY
— 6 to 18 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 511</td>
<td>Art for the Child</td>
</tr>
<tr>
<td>EDU 501</td>
<td>Teaching of Reading</td>
</tr>
<tr>
<td>EDU 503</td>
<td>Math. for the Elem. Child</td>
</tr>
<tr>
<td>EDU 516</td>
<td>Methods of Teaching Social Studies/Science/ Mathematics/Language</td>
</tr>
<tr>
<td>EDU 517</td>
<td>Methods of Teaching Language Arts</td>
</tr>
<tr>
<td>EDU 518</td>
<td>Teaching Reading through Literature</td>
</tr>
<tr>
<td>EDU 519</td>
<td>Elementary School Curriculum</td>
</tr>
<tr>
<td>EDU 520</td>
<td>Institute(s) in Curriculum Development</td>
</tr>
</tbody>
</table>

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Master of Education - Elementary Education

EDU 522 Methods of Teaching Writing in Content Areas
EDU 525b Teaching of Reading: Content Areas/Elementary
EDU 533 Children's Literature
EDU 534 Environmental Education
EDU 535 Pre-school Curriculum
EDU 537 Methods and Materials for the Pre-School
EDU 543 Graphic Organization in Reading and Writing

EDU 544 Advanced Methods (Success) of Teaching Reading
EDU 564 Media Techniques
EDU/ THE 568 Creative Dramatics Exploration of Content/Methodology for Science
EDU 570 Music Education for the Elementary School Child
EDU 582g Practicum in Early Childhood Education

III. FOUNDATIONS OF EDUCATION
—6 to 12 hours

EDU 506 Portfolio Teaching & Learning
EDU 510/ The Creative Process for Educators
ART 510
EDU 541/ Sociology of Education
SOC 541
EDU 548 Cooperative Learning: Content and Methodology
EDU 549 The Middle School Organization and Curriculum
EDU 550/ School/Youth/Drugs
SOC 550
EDU 553 Educator as Writer
EDU 560 Foundations of American Education
EDU 561 Restructuring Essentials
EDU 563 Information Super Highway

EDU 566 Teacher as Counselor
EDU 599 Educational Procedures for the Slow Learner
EDU 600 School Personnel Administration
EDU 602 Principles and Practices of School Supervision
EDU 604 School-Community Relations
EDU 610 Seminar in School Law
EDU 620 Curriculum Development
EDU 621 Educational Research and Evaluation of Instruction
*EDU 621 Educational Research and Evaluation of Instruction
*EDU 623 Instructional Design
EDU 644 Teachers in the Workplace

EDU 544 Advanced Methods (Success)

EDU 544 Advanced Methods (Success) of Teaching Reading

EDU 544 Advanced Methods (Success) of Teaching Reading

EDU 544 Advanced Methods (Success) of Teaching Reading

EDU 544 Advanced Methods (Success) of Teaching Reading

IV. LIBERAL ARTS
—6 to 12 hours

Graduate offerings in:

a. Art (not art education) e. Music (not music education)

b. English f. Sociology

c. History/Politics g. Psychology

d. Mathematics h. Science

i. Economics

j. Theatre

Note: The adviser should approve all courses.

ASSESSMENT PORTFOLIO

Selected students receive an exit interview with standard questions on
Area I: Special Education, Gifted, and/or Child Behavior
Area II: Methodology
Area III: Foundations
Area IV: Liberal Arts

Students must demonstrate some understanding of each area.

In addition to the exit interview, students maintain a portfolio. The portfolio will include:

a. a research paper from course work taken at Converse
b. tests that document competence in subject matter

c. products developed in course work

e.g. teaching units, computer printouts
pictures of unit materials, etc.

d. students must take the NTE/Praxis II in Elementary. A student who has never been
certified in elementary education must take Teaching of Reading, Math for the Elementary
Child, Children’s Literature, and Child Psychology before registering for the NTE/Praxis II
tests.
Master of Education - Elementary Education
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 (i.e., 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
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.

ASSESSMENT PORTFOLIO
Student will maintain a portfolio containing:
   a. a case study of a gifted student
   b. a curriculum and appropriate strategies for gifted students
   c. a research article on gifted
   d. an action research project.
Master of Education - Gifted Education
# APPLICATION FOR ADMISSION
## CONVERSE COLLEGE
### MASTER OF EDUCATION PROGRAM
#### FOR CERTIFIED TEACHERS

- **Date**

<table>
<thead>
<tr>
<th>Miss, Ms.</th>
<th>Name:</th>
<th>Mrs.</th>
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<tbody>
<tr>
<td>Mr.</td>
<td>Last</td>
<td>First</td>
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<th>(Work)</th>
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<tr>
<th>School in which employed</th>
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<tr>
<th>Date of Birth</th>
<th>Social Security Number</th>
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</table>

- **Applying for a degree in:**
  - [ ] Elementary
  - [ ] Secondary Education
  - [ ] Special Education
  - [ ] English
  - [ ] Mathematics
  - [ ] Gifted
  - [ ] Natural Sciences
  - [ ] Social Science
  - [ ] Cognate

- **Teaching experience:**
  - **Number of years:**
    1. 
    2. 

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<tr>
<th>Colleges or Universities attended:</th>
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<tr>
<th>Name</th>
<th>Degree and Date Awarded</th>
<th>Major or Minor</th>
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<td>2.</td>
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</table>

- **Do you hold a valid teacher’s certificate?**

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<tr>
<th>State</th>
<th>Type</th>
<th>Subject or area</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(Professional or Temporary)</td>
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</tbody>
</table>

- **Hours completed at Converse prior to admission**

- **Send application, $35.00 application fee, transcripts, two letters of recommendation, copy of teaching certificate and NTE/Praxis II scores to:**
  - Dr. Martha T. Lovett, Dean
  - Graduate Studies and Special Programs
  - Converse College
  - Spartanburg, SC 29302-0006

  (Sign release form on other side and detach application along edge where indicated.)
STATE OF SOUTH CAROLINA)
COUNTY OF SPARTANBURG):

RELEASE

In consideration of receiving permission from Converse College, a corporation, to participate in practicums, student teaching, clinical experiences, or any activities related to course work the undersigned hereby releases Converse College, its agents, officers, servants and employees, of and from all liability, claims, demands, actions and causes of action whatsoever arising out of or related to any loss, damage or injury of the undersigned in connection with the participation set forth above.

This Release shall be binding upon the heirs, executors, administrators and assigns of the undersigned.

* IN WITNESS WHEREOF, the undersigned has executed this Release this _____________ day of __________________________, 19 ___________

WITNESS:

_____________________________________________  __________________________

Signature

* I give the College permission to release information for purpose of certification and accreditation.

In addition, I give the College permission to give my telephone number to other students in order to contact me for committees, meetings, etc. which relate to the education program at Converse.

____________________________

Signature

____________________________

Phone Number
MASTER OF
LIBERAL ARTS
with concentration in

Economics
English
History
Political Science
Sociology

CONVERSE COLLEGE
Spartanburg, South Carolina
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 economics, English, history, political science or sociology. Students may choose 6-15 hours of electives from the three areas of concentration not used as major concentration and /or art history, music history, psychology, or religion. A 3 hour capstone project which links the concentration area to two other liberal arts is required.

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 to other disciplines according to one of the following two formats:

1. A bibliographic essay of approximately 25-30 pages that evaluates how each reading of 15-20 books (reading their entirety) contributes to the topic and questions. Five articles approximate one book.

2. An interdisciplinary research format paper of approximately 30-40 pages on 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 graduate dean’s office.

We suggest that prospective students schedule an interview with the Dean of the Graduate Program or a person whom the dean designates. The mission of the Master of Liberal Arts degree is to broaden the student’s knowledge base in economics, English, history, political science, or sociology 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

REQUIREMENTS FOR ADMISSION

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

1. A degree from a recognized college

2. A transcript indicating a likelihood for success in graduate studies. For full admission, an overall cumulative 3.0 GPA on a 4.0 scale of college work is required.

3. A completed application form, a non-refundable $35.00 application fee, and two letters of recommendation (with at least one from an academic source) are needed for admission. All applications will be submitted to the Graduate Admissions Committee.

4. A personal statement of approximately 1 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, and 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.

**REQUIREMENTS FOR DEGREE**

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

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

Date ______________________

Ms.

Name  Mrs. ___
Mr.  Last  First  Middle

Home Address

________________________
city  state  zip code

Phone (home)

________________________

Date of Birth  Social Security #

________________________  ______________________

Employment

Applying for a MLA degree with a concentration in:

____ Economics  ____ History  ____ Sociology

____ English  ____ Political Science

Colleges or Universities attended:

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Date Awarded</th>
<th>Major/Minor</th>
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</tbody>
</table>

Hours completed at Converse prior to admission  __________________________

Send application, $35.00 non-refundable application fee, official transcript(s),
two letters of recommendation (academic if possible) to:

Dr. Martha T. Lovett, Dean, Graduate Studies
Converse College
580 E. Main Street
Spartanburg, SC  29302-0006
STATE OF SOUTH CAROLINA) : RELEASE

COUNTY OF SPARTANBURG

In consideration of receiving permission from Converse College, a corporation, to participate in practicums, student teaching, clinical experiences, or any activities related to course work the undersigned hereby releases Converse College, its agents, officers, servants and employees, of and from all liability, claims, demands, actions and causes of action whatsoever arising out of or related to any loss, damage or injury of the undersigned in connection with the participation set forth above.

This Release shall be binding upon the heirs, executors, administrators and assigns of the undersigned.

* IN WITNESS WHEREOF, the undersigned has executed this Release this

____________ day of ___________________________ , 19 __________.

WITNESS:

______________________________________________________________  Signature

______________________________________________________________

* I give the College permission to release information for purpose of certification and accreditation.

In addition, I give the College permission to give my telephone number to other students in order to contact me for committees, meetings, etc. which relate to the education program at Converse.

______________________________________________________________

Signature

______________________________________________________________

Phone Number
EDUCATIONAL SPECIALIST DEGREES

Administration and Supervision
Elementary Principal/Supervisor
Secondary Principal/Supervisor

Curriculum and Instruction

Marriage and Family Therapy
EDUCATIONAL SPECIALIST
DEGREE IN 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 K–8. 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.

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 NTE/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 and $35.00 application fee
2. undergraduate and graduate transcripts
3. NTE/Praxis II scores
4. three letters of recommendation
5. essay on career goals
6. copy of teaching certificate
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 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 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.
6. Prior to the Summer graduation, students must complete 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 supervisory 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
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 as it relates 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. gain knowledge of school finance and its implication for fiscal responsibilities
10. develop insight of school organization, and the role of the school in society and demonstrate competence in promoting a healthy school climate with effective leadership
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 of classroom observation, evaluation, and conference skills
16. demonstrate competence in conceptualizing the interrelatedness of the various disciplines in order to make curricular improvements.

Two 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 a “mentor” recommended by the practicum student) 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 position. Practicing administrators will design special projects related to—but beyond—their normal administrative responsibilities.

The internship is designed to also 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. The Dean of Graduate Studies and Special Programs will supervise administrative internships.
Ed.S. in Elementary Administration
Including Initial South Carolina Certification as Supervisor,
Elementary Principal Grade Span 1–8

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<th>Social Security #</th>
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Date of Admission  Birthdate  Gender  

<table>
<thead>
<tr>
<th>Hours completed in program prior to admission</th>
<th>Race</th>
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<tbody>
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<td>EDU 624: Advanced Instruction</td>
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<tr>
<td>EDU 600: General School Admin. (should be first course taken)</td>
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<tr>
<td>EDU 602: Principles and Practices of School Supervision</td>
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<td>EDU 603: Internship in Admin. Elementary (Prerequisites: EDU 600, 611, 621, permission of instructor. Placement: Mentor: )</td>
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<td>EDU 605: School Personnel Administration: Evaluation</td>
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<td>EDU 610: Seminar in School Law</td>
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<td>EDU 611: School Finance</td>
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<td>EDU 625: Curriculum Leadership</td>
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<tr>
<td>EDU 621: Research and Evaluation of Instruction</td>
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<tr>
<td>SED 500: Intro to Exceptional Child ed</td>
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<tr>
<td>EDU 591: Nature &amp; Needs of Gifted</td>
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</table>

Date Program Completed  Praxis II (Adm. & Sup.)  

Verification of Completion  Adviser  

Recommended for Administrative Certification  Director of Teacher Education

NOTE: Student must have had an undergraduate course in Foundations of American Education and teaching methodology at the elementary level and graduate courses in Child Psychology, Exceptional Child, Curriculum Development, and Educational Psychology.
**Ed.S. in Secondary Administration**
**Including Initial South Carolina Certification as Supervisor,**
**Secondary Principal Grade Span 7–12**

Name ___________________________ Social Security # __________

Date of Admission ___________ Birthdate ___________ Gender _____

Hours completed in program prior to admission ___________ Race _____

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>EDU 624:</td>
<td>Advanced Instruction</td>
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<td>EDU 600: General School Admin. (should be first course taken)</td>
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<td>EDU 602: Principles and Practices of School Supervision</td>
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<td>EDU 607: Internship in Admin. Secondary (Prerequisites: EDU 600, 611, 621, permission of instructor. Placement: ___________ Mentor: ___________)</td>
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<tr>
<td>EDU 604: School Community Relations</td>
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<td>EDU 605: School Personnel Administration: Evaluation</td>
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<td>EDU 610: Seminar in School Law</td>
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<td>EDU 611: School Finance</td>
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<td>EDU 625: Curriculum Leadership</td>
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<td>EDU 621: Research and Evaluation of Instruction</td>
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<tr>
<td>SED 500: Intro to Exceptional Child or EDU 591: Nature &amp; Needs of Gifted</td>
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Date Program Completed ___________ Praxis II (Adm. & Sup.) ___________

Verification of Completion ________________________________

Recommended for Administrative Certification ___________ Director of Teacher Education

**NOTE:** Student must have had undergraduate courses in Foundations of American Education and teaching methodology at the elementary level and graduate courses in Adolescent Psychology, Exceptional Child, Educational Psychology, and Curriculum Development.
**APPLICATION FOR ADMISSION**  
**CONVERSE COLLEGE**  
**EDUCATIONAL SPECIALIST DEGREE IN ADMINISTRATION AND SUPERVISION FOR INITIAL CERTIFICATION**

Date ______________________________

Name: Mrs. 
Mr.  
Last  
First  
Middle

Home Address __________________________ Phone (Home) __________________________
(Home) __________________________
(Work) __________________________

City __________________________ State __________________________ Zip __________________________

School in which employed __________________________

Date of Birth __________________________ Social Security Number __________________________

Applying for a degree in:

- **Administration and Supervision**
  - Elementary Principal/Supervisor
  - Secondary Principal/Supervisor

Teaching experience:

<table>
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<tr>
<th>School attended</th>
<th>Number of years</th>
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Colleges or Universities attended:

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<tr>
<th>Name</th>
<th>Degree and Date Awarded</th>
<th>Major or Minor</th>
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1. __________________________
2. __________________________
3. __________________________

Number of hours completed at Converse prior to admission __________________________

Do you hold a valid teacher’s certificate? _________

State ___________ Type ________ Subjects or areas __________________________

(Professional or Temporary)

Send application, $35.00 application fee, official transcripts, three letters of recommendation (academic if possible), copy of teaching certificate, NTE/Praxis II scores, and a brief essay in which you 1) define your career goals; 2) describe your reasons for seeking admission to the Ed.S. program; 3) evaluate your qualifications as a graduate student and school administrator/supervisor to:

Dr. Martha T. Lovett, Dean  
Graduate Studies and Special Programs  
Converse College  
Spartanburg, SC 29302-0006

(Sign release form on other side and detach application along edge where indicated.)
STATE OF SOUTH CAROLINA) COUNTY OF SPARTANBURG)

RELEASE

In consideration of receiving permission from Converse College, a corporation, to participate in practicums, student teaching, clinical experiences, or any activities related to course work the undersigned hereby releases Converse College, its agents, officers, servants and employees, of and from all liability, claims, demands, actions and causes of action whatsoever arising out of or related to any loss, damage or injury of the undersigned in connection with the participation set forth above.

This Release shall be binding upon the heirs, executors, administrators and assigns of the undersigned.

* IN WITNESS WHEREOF, the undersigned has executed this Release this

______________ day of _________________________, 19 ________.

WITNESS:

__________________________________________

Signature

__________________________________________

* I give the College permission to release information for purpose of certification and accreditation.

In addition, I give the College permission to give my telephone number to other students in order to contact me for committees, meetings, etc. which relate to the education program at Converse.

Signature

Phone Number
EDUCATIONAL SPECIALIST DEGREE IN CURRICULUM AND INSTRUCTION

MISSION STATEMENT

The purpose of this 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
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.

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 NTE/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 and $35.00 application fee
2. official undergraduate and graduate transcripts
3. NTE/Praxis II scores
4. three letters of recommendation
5. essay on career goals.

The Educational Specialist Degree in Curriculum and Instruction is a sixth year higher education program of 36 hours in curriculum, instruction, administration, and liberal arts.
Name ________________________________ Social Security # ____________

Date of Admission ________________  Birthdate ____________  Gender _____

Hours completed in program prior to admission ________________  Race _____

<table>
<thead>
<tr>
<th>Course</th>
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<td>EDU 621: Research and Evaluation of Instruction</td>
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<tr>
<td>EDU 622: Curriculum &amp; Instruction: Trends &amp; Issues (EDU 620 prerequisite)</td>
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<td>EDU 623: Instructional Design</td>
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<tr>
<td>EDU 624: Advanced Instruction (EDU 623 prerequisite)</td>
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<tr>
<td>EDU 625: Curriculum Leadership (EDU 620 prerequisite)</td>
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<tr>
<td>EDU 699: Internship in Instruction and Curriculum (EDU 620, 622, 623, 624, 625 prerequisites)</td>
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<tr>
<td>Liberal Arts Electives:</td>
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</tbody>
</table>

Date Program Completed ________________  Praxis II (Adm. & Sup.) ________________

Verification of Completion ________________  Adviser

NOTE: Student must have had a course in Foundations of American Education and teaching methodology at the elementary level.
APPLICATION FOR ADMISSION
CONVERSE COLLEGE
EDUCATIONAL SPECIALIST DEGREE IN
CURRICULUM AND INSTRUCTION
(FOR CERTIFIED TEACHERS/ADMINISTRATORS)

Date

Name:

Home Address

Phone (Home)

City

State

Zip

School in which employed

Date of Birth

Social Security Number

Teaching experience: Number of years:

Administrative experience: Number of years:

Colleges or Universities attended: Degree and Date Awarded: Major or Minor:

1.

2.

3.

Do you hold a valid teacher’s certificate? Administrator’s certificate?

State

Subjects or areas

Type: Professional ☐ Temporary ☐

Number of hours completed at Converse prior to admission

Send application, $35.00 application fee, official transcripts, three letters of recommendation, copies of teaching/administrative certificates, NTE/Praxis II scores, and a brief essay in which you 1) define your career goals; 2) describe your reasons for seeking admission to the Ed.S. program; 3) evaluate your qualifications as a graduate student and school administrator/supervisor to:

Dr. Martha T. Lovett, Dean, Graduate Studies
Converse College, 580 East Main Street
Spartanburg, SC 29302-0006
STATE OF SOUTH CAROLINA)  
COUNTY OF SPARTANBURG)  :  RELEASE

In consideration of receiving permission from Converse College, a corporation, to
participate in practicums, student teaching, clinical experiences, or any activities
related to course work the undersigned hereby releases Converse College, its agents,
officers, servants and employees, of and from all liability, claims, demands, actions and
causes of action whatsoever arising out of or related to any loss, damage or injury of the
undersigned in connection with the participation set forth above.

This Release shall be binding upon the heirs, executors, administrators and assigns of
the undersigned.

* IN WITNESS WHEREOF, the undersigned has executed this Release this

____________________ day of ___________________________ , 19 ________.

WITNESS:

________________________________________  __________________________

Signature

____________________________

* I give the College permission to release information for purpose of certification and
accreditation.

In addition, I give the College permission to give my telephone number to other students
in order to contact me for committees, meetings, etc. which relate to the education pro-
gram at Converse.

________________________________________

Signature

________________________________________

Phone Number
EDUCATIONAL SPECIALIST
DEGREE IN
MARRIAGE AND FAMILY THERAPY

MISSION STATEMENT

The Ed.S. in MFT has been designed to meet the academic and clinical practicum requirements of the American Association for Marriage and Family Therapy and for Licensed Marriage and Family Therapist in South Carolina. Marital and family therapy is a distinct mental health discipline designed to use family systems theories and intervention techniques.

OBJECTIVES

Students will be able to:

1. address a wide array of relationship issues involved in living in a family

2. assess and treat mental and emotional disorders, whether cognitive, affective, or behavioral, within the context of family systems and the therapist’s competency level.

3. apply psychotherapeutic and family systems theories and techniques in the delivery of services to individuals, couples and families for the purpose of treating diagnosed emotional, mental, addictive and behavioral disorders within the therapist’s competency level.

REQUIREMENTS FOR AD-
MISSION

Applicants will be required to submit a formal application and meet individually with an adviser. Those with a graduate degree in a marriage and family therapy (MFT) related field of study will receive priority. They may apply up to 18 semester hours credit for the Ed.S. degree from academic coursework in their existing degree toward the elective portion of the Ed.S. degree in MFT. The program adviser will determine which academic coursework from the existing MFT related graduate degree will be granted credit. For full admission the applicant must have a MFT related graduate degree with a cumulative GPA of at least 3.0 on a 4.0 scale.

Exceptional applicants with a bachelor’s degree in a field of study related to MFT may also be accepted into the Ed.S. program. These students will be required to have 5 years of experience related to MFT either before or during their Ed.S. training. They must take an additional 12 semester hours of specific foundational academic coursework in MFT and make at least a 3.0 grade point average before final acceptance into the Ed.S. degree program. This means that they will take 12 semester hours beyond the 66 required for the degree. These students cannot enter the clinical practicum portion of their training until they have completed the 36 hours of core academic coursework and have been approved by the Clinical Readiness Committee.

Admission materials must include:
Educational Specialist Degree-Marriage and Family Therapy

1. a $35.00 application fee
2. completed application form
3. official transcripts
4. catalogue descriptions of graduate coursework for transfer credit
5. three letters of recommendation
6. GRE or Millers Analogy scores.

THE PROGRAM

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

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

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

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

Area I: Theoretical Foundations of Marital and Family Therapy
Educational Specialist Degree-Marriage and Family Therapy
Educational Specialist Degree-Marriage and Family Therapy
Application for Admission
Converse College
Educational Specialist Degree in
Marriage and Family Therapy

Date

Ms.
Name
Mrs.
Mr. Last First Middle

Home Address

Phone (home) (work)

Date of Birth Social Security #

Employer Position

Applying for:

Graduate level–Ed.S. Status

Graduate level–Non-degree Status

Number of hours completed at Converse prior to admission

Colleges or Universities attended:

Name Degree Date Awarded Major/Minor

1.

2.

3.

Experience in human relations - paid or voluntary (psychotherapy, ministerial, counseling, teaching human resources, support groups, etc.) List number of months or years totally served. (Use additional sheet if necessary)

Please complete the following essay on a separate sheet. Address all three areas of interest:
1. Describe your reasons for seeking admission to the Marriage and Family Therapy program.
2. Evaluate your qualifications as a graduate student.
3. Define your career goals and reasons for wanting to be a marriage and family therapist.

To complete the application process, please send the following additional materials with this application form to the Office of the Dean of Graduate Programs at Converse College:

1. $35.00 application fee
2. official transcripts
3. catalogue descriptions of graduate level course work pertinent to counseling/therapy, including psychology, education, sociology, research, etc.
4. three letters of recommendation (from colleagues, professors, ministers, etc.)
5. official GRE or Millers Analogy scores
6. signed release form (at bottom of this page)

Dr. Martha T. Lovett, Dean, Graduate Studies
Converse College
580 East Main Street
Spartanburg, SC 29302-0006

---

STATE OF SOUTH CAROLINA)  
COUNTY OF SPARTANBURG)  

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This Release shall be binding upon the heirs, executors, administrators and assigns of the undersigned.

* IN WITNESS WHEREOF, the undersigned has executed this Release this

________________________ day of __________________________, 19 __________.

WITNESS:

__________________________________________________

__________________________________________________  Signature

* I give the College permission to release information for purpose of certification and accreditation.

In addition, I give the College permission to give my telephone number to other students in order to contact me for committees, meetings, etc. which relate to the education program at Converse.

________________________  Phone Number
COURSES OF INSTRUCTION AT THE GRADUATE LEVEL

for

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

Converse College
Spartanburg, South Carolina
COURSES OF INSTRUCTION

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 Special Programs, and they carry an extra tuition charge. Only two independent studies are allowed in a degree program.

ART

ART NINTEENTH 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/THREE CREDITS
506. 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/ THREE CREDITS
510. An exploration of the creative process encompassing theory and application. A variety of art materials and techniques will be used. Crosslisted with education. 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. lab fee: $25.00

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
515. 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 GRADUATE PRINTMAKING (NON-TOXIC)/ 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 GRADUATE PAINTING/ THREE CREDITS
571. Prerequisite: Undergraduate degree. Offered as a fall, spring, and summer concentration for area school teachers. 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. Lab fee: $30.00

ART GRADUATE SCULPTURE/ THREE CREDITS
572. Prerequisite: Undergraduate degree. Offered as a fall, spring, and summer concentration for area school teachers. 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 SURVEY OF CLINICAL ART THERAPY/ THREE CREDITS
580. Prerequisites: ART 111 and ART 112 or by permission of the instructor. Major credit, elective credit. A course designed to introduce students to principles, philosophy and application of clinical art therapy. Selected topics include the history of art therapy, the role of art media in art therapy, and utilization of the creative process in both diagnosis and treatment to promote and foster positive human growth and development.

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.
ECN 50. ECONOMICS FOR TEACHERS/ THREE CREDITS
Prerequisite: Graduate student status. A survey of selected principles of macro- and microeconomics. This course is designed to acquaint non-majors with the tenets of economics as they apply to current events, and to define the role of economics in the social sciences.

ECN 501. MICROECONOMIC THEORY/THREE CREDITS
Prerequisite: EDN 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 502. MACROECONOMIC THEORY/THREE CREDITS
Prerequisite: EDN 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 504. QUANTITATIVE METHODS/THREE CREDITS
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 521. MONEY AND FINANCIAL INSTITUTIONS/
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 522. INTERNATIONAL TRADE/THREE CREDITS
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 523. ECONOMIC PROBLEMS OF DEVELOPING 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 524. PUBLIC FINANCE/ THREE CREDITS
Prerequisite: 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 526. LABOR ECONOMICS/THREE CREDITS
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 545. AMERICAN ECONOMIC HISTORY/
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 556. BUSINESS STRATEGIES FOR HEALTH CARE PRACTITIONERS/THREE CREDITS
In this course, participants will examine a range of business management options and modalities, design networking strategies, explore the new world of family collaboration health care, probe the accountability issue, and determine the need for shared risk with patients. Learners will design a marketing strategy, discuss the pros and cons of revising and expanding the scope of services provided in their health care setting, implement a short term educational program for the community, facilitate a group discussion, and determine the relationship they wish to create with managed care in their organization.

ECN 561. GEOGRAPHY OF WORLD RESOURCES/
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.

Courses

EDUCATION

111
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<th>Administration and Supervision</th>
<th>Courses</th>
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<td>PSY 520. CHILD PSYCHOLOGY/THREE CREDITS</td>
<td>EDU 606. SEMINAR IN INSTRUCTIONAL LEADERSHIP/THREE CREDITS</td>
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<tr>
<td>See Psychology Section for course description.</td>
<td>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.</td>
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<tr>
<td>PSY 521. ADOLESCENT PSYCHOLOGY/THREE CREDITS</td>
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<td>EDU 567. EDUCATIONAL PSYCHOLOGY/THREE CREDITS</td>
<td>EDU 607. ADMINISTRATION/SIX CREDITS</td>
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<tr>
<td>See Elementary Section for course description.</td>
<td>Prerequisites: EDU 600, 605, 610, 611, 621; 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 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.</td>
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<tr>
<td>EDU 600. GENERAL SCHOOL ADMINISTRATION/THREE CREDITS</td>
<td>EDU 608. SCHOOL FACILITIES/THREE CREDITS</td>
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<td>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.</td>
<td>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.</td>
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<tr>
<td>EDU 602. SUPERVISION/THREE CREDITS</td>
<td>EDU 609. SEMINAR IN SCHOOL LAW/THREE CREDITS</td>
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<td>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 clerical supervision.</td>
<td>A Prerequisites: EDU 600, 605, 610, 611, 621; 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 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.</td>
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<tr>
<td>EDU 603. ADMINISTRATION/SIX CREDITS</td>
<td>EDU 610. SCHOOL FINANCE/THREE CREDITS</td>
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<td>A Prerequisites: EDU 600, 601, 610, 611, 621; 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.</td>
<td>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.</td>
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<tr>
<td>EDU 604. SCHOOL-COMMUNITY RELATIONS/THREE CREDITS</td>
<td>EDU 620. CURRICULUM DEVELOPMENT/THREE CREDITS</td>
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<td>The purpose of this course is to enhance competencies in communication between the schools and the public which 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.</td>
<td>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.</td>
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<tr>
<td>EDU 605. EVALUATION/THREE CREDITS</td>
<td>EDU 621. EDUCATIONAL RESEARCH AND EVALUATION</td>
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Courses

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 DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/THREE CREDITS

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

Curriculum and Instruction

621. Prerequisite: EDU 620. 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 ADVANCED INSTRUCTION/THREE CREDITS

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

EDU CURRICULUM LEADERSHIP/THREE CREDITS

EDU GENERAL SCHOOL ADMINISTRATION/

THREE CREDITS

See Administration and Supervision Section.

EDU PRINCIPLES AND PRACTICES OF SCHOOL SUPERVISION/THREE CREDITS

See Administration and Supervision Section.

EDU SEMINAR IN SCHOOL LAW/THREE CREDITS

See Administration and Supervision Section.

EDU CURRICULUM DEVELOPMENT/THREE CREDITS

See Administration and Supervision Section.

EDU EDUCATIONAL RESEARCH AND EVALUATION

621. OF INSTRUCTION/THREE CREDITS

See Administration and Supervision Section.

EDU CURRICULUM AND INSTRUCTION: 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

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 CURRICULUM AND INSTRUCTION: TRENDS AND ISSUES/THREE CREDITS

See Administration & Supervision Section for course description.

EDU CURRICULUM LEADERSHIP/THREE CREDITS

See Administration & Supervision Section for course description.

EDU INTERNSHIP IN CURRICULUM AND INSTRUCTION ADMINISTRATION/THREE CREDITS

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

Elementary and Early Childhood

EDU PRACTICUM: READING/NO CREDITS

101. This supervised practicum graded on a pass/fail basis is the first of two sequential, incremental clinical experiences required
of elementary/early childhood majors. Students work with an individual child, diagnose and prescribe, assist in building the child’s self-esteem and confidence, and gain experience, practice, and training in the application of theory and skills when working with others. Sign-up deadlines are involved. Check with your adviser.

EDU PRACTICUM: EARLY CHILDHOOD EDUCATION/ 102. NO CREDITS
Prerequisite: EDU 101. 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 101. Sign-up deadlines are involved. Check with your adviser.

EDU PRACTICUM: ELEMENTARY/ NO CREDITS
Prerequisite: EDU 101. This supervised practicum graded on a pass/fail basis is the second of two sequential, incremental clinical experiences required of elementary majors. Students work in a public school setting and observe, manage, plan for, and instruct a large group, as opposed to an individual child. The practicum gives students the experience, practice, and training in the application of theory and skills in the classroom acquired in core courses in elementary education. This practicum builds on the experiences in EDU 101. Sign-up deadlines are involved. Check with your adviser.

EDU THE TEACHING OF READING/ THREE CREDITS
Prerequisite: EDU 101. 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. The students will analyze and critique the methods of teaching reading, the basic approaches to teaching writing, and literate, interpretative, and 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. This course is a prerequisite to EDU 412a, b, c, d, e, f, g. A student must take EDU 101 after or concurrently with this course. Offered during spring term.

EDU MATHEMATICS FOR THE ELEMENTARY CHILD/ THREE CREDITS
Prerequisite: EDU 101. 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. This course is a prerequisite to EDU 412. Offered during fall, winter, and spring terms.

EDU COMPUTERS FOR TEACHERS/ THREE CREDITS
This course is designed to restructure curriculum through the use of technology and instruction.

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

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

EDU TEACHING YOUNG STUDENTS 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
Prerequisite: EDU 4a, b, c, d, e, f, g. A student must take EDU 101 after or concurrently with this course. This course is a prerequisite to EDU 4. Offered during spring term.

EDU THE CREATIVE PROCESS FOR EDUCATORS/ THREE CREDITS
This course allows participants to examine the various purposes and types of 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 ART FOR THE CHILD/THREE CREDITS
See ART 511.

EDU DIRECTED STUDENT TEACHING: ELEMENTARY/ NINE CREDITS
Prerequisite: EDU 412a, b, c, d, e, f, g. A student must take EDU 101 after or concurrently with this course. Offered during spring term and occasionally in fall term.

EDU DIRECTED STUDENT TEACHING: EARLY CHILDHOOD/NINE CREDITS
Prerequisite: EDU 412a. Offered during spring term and occasionally in fall term.

EDU TEACHING STUDENTS WITH ATTENTION DEFICIT DISORDER/ THREE CREDITS
This course provides teachers with an understanding of attention deficit disorder and effective strategies they can use in the classroom with these students.
Elementary and Early Childhood (cont’d)

514. THREE CREDITS
The course will focus on three central issues relevant to educational theory and practice today—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 practice. Current journal articles will be included to assure a current perspective in the course.

EDU 515. THREE CREDITS
Cunningham’s Four Block Method
This course is designed to acquaint 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 516. SCIENCE/MATHEMATICS/LANGUAGE ARTS/ THREE CREDITS
Methods of Teaching Social Studies
Major credit for Elementary. Senior status recommended. Students will study elementary school objectives, content, South Carolina Curriculum Frameworks, materials, methods and evaluative techniques. Content includes valuing, teaching students of diverse backgrounds, observing and analyzing teaching/learning styles, and developing a positive self-concept. The development of a resource unit and the collection of science demonstrations and problem solving strategies are mandatory. Students study reading and skill development problems of elementary children in these areas of study. This course (required of elementary majors) is a prerequisite to EDU 412a. Offered during winter term.

EDU 517. THREE CREDITS
Methods of Teaching Language Arts
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 518. THREE CREDITS
Teaching Reading Through Literature
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 519. THREE CREDITS
Elementary School Curriculum
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 520. THREE CREDITS
Institute in Curriculum Development
This graduate level workshop focuses on the preparation of curriculum materials and the development of appropriate teaching strategies. Institute topics include: Local Cultural Resources, Teaching Curriculum with Computers, Modern Foreign Languages, and effective strategies for teaching social studies.

Courses

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. THREE CREDITS
Behavior of the Pre-School Child
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. THREE CREDITS
Science for the Elementary Child
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 525. ELEMENTARY/THREE CREDITS
Teaching Reading: Content Areas
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 533. THREE CREDITS
Literature for the Child
Major credit. Prerequisite: EDU 301 must precede this course or be taken concurrently with it. This course acquaints the student with traditional and modern literature for children, interests of children of different age levels, criteria for evaluating children’s books, and methods of correlating children’s literature with the curriculum. This course is a prerequisite to EDU 412a and 412b. Offered during winter and spring terms.

EDU 534. THREE CREDITS
Environmental Education
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 as well as in-field experiences, and (2) practical application of acquired content knowledge through teaching an environmental efficacy. Elementary education students need EDU 520 as prerequisite.

EDU 535. THREE CREDITS
Pre-School Curriculum
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 536. THREE CREDITS
Exploration of Content/Methodology
For Science/Three Credits
This course is an interactive experience whereby science teachers meets to successful instructors who will share with them the latest content knowledge of specific science subjects and successful and practical methods. Students will be able to choose from a variety of “science units,” each of which may be combined with other selected units. Credit for the class
EDU METHODS AND MATERIALS OF THE PRE-SCHOOL CURRICULUM: 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 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. The focus of this course will be on formative and summative assessments as well as instructional strategies because assessment and instruction must form a seamless web that promotes optimal student literacy learning.

EDU ALIGNING MIDDLE SCHOOL MATHEMATICS CURRICULUM, INSTRUCTION, AND ASSESSMENT TO STATE CURRICULUM STANDARDS AND THE PACT TEST (GRADES 5-8)/THREE CREDITS
The purpose of this course is to address this critical need by affording teachers the opportunity to become competent in the mathematical content of grades 4-8, and to develop and design balanced mathematics learning modules correlated with the South Carolina Mathematics Curriculum Standards, the PACT test, NCTM Curriculum and Evaluation Standards, existing curriculum guides and mathematics units. The focus of this course will be 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 SOCIETY OF EDUCATION/THREE CREDITS
See SOC 541.

EDU Graphic Organization in Reading and Writing
This course is designed to introduce education students to the powerful tool or 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 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 which may be purchased to facilitate 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 COOPERATIVE LEARNING: CONTENT AND METHODOLOGY/THREE CREDITS
“We are currently leaving an era of competitive and individualistic learning. The ‘me’ classrooms and ‘do your own thing’ seat work are fading. We are entering an era of interdependence and mutuality in schools.” (Johnson, Johnson, and Holubec; 1990) This class will explore in depth the construct of cooperative learning and help educators to maximize their effectiveness in the classroom by adding to their understanding and knowledge of how best to help their students work together in contributing groups.

EDU THE MIDDLE SCHOOL ORGANIZATION AND CURRICULUM/THREE CREDITS
A research-based course on the structure of effective middle schools and effective teaching strategies for middle adolescent students.

EDU TEACHER AS COUNSELOR/THREE CREDITS
This course builds the educator’s basic communication skills, promotes the integration of personal and professional helping
Elementary and Early Childhood (cont’d)

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/THREE CREDITS
567. A study of the principles of psychology as applied to
educational theory and practice. There is particular emphasis
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 the utilization
of the theatre game structure.

MUE MUSIC EDUCATION FOR THE ELEMENTARY
570. SCHOOL CHILD/THREE CREDITS
This graduate course is for regular elementary school teachers
who want to increase their competency in music activities. The
course explores such topics as singing, playing instruments,
listening experiences, creative experiences, and rhythmic
experiences.

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. Since
selected topics may vary from year to year, this course may
be taken once or twice, with permission of instructor and/or
adviser. Workshoptopics include: History of French Language
and Culture, Individualizing Basic Skills Instruction.

EDU THE SCHOOL AND THE FAMILY/THREE CREDITS
573. See SOC 573.

EDU EFFECTIVE INSTRUCTION I/THREE CREDITS
574. This course consists of a series of ten all-day sessions—a total
of eighty contact hours. Topics, taught by experts in the areas,
will include planning for instruction, assessment, classroom
organization and management, the school environment and
relationships. The course assists in the development of skills
and knowledge essential to effective instruction. Limited to
critical needs participants.

EDU EFFECTIVE INSTRUCTION II/THREE CREDITS
575. This course consists of a series of eight, one-day monthly
seminars and three on-site visits during the first complete
year of the participant’s enrollment in the Critical Needs
Program. The seminars will assist in the development of skills
and knowledge essential to effective instruction; the visits
will assist the participants by providing on-going support
activities. Limited to Critical Needs participants.

EDU EFFECTIVE INSTRUCTION III/THREE CREDITS
576. This course prepares teachers in the critical needs areas
determined by the State and the State Board of Education.
The course will focus on the training of qualified teacher
participants as required by South Carolina statute and the
State Board of education guidelines. Converse is a designated
fiscal agent and will provide the institute. The South Carolina
Commission on Higher education pays all expenses and
costs for participants. By paying an additional charge to
Converse, completing additional requirements and performing
satisfactorily, a student may receive three semester hours
credit for Effective Instruction III. Limited to Critical Needs
participants.

EDU PRACTICUM IN EARLY CHILDHOOD EDUCATION/
582g. 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 MANAGING STUDENT BEHAVIOR IN
595. MAINSTREAMED CLASSES/ ONE CREDIT
This course helps secondary teachers develop a classroom
management plan for inclusion classes.

EDU CO-TEACHING/ ONE CREDIT
597. This course introduces teachers to the concept of co-teaching,
provides strategies for effective co-teaching, and assists in
planning for effective co-teaching.

EDU EDUCATIONAL PROCEDURES FOR THE SLOW
599. LEARNER/ THREE CREDITS
A course to acquaint the regular classroom teacher with the
characteristics, problems, methods, and curriculum for the
slow learner.

EDU TEACHERS IN THE WORK PLACE/ THREE CREDITS
644. See Sociology section for course description.

Gifted Education

EDU IDENTIFICATION AND OTHER ISSUES IN GIFTED
526. EDUCATION/ THREE CREDITS
Prerequisite: At least one previous course in gifted education,
preferably EDU 591. 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.
EDU 528. TEACHING THE GIFTED IN THE REGULAR CLASSROOM/THREE CREDITS
This course is designed to help teachers develop a broader understanding of giftedness and to develop methods suitable for gifted children in the regular classroom.

EDU 530. APPLIED RESEARCH IN GIFTED EDUCATION/THREE CREDITS
Prerequisites: EDU 526 and EDU 591. 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 582f. GIFTED EDUCATION/THREE CREDITS
Prerequisite: EDU 582f. This course introduces 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 584a. INSTITUTE IN GIFTED EDUCATION/THREE CREDITS
This course is the first of two consecutive courses that combine to form the institute for teachers of academically gifted students. The institute assures minimal competencies in identifying and appropriately serving gifted students. It is funded by the State Department of Education and admittance is by application through the local school district.

EDU 584b. INSTITUTE IN GIFTED EDUCATION/THREE CREDITS
This course is a continuation of EDU 584a. These two courses together compose the institute. They cannot be taken separately.

EDU 591. NATURE AND NEEDS OF THE GIFTED/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. This course focuses on characteristics, needs problems, developmental patterns and accommodations for gifted and talented students including special groups within the population.

EDU 592. CURRICULUM AND INSTRUCTION FOR GIFTED AND TALENTED STUDENTS/THREE CREDITS
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. Prerequisite: EDU 591 or permission of the instructor.

EDU 593. ADVANCED CURRICULUM PRACTICES FOR GIFTED AND TALENTED STUDENTS/THREE CREDITS
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. Prerequisite: EDU 591 or permission of the instructor.

EDU 594. SPECIAL TOPICS IN GIFTED EDUCATION/THREE CREDITS
A graduate level course in specific areas of gifted education. Previous selections have included: Affective Development, Advanced Curriculum, 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 582. THE FAMILY LIFE CYCLE AND THE CONCEPTS OF MURRAY BOWEN/THREE CREDITS
This course examines functional and dysfunctional families from a systematic and developmental perspective. The family life cycle is studied within sociological and family interactional contexts. The implications of this information for therapeutic assessment and intervention are emphasized.

Courses

Marriage and Family Therapy

118
EDU SYSTEMIC ASSESSMENT AND TREATMENT OF CHILD PSYCHOPATHOLOGY/THREE CREDITS
This course draws a distinction between aspects of normal child development and factors related to more enduring types of childhood problems, and is designed to meet the emergent needs for MFTs to be trained in the area of child and adolescent psychopathology. The essential assessment and treatment issues of the major diagnoses found in childhood will be identified, such as Attention Deficit Hyperactivity Disorder, Oppositional Defiant and Conduct disorders, Depression, Anxiety, and results from pathogenic care of children. The necessity of family therapy approaches to the treatment of these disorders will be a primary focus. Special emphasis will be placed on the importance of understanding and working within a biopsychosocial framework as an effective means of weaving systems thinking into the fabric of the traditional, individually-oriented mental illness assessment and treatment perspective.

EDU SYSTEMS OF FAMILY THERAPY I/THREE CREDITS
634. Required course. There is no prerequisite for this class. This course and EDU 680 are designed to provide complimentary comprehensive surveys of the major models of marriage, couple and family therapy. The combination of these two required courses will address the historical development, theoretical and empirical foundations, and contemporary conceptual directions of the field of marriage and family therapy. The content will enable students to conceptualize epistemological issues in the profession of marriage and family therapy. These two courses are designed so that a student may take either of them first.

EDU DIRECTIVE AND REFLECTIVE: BRIEF AND EXTENDED MODELS OF FAMILY THERAPY/THREE CREDITS
635. 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 DYSFUNCTION USING A FAMILY SYSTEMS APPROACH/THREE CREDITS
636. 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. Prerequisite: EDU 634 or EDU 635 or EDU 639 or an equivalent introductory course to family systems concepts and vocabulary.

EDU FAMILY THERAPY WITH FAMILIES OF ADDICTION/THREE CREDITS
637. 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/THREE CREDITS
638. 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: INTEGRATING THE SELF OF THE THERAPIST WITH THE PRACTICE OF MARRIAGE AND FAMILY THERAPY/THREE CREDITS
639. 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. Prerequisite: A basic graduate level course in family systems theory.

EDU EMOTIONALLY FOCUSED MARITAL THERAPY/THREE CREDITS
640. A SYSTEMIC APPROACH TO COUPLE & MARITAL THERAPY/THREE CREDITS
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. Prerequisite: EDU 634 or EDU 635 or EDU 639 or an equivalent introductory course to family systems concepts and vocabulary.

EDU THE DEVELOPMENTAL PROCESS OF THE RESILIENT FAMILY/THREE CREDITS
641. 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 THERAPY/THREE CREDITS
642. 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 THERAPY/THREE CREDITS
643. Required course. This course is designed to increase the cultural competence of marriage and family therapists.

EDU ETHICAL, LEGAL AND PROFESSIONAL ISSUES FOR THE MARITAL AND FAMILY THERAPIST/THREE CREDITS
645. 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 RESEARCH LITERACY IN FAMILY THERAPY/THREE CREDITS
647. 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. Prerequisite: A graduate level course in statistics and basic research studies.

EDU SUPERVISED CLINICAL PRACTICE/TWELVE CREDITS
648. 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. Prerequisite: The 36 hours of core MFT academic curriculum, acceptance by the Clinical Readiness Committee, and passing a Theoretical Integration Examination.

EDU A SYSTEMATIC UNDERSTANDING OF GROUP DYNAMICS/THREE CREDITS
649. This course is designed to acquaint the student with group dynamics from an affective learning experience. It will be systematically approached and will address individual, couple and multi-family groups. Prerequisite: EDU 634 or EDU 635 or EDU 639 or an equivalent introductory course to family systems concepts and vocabulary.
Marriage & Family Therapy (cont’d)

657. 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 ADVANCED PASTORAL THERAPY/THREE CREDITS 658. Continuation of subjects listed for EDU 657 to a more advanced level. Prerequisite: EDU 657 or equivalent.

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/THREE CREDITS 660. 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.

Courses

EDU SYSTEMS OF FAMILY THERAPY II/THREE CREDITS 660. 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 FAMILY 681. SYSTEMS/THREE CREDITS

EDU PLAY THERAPY/THREE CREDITS

EDU PRACTICUM I IN INSTRUCTION OF SECONDARY 201. SCHOOL STUDENTS/ THREE CREDITS

Secondary Education

EDU PRACTICUM I IN INSTRUCTION OF SECONDARY 201. SCHOOL STUDENTS/ THREE CREDITS

Undergraduate credit only. 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
Courses

- **EDU 202. READING**/NO CREDITS
  - 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. Winter term. Sign-up deadlines are involved. Check with your adviser. EDU 540 is a prerequisite or corequisite.

- **EDU 504. COMPUTERS FOR TEACHERS**/THREE CREDITS
  - See Elementary Section for course description.

- **EDU 505. FIRST-YEAR TEACHER INTRODUCTION**/THREE CREDITS
  - See Elementary Section for course description.

- **EDU 506. ADEPT TECHNIQUES**/THREE CREDITS
  - See Elementary Section for course description.

- **EDU 509. SUPERVISION**/THREE CREDITS
  - A graduate course for teachers who are in a position of leadership in their schools or districts. 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.

- **EDU 510. ADOLESCENTS**/THREE CREDITS
  - This course enables special education teachers to use the EDL Learning 100 reading program effectively to provide integrated language arts instruction to adolescents with disabilities.

- **EDU 513. TEACHING STUDENTS WITH ATTENTION DEFICIT DISORDER**/THREE CREDITS
  - See Elementary Section for course description.

- **EDU 514. CONTEMPORARY EDUCATIONAL ISSUES**/THREE CREDITS
  - See Elementary Section for course description.

- **EDU 517. METHODS OF TEACHING LANGUAGE ARTS**/THREE CREDITS
  - See Elementary and Early Childhood.

- **EDU 518. TEACHING READING THROUGH LITERATURE**/THREE CREDITS
  - See Elementary Section for course description.

- **EDU 520. INSTITUTE IN CURRICULUM DEVELOPMENT**/THREE CREDITS
  - A graduate level workshop course in specified areas of the curriculum, focusing on the preparation of curriculum materials and the development of appropriate teaching strategies. Institute topic must be appropriate for degree specialization.

- **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. 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 202) is required.

- **EDU 526. TEACHING READING THROUGH LITERATURE**/THREE CREDITS
  - See Elementary Section for course description.

- **EDU 529. LANGUAGE, METHODS AND CURRICULUM DESIGN**/THREE CREDITS
  - A course to define problems in foreign language instruction and to develop strategies to overcome restraints.

- **EDU 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. Special fee of $25. 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 and the oral communication workshops. The College supervisor will evaluate the student during the semester using ADEPT. Registration for student teaching is by September 5 for spring term, but normally by October 15 of the previous year for fall term. Grading is pass/fail. Spring term.

- **EDU 540. CURRICULUM PRINCIPLES AND METHODS OF SECONDARY EDUCATION**/THREE CREDITS
  - Required of all prospective secondary teachers. Limited to those students teaching the next spring or fall term. A course to prepare students desirous of becoming secondary school teachers, the course components include the total teaching act are studied in relation to students and to secondary school curriculum, its courses, functions, organization, and current trends. Emphasis is on learning and modeling the theories of current effective teaching research at the secondary level.

- **EDU 542. SOCIOLGY OF EDUCATION**/THREE CREDITS
  - **EDU 544. THE MIDDLE SCHOOL ORGANIZATION AND CURRICULUM**/THREE CREDITS
  - This research-based course introduces students to the middle school concept by exploring the organization, curriculum, and teaching strategies for the modern middle school.

- **EDU 550. TEACHING PROFICIENCY INSTRUCTION IN FOREIGN LANGUAGES**/THREE CREDITS
  - Required of all prospective secondary teachers. Limited to students teaching the next spring or fall term. A course to define problems in foreign language instruction and to develop strategies to overcome restraints.

- **EDU 553. METHODS OF TEACHING SECONDARY SOCIOLOGY OF EDUCATION**/THREE CREDITS
  - **EDU 554. THE EDUCATOR AS WRITER**/THREE CREDITS
  - See Elementary Section for course description.

- **EDU 555. IDENTIFYING AND ACCOMMODATING LEARNING STYLES IN THE CLASSROOM**/THREE CREDITS
  - See Elementary Section for course description.

- **EDU 556. FOUNDATIONS OF AMERICAN EDUCATION**/THREE CREDITS
  - See Elementary Section for course description.
Secondary Education (cont’d)

EDU INFORMATION SUPERHIGHWAY/THREE CREDITS
563. See Elementary Section for course description.

EDU MEDIA TECHNIQUES/THREE CREDITS
564. See Elementary Section for course description.

EDU EDUCATIONAL PSYCHOLOGY/THREE CREDITS
567. See Elementary Section for course description.

EDU CREATIVE DRAMATICS/THREE CREDITS
568. See Education Section for course description. Crosslisted with THE 568.

EDU WORKSHOP IN METHODS AND MATERIALS/THREE CREDITS
570. See Elementary Section for course description. For secondary students, the topic must deal specifically with secondary methods and materials.

EDU THE SCHOOL AND THE FAMILY/THREE CREDITS
573. See Elementary Section for course description.

EDU EFFECTIVE INSTRUCTION I/THREE CREDITS
574. See Elementary Section for course description.

EDU EFFECTIVE INSTRUCTION II/THREE CREDITS
575. See Elementary Section for course description.

EDU EFFECTIVE INSTRUCTION III/THREE CREDITS
576. See Elementary Section for course description.

EDU MANAGING STUDENT BEHAVIOR IN MAINSTREAM CLASSES/ONE CREDIT
595. See Elementary Section for course description. 

Courses

EDU CO-TEACHING/ONE CREDIT
597. See Elementary Section for course description.

EDU TEACHING STUDENTS WITH DISABILITIES IN MAINSTREAM SECONDARY CLASSES/ONE CREDIT
598. A course to develop the secondary teacher’s knowledge of various disabilities, the legal aspect of educating students with disabilities in a mainstream setting and various effective instructional strategies for integrating students with disabilities into regular education classes.

EDU EDUCATIONAL PROCEDURES FOR THE SLOW LEARNER/THREE CREDITS
599. A course to acquaint the regular classroom teacher with the characteristics, problems, methods, and curriculum for the slow learner.

EDU TEACHERS IN THE WORK PLACE/THREE CREDITS
644. See Sociology Section for course description.

Special Education: Deaf and Hard of Hearing

SED INTRODUCTION TO CUED SPEECH/THREE CREDITS
510. The course is designed to prepare participants to be able to apply Cued Speech theory and demonstrate cueing and cue 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 AUDIOLGY AND SPEECH SCIENCE/THREE CREDITS
553. 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 TO THE DEAF AND HARD OF HEARING/THREE CREDITS
555. A course designed to acquaint the student with the nature and problems of language acquisition in the 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/THREE CREDITS
556. Prerequisite: SED 550. A course designed to familiarize the student with the techniques for teaching deaf and hard of hearing children 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 TRENDS AND ISSUES IN EDUCATION: DEAF AND HARD OF HEARING/THREE CREDITS
630. 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 the deaf and hard of hearing. The course updates professionals in the field on current information and resources on selected topics relevant to education of the deaf and hard of hearing.

Special Education: Educable Mentally Disabled

SED INTRODUCTION TO EXCEPTIONAL CHILDREN AND YOUTH/THREE CREDITS
500. A course designed to familiarize the student with the wide range of mental, emotional, physical, and psychological problems characterizing the exceptional child and youth. Some attention is given to the nature and scope of special education programs and services, community resources, and rehabilitation.
Courses

SED INSTRUCTION TO EARLY CHILDHOOD SPECIAL

502. 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 AND

504. 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.

EDU CLASSROOM MANAGEMENT/THREE CREDITS

505. Major credit. 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. Limited to special education majors.

SED DIRECTED STUDENT TEACHING: EDUCABLE

512g. MENTALLY DISABLED / NINE CREDITS

Major credit. Special fee of $30. 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 required seminars as the APT-training session and the oral communication workshops are required. The student teacher will be evaluated using the APT on three occasions by three different, currently-endorsed observers during the semester. In addition, the student must prepare a comprehensive paper relating the role of instructional theory to the student teaching experience. Registration for student teaching is by September 5 for spring term, but normally by October 15 of the previous year for fall term. Grading is Pass/Fail.

SED CONSULTATIVE COLLABORATION SKILLS FOR

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 EDUCATION/

534. THREE CREDITS

This course is designed for professionals interested 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 AUGMENTATIVE COMMUNICATION: LANGUAGE

550. INSTRUCTIONAL 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

SED EDUCATIONAL DIAGNOSTICS FOR EXCEPTIONAL

576. CHILDREN/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 who are mentally retarded, learning disabled, emotionally handicapped, and hearing impaired.

SED REMEDIAL READING/THREE CREDITS

578. Prerequisite: Education 501. This course is designed primarily for students in special education. It treats particular methods and materials which may be used to deal with a wide number of reading problems encountered among exceptional children. Emphasis is placed on diagnosing reading difficulties and on techniques of remediation.

SED INTRODUCTION TO THE MENTALLY DISABLED

580. (Psychology of Mental Retardation)/THREE CREDITS

Prerequisite: SED 500. This course is designed to acquaint the prospective teacher with the psychological development and problems associated with the mentally retarded. Attention is given to recent developments and research in this area.

SED PRACTICUM IN INSTRUCTION OF EXCEPTIONAL

582a. CHILDREN: MENTALLY DISABLED/THREE CREDITS

Prerequisite: SED 350. This course is designed to acquaint students with the characteristics, behavior, and learning styles of the mentally handicapped. Observation and participation at The Charles Lea Center and/or public schools are required. Sign-up deadlines are involved. Check with your adviser.

SED EDUCATIONAL PROCEDURES FOR THE

586. MENTALLY DISABLED/THREE CREDITS

Prerequisites: SED 500, SED 580, SED 580a. The curriculum and techniques of teaching are studied in relation to the trainable mentally retarded child.

SED METHODS OF TEACHING THE TRAINABLE

588. MENTALLY DISABLED/THREE CREDITS

Prerequisites: SED 500, SED 580, SED 582a. The curriculum, materials, and techniques of teaching are studied in relation to the trainable mentally retarded child.

SED INTRODUCTION TO EARLY CHILDHOOD

502. SPECIAL EDUCATION/THREE CREDITS

See Special Education: Educable (Mildly) Mentally Disabled Section for course description.

SED IDENTIFICATION AND ASSESSMENT OF
503. PRESCHOOL SPECIAL NEEDS CHILDREN/THREE CREDITS
See Special Education: Educable (Mildly) Mentally Disabled Section for course description.

SED PRESCHOOL SPECIAL NEEDS CURRICULUM
504. AND CLASSROOM MANAGEMENT/THREE CREDITS
See Special Education: Educable (Mildly) Mentally Disabled Section for course description.

SED CLASSROOM MANAGEMENT/THREE CREDITS
505. Major credit. 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. Limited to special education majors.

SED DIRECTED STUDENT TEACHING: LEARNING DISABILITIES/NINE CREDITS
512f. Major credit. Special fee of $25. 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 required seminars as the APT-training session and oral communication workshops are required. The student teacher will be evaluated using the APT on three occasions by three different, currently-endorsed observers during the semester. In addition, the student must prepare a comprehensive paper relating the role of instructional theory to the student teaching experience. Registration for student teaching is by September 5 for spring term, but normally by October 15 of the previous year for fall term. Grading is pass/fail.

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 REMEDIAL READING/THREE CREDITS
578. Prerequisite: Education 501. This course is designed primarily for students in special education. It treats particular methods and materials which may be used to deal with a wide number of reading problems encountered among exceptional children. Emphasis is placed on diagnosing reading difficulties and on techniques of remediation.

SED CHARACTERISTICS OF ORTHOPEDICALLY DISABLED
581. AND HEALTH-IMPAIRED CHILDREN/THREE CREDITS
An introduction to the orthopedically handicapped child; causes and characteristics of handicapping conditions; and the problems associated with the orthopedically handicapped.

SED PRACTICUM IN INSTRUCTION OF EXCEPTIONAL
582b. CHILDREN: LEARNING DISABILITIES/THREE CREDITS
Prerequisites: SED 500, SED 595, SED 596. This course provides students an opportunity to observe and work with those who are learning disabled. Sign-up deadlines are involved. Check with your adviser.

SED PRACTICUM IN INSTRUCTION OF EXCEPTIONAL
582c. CHILDREN: EMOTIONALLY DISABLED/THREE CREDITS
Prerequisites: SED 500, SED 597, SED 598. This course provides students an opportunity to observe and work with emotionally handicapped children, especially those who are emotionally handicapped. On-campus seminars are included. Sign-up deadlines are involved. Check with your adviser.

SED PRACTICUM IN INSTRUCTION OF EXCEPTIONAL
582d. CHILDREN: ORTHOPEDICALLY DISABLED AND
HEALTH IMPAIRED CHILDREN/THREE CREDITS
Prerequisites: SED 500, SED 581, SED 583. This course is offered in conjunction with the Charles Lea Center and provides students an opportunity to observe and work with orthopedically handicapped children. 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.

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

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

ENG TOPICS IN RENAISSANCE STUDIES/THREE CREDITS
510. 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/THREE CREDITS
530. A study of eighteenth-century culture through literature. This look at the Enlightenment may include both English and American pieces as well as selected European works.

ENG NINETEENTH-CENTURY BRITISH LITERATURE/THREE CREDITS
540. A study of nineteenth-century literature. Topics may include Romanticism, Victorian literature and genre studies such as the novel.

ENG NINETEENTH-CENTURY AMERICAN LITERATURE/THREE CREDITS
550. A study of major movements in American literature from 1800–1900 (Romanticism, Transcendentalism, Realism and Naturalism). Authors studied may include Emerson, Fuller, Thoreau, Douglass, Hawthorne, Melville, Whitman, Twain, James, Chopin, Wharton and Dubois.

ENG TWENTIETH-CENTURY FICTION/THREE CREDITS
560. 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/THREE CREDITS
565. 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/THREE CREDITS
580. 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

Courses

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

ENG CREATIVE WRITING: FICTION/THREE CREDITS
593. 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/THREE CREDITS
595. A study of the development and principles of the English language. Offered in alternate years.

ENG MODERN ENGLISH GRAMMAR/THREE CREDITS
596. 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/THREE CREDITS
597. 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 TEACHING OF JOURNALISM/THREE CREDITS
598. A study of the journalist’s craft with attention to ways journalism can be taught in secondary schools.

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 LANGUAGES

FRE ADVANCED FRENCH CONVERSATION FOR TEACHERS OF FRENCH/THREE CREDITS
515. An advanced summer course offering intensive work in the mastery of spoken French through the study of selected aspects of French civilization. The subjects treated are: the
Courses

FRÉ LA FRANCE CONTEMPORAINE/THREE CREDITS
516. A study of several aspects of contemporary France through discussion and through the reading of various texts.

FRÉ FRANCOPHONE LITERATURE OF AFRICA AND THE CARIBBEAN/THREE CREDITS
517. This course is a study of African and Caribbean literature. Consideration of social, political, and economic dimensions of African and Caribbean cultures. (May include an optional travel component.)

FRÉ COMMERCIAL FRENCH/THREE CREDITS
518. This is an introductory course into the everyday business language used in France.

FRÉ ADVANCED FRENCH GRAMMAR/THREE CREDITS
519. This course is designed to deepen the student’s knowledge of French grammar and syntax and, through an emphasis on translation, to make the student aware of the differences between English grammatical usage and French grammatical usage.

FRÉ PRACTICUM IN LANGUAGE AND CULTURAL PROFICIENCY/THREE CREDITS
525. A variety of linguistic and cultural situations requiring oral and written language activities from the participants. Some of the situations will require written preparation with corrections from professors. Others will consist of spontaneous linguistic situations arising during the participation in a language immersion camp for high school students.

I. American History

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/THREE CREDITS
521. Westward expansion, the Old South, the abolitionist crusade, the Civil War and Reconstruction.

HIS THE EMERGENCE OF MODERN AMERICA,1876-1920/THREE CREDITS
522. 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/THREE CREDITS
540. 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 PRESENT/THREE CREDITS
541. A study of the United States from the end of World War II to the present. Crosslisted with POL 541.

HIS WOMEN IN AMERICAN HISTORY/THREE CREDITS
545. 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

HIS SPECIAL TOPICS IN HISTORY/THREE CREDITS
591. A course on special topics not in the regular curriculum. If the topic is different, the course may be taken more than once for credit.

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 SOVIET UNION/THREE CREDITS
511. 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/THREE CREDITS
A survey of the history of England from the beginning of the Hanoverian Dynasty to the present.

HIS RENAISSANCE AND REFORMATION/THREE CREDITS
551. A survey of European history from 1350 to 1648.

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

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

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

HIS TWENTIETH CENTURY EUROPE/THREE CREDITS

HIS ISLAMIC AND MIDDLE EAST POLITICS/THREE CREDITS
570. 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/THREE CREDITS
575. Crosslisted with American History.

IV. Advanced Study

HIS DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/THREE CREDITS
590. Open to academically qualified students, provided a staff member is available to direct the course. Ordinarily, students who enroll in the course must do extensive reading, meet at regular intervals with the instructor, and engage in directed research leading to a paper on an approved topic.

HIS SPECIAL TOPICS IN HISTORY/THREE CREDITS
591. A combination lecture and directed reading course. Since the content will vary, it may be taken more than once for credit. Topics in the past have included: The New South, The Old South, Colonial America, and The American Political Tradition.

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

**Computer Science**

- **MTH FUNDAMENTAL CONCEPTS II/THREE CREDITS**
- **MTH DISCRETE MATHEMATICS/THREE CREDITS**
- **MTH INTRODUCTION TO LINEAR ALGEBRA/THREE CREDITS**
- **MTH ABSTRACT ALGEBRA/THREE CREDITS**
- **MTH FOUNDATIONS OF GEOMETRY/THREE CREDITS**
- **MTH SPECIAL TOPICS IN MATHEMATICS**

**CSC COMPUTER SCIENCE FOR TEACHERS/THREE CREDITS**

- **CSC FUNDAMENTALS IN COMPUTER SCIENCE/THREE CREDITS**
- **CSC SPECIAL TOPICS IN COMPUTER SCIENCE**

**NATURAL SCIENCES**

- **NSC ENVIRONMENTAL BIOLOGY/THREE CREDITS**
- **NSC FIELD BOTANY/THREE CREDITS**
- **NSC HORTICULTURAL BOTANY/THREE CREDITS**
- **NSC BIO-TECHNOLOGY/THREE CREDITS**
- **NSC CONSUMER CHEMISTRY/THREE CREDITS**
- **NSC ENVIRONMENTAL CHEMISTRY/THREE CREDITS**
- **NSC BIOCHEMISTRY/THREE CREDITS**

**POLITICS**

- **POL THE CONGRESS/THREE CREDITS**
Courses

POL 508. SPECIAL STUDIES IN THE POLITICAL 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 511. THE PRESIDENCY AND THE FEDERAL
      BUREAUCRACIES/ THREE CREDITS
A study of presidential elections, presidential power, and the
role of the federal bureaucracies.

POL 530. ELECTIONS AND POLITICAL PARTIES/
      THREE CREDITS
A study of the electoral process in the United States. Emphasis
will be placed on political parties, voting decisions, and
political campaigns.

POL 535. CONSTITUTIONAL LAW/ THREE CREDITS
A review of bench mark cases of the Supreme Court in the
areas of the development of judicial review, federalism,
the separation of powers, and the relationship between the
police and the electorate.

POL 550. AMERICAN POLITICAL THOUGHT/
      THREE CREDITS
A survey of the ideas and movements shaping the American
political tradition.

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

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

IV. Comparative Government and Politics

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

V. Advanced Study

POL 590. DIRECTED INDEPENDENT STUDY IN SPECIAL
      TOPICS/ THREE CREDITS
An independent course of study on selected topics.

PSYCHOLoGY

PSY 502. PSYCHOLOGY OF WOMEN/ THREE CREDITS
Prerequisite: PSY 100. A study of gender comparisons
in behavior. Selected topics include theories of female
development; femininity, masculinity, and androgyny; gender
comparisons in personality, adjustment, abilities, achievement,
motivation, language, biological influences, sexuality;
violence against women, and cross-cultural perspectives.
Courses

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.

**RELIGION**

503. **THE BIBLE AS LITERATURE/THREE CREDITS**

An overview of characteristic literary genres in the Bible, with an emphasis on the ways this literature describes the human situation in a world believed to have been created and ruled by a just and caring God.

**SOCIOLOGY**

503. **Same as PSY 503.**

510. **THREE CREDITS**

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

SOC  SOCIAL PSYCHOLOGY/THREE CREDITS
531. A study of the interaction between the individual and the group, and the influence of each on the other, with particular attention given to attitudes, attitude change, perception, communication, personality and cross-cultural influences on personality. Same as PSY 531.

SOC  SOCIOMETRY OF EDUCATION/THREE CREDITS
541. 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.

SOC  SCHOOLS-YOUTH-DRUGS/THREE CREDITS
550. See Elementary EDU 550 for course description.

SOC  DEATH—A SOCIAL-PSYCHOLOGICAL
555. PROCESS/THREE CREDITS
This course examines the phenomenon of death from a sociological perspective. Attention is given to such topics as mourning, learning to die, and care of the dying. The roles of institutions (hospitals, churches, funeral homes, family) 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 THE
560. 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
See Elementary Section for course description.
MASTER OF MUSIC

in

Performance
Music Education
Piano Pedagogy
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 professional Petrie School of Music at Converse 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.

ACREDITATION

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 under the guidelines of the National Association of State Directors of Teacher Education and Certification (NASDTEC) which facilitates certification in many other states.

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.

The Petrie School of Music is characterized by:
1. quality academic programs
2. innovative interdisciplinary programs
3. a dynamic internal and external internship program
4. international programs that ensure students are prepared for careers in the global arena
5. international research and performance by students and faculty
6. leadership and interaction with external constituents
7. technology-enhanced programs

ADMISSION PROCEDURES

Enrollment in all graduate programs at Converse College is coeducational.

The Application for Admission may be obtained from the Office of the Director of Enrollment, 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 the Director of Enrollment:
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.
The Petrie School of Music

4. Scores on the General section of the Graduate Record Examination, or on the National Teachers 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 either 675 on the P.K.E. section or 575 on the Music Area Test. Recent graduates may substitute scores on the Praxis II examination.

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 the Director of Enrollment to make these arrangements.

SPECIAL 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).

In unusual circumstances 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

The entering Regular Graduate Student should expect to be examined in music theory and music history. These examinations 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 graduate 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 Music Enrollment 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 of vocal, instrumental, theory, composition, and music history majors if their undergraduate transcripts show a deficiency.

Requirements:

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

**Instrumental:** 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 Ensemble.

There is no limit on the number of hours of graduate credit which may be accumulated earned while in this status may be applied to Regular Graduate status for 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

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. All application materials must be submitted and auditions 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. The student and the faculty adviser together select the student’s Master’s Committee.

MASTER’S COMMITTEE

The Master’s Committee serves several functions during the course of the student’s program of study. For Music Education and Piano Pedagogy majors, the Master’s Committee:
1. Approves the Master’s Thesis proposal (where applicable) before submission to the Music Curriculum Committee for final approval prior to the initiation of research and writing
2. Reads and approves the Thesis where applicable
3. Administers, grades, and evaluates the written Comprehensive Examinations.
4. Conducts the oral portion of the Comprehensive Examination.

For Performance Majors, the Master’s Committee:
1. Approves the Recital and Ensemble repertoire before submission to the Music Curriculum Committee for final approval
2. Administers, grades, and evaluates the written Comprehensive Examination
3. Conducts the oral portion of the Comprehensive Examination.

COURSE LOAD

The normal full load for a graduate student is 9 hours during the fall or spring term (6 during the winter term). The maximum load is 12 hours during the fall or spring term (8 during the winter term).

ENSEMBLE PARTICIPATION

The National Association of Schools of Music (NASM) recommends that candidates for Master’s degrees be required to participate in conducted or coached ensembles. All Converse College graduate full-time music students are encouraged to participate in such ensembles.
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 Graduate Music Program 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, including the Graduate Ensemble.
The Petrie School of Music

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.

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 one hour in length, plus a major area segment two hours in length.
2. Oral: an examination 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 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.
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 a professional music librarian.

**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)
Dr. John Turnbull, Chair

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 singers, this means both Song Literature and Opera Literature. 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 Ensemble..... 1 hour
MUA 690: Graduate Recital ........ 1 hour
Total hours in Major area......... 12 hours
MUH 501: Music Bibliography .. 3 hours
MUH 600: Graduate Seminar (one term).................... 0 hours
MUH 531, 533, 541, or 543 Music History “Period” Course ... 3 hours
MUT 541: Advanced Analysis ......... 3 hours
MUT Theory Elective ............... 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.

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.

503. 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.

680. GRADUATE ENSEMBLE / ONE CREDIT
Prerequisite: Graduate status; approval of the Graduate Music Program Committee. Preparation and performance of a major chamber work, song cycle, or opera scene.

690. GRADUATE RECITAL / ONE CREDIT
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.

Two categories of private instruction are available:

1. Performance Studies (to satisfy degree requirements for music majors)
   Open to all Converse students.)

2. Elective Performance Studies (Requires approval of the appropriate performance
   area faculty. Enrollments are limited by available resources. Open to all
   in rehearsals and performances of the Converse Chorale
   as scheduled. Open to all Converse students by audition. May be repeated for credit.

Consult the appropriate section of the Catalog for lesson fees.

ENSEMBLES AND CHAMBER MUSIC (MEN)

510. CHAMBER ENSEMBLE / ONE CREDIT
    Prequisite: Permission of the director. Participation in small instrumental, keyboard and/or vocal ensembles. May be repeated for credit.

520. WIND ENSEMBLE / ONE CREDIT
    Prequisite: Permission of the director. Participation in rehearsals and performances of the Converse Wind Ensemble as scheduled. Open to all Converse students by audition. May be repeated for credit.

530. CONVERSE SINFONIETTA / ONE CREDIT
    Prequisite: 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
    Prequisite: Audition. Participation in rehearsals and performances of the Converse Chamber Singers as scheduled. May be repeated for credit.

550. CONVERSE CHORALE / ONE CREDIT
    Prequisite: 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
    Prequisite: 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
    Prequisite: Permission of the director. Techniques of accompanying singers and instrumentalists. Includes practical application with student soloists.

580. EARLY MUSIC ENSEMBLE / ONE CREDIT
    Prequisite: 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 STUDIO / ONE CREDIT
    Prequisite: Graduate status, permission of the instructor. An opera performance course designed for the graduate singer. Includes the preparation and performance of an opera role. Audition required.
DEPARTMENT OF MUSIC EDUCATION AND PEDAGOGY (MEP)

Dr. Patricia Foy, Chair

MASTER OF MUSIC DEGREE IN MUSIC EDUCATION

This degree is designed for persons who hold a Bachelor’s degree in Music or Music Education and certification to teach music in the public schools. Graduates of this program are qualified to pursue doctoral work in music education.

Required courses in Music:

- MUE 601: Foundations of Music Education: 3 hours
- MUE 621: Research in Music Education: 3 hours
- MUE 623: Materials Seminar in Music Education: 3 hours
- MUE 695: Graduate Thesis: 3 hours
- MPS 600: Performance Studies: 3 hours
- MEN: Ensemble: 2 hours
- MUH 600: Graduate Seminar (one term): 0 hours
- MUH: Graduate elective in Music History: 3 hours
- MUT: Graduate elective in Music Theory*: 3 hours

Total hours in Major area: 12 hours

Total hours in Supportive area: 7 hours

Music Electives: 7 hours

May include 3 credits outside of music. Ensemble participation is recommended but will not count toward electives.

*If the student’s undergraduate curriculum did not include a course in instrumental arranging or orchestration, this course must be MUT 542: Orchestration.

Total Credits for degree: 30 hours

Final Requirements:
1. Comprehensive examination
2. Thesis
MASTER OF MUSIC DEGREE IN MUSIC EDUCATION WITH INITIAL CERTIFICATION VOCAL/CHORAL EMPHASIS

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

Entrance Requirements

- Undergraduate Music Degree
- Pass an entering audition to verify performance competency
- Show evidence of competency in keyboard skills

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 361, 363: Conducting I, II.. 4 hours
- MUE 321-352: Instrumental
  - “tech” courses ......................... 2 hours
- MUA 111-113, 211-213: Voice Class
  - (for keyboard majors) ............. 4 hours
- MUE 221, 223: Diction .............. 2 hours
- MUE 311, 313: Elementary and

MUE 611: Foundations of Music Education .......................... 3 hours
- MUE 621: Research in Music Education ............................ 3 hours
- MUE 623: Materials Seminar in Music Education ..................... 3 hours
- MUE 695: Graduate Thesis ............. 3 hours
- MUE 660: Student Teaching ........... 9 hours
- Total hours in Major area ............ 21 hours
- MPS 600: Performance Studies . 2 hours
- MEN: Ensemble.......................... 2 hours
- MUH 600: Graduate Seminar
  - (one term)......................... 0 hours
- MUH: Graduate elective in Music History.......................... 3 hours
- MUT: Graduate elective in Music Theory** .......................... 3 hours
- PSY 520, 521: Child & Adolescent Psychology ....................... 6 hours
- Total hours in support area... 16 hours
- Music Electives.......................... 3 hours
- Ensemble participation is recommended but will not count toward electives.

Pass placement tests in music history and theory
- Successful completion of the PPST examination

Prerequisite Courses:

- Secondary School Methods..... 6 hours
- MUE 411: Choral Methods........ 2 hours
- Total hours .............................. 23 hours

Graduate Course Requirements:* Required Courses in Music:

- Total Graduate Credits for degree....... 40
  * A minimum of 20 hours must be taken at the 600 level.
  ** If the student’s undergraduate curriculum did not include a course in orchestration, this course must be MUT 542: Orchestration.

Grand Total Hours for Program...... 63

Final Requirements:
1. Comprehensive examination
2. Master’s Thesis
3. National Teacher’s Exam Specialty Area Test
4. PRAXIS II Examination

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 PPST examination

Prerequisite Courses:

MUE 412: Instrumental Methods 2 hours
Total hours ..................................... 23 hours

Graduate Course Requirements:*

Required Courses in Music:

Total Graduate Credits for degree ...... 40
* A minimum of 20 hours must be taken at the 600 level.
** If the student’s undergraduate curriculum did not include a course in orchestration, this course must be MUT 542: Orchestration.

Grand Total Hours for Program...... 63

Final Requirements:
1. Comprehensive examination
2. Master’s Thesis
3. National Teacher’s Exam Specialty Area Test
4. PRAXIS II Examination

MASTER OF MUSIC DEGREE IN PIANO PEDAGOGY

Ensemble participation is recommended but will not count toward electives.
This degree is designed for accomplished pianists who intend to pursue careers as teachers of piano. Graduates of this program are qualified to pursue doctoral work in piano pedagogy.

Required Courses in Music:

MUE 671: Performance Practices & Practicum in Piano Pedagogy I ...... 2 hours
MUE 672: Performance Practices & Practicum in Piano Pedagogy II ...... 1 hour
MUE 673: Performance Practices & Practicum in Piano Pedagogy III... 2 hours
MUE 674: Piano Pedagogy Journal Club ...................... 2 hours
MUH 553: Piano Literature .................. 3 hours
Total hours in Major area ............. 10 hours
MPS 601: Performance Studies Piano ......................... 3 hours
MPS 602: Performance Studies Piano ......................... 1 hour
MPS 603: Performance Studies Piano ......................... 3 hours
MPS/MEN: Choose one.................. 4 hours
MUA 690: Graduate Recital (1)
MEN 500: Ensembles (1)
MUE 695: Graduate Thesis (3)
MEN 500: Ensembles (1)
MUE 696: Graduate Lecture/Recital (3)
MUE 500: Ensembles (1)
MUH 501: Bibliography .................. 3 hours
MUH: Music History “Period” Courses (choose one)............. 3 hours

MUH 531: Music of the Romantic Era
MUH 533: Music of the Twentieth Century
MUH 541: Music of the Middle Ages & Renaissance
MUH 543: Music of the Baroque & Classic Eras
MUH 600: Graduate Seminar (one term).......................... 0 hours
MUT Theory Elective .................................. 3 hours (choose one)
MUT 531: Counterpoint
MUT 533: Form and Analysis
MUT 542: Orchestration
MUT 543: Adv. Harmony & 20th Century Idioms
MUT 602: Pedagogy of Music Theory
MUT 603: Seminar in Music Theory
MUT 670: Special Topics in Music Theory
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

COURSES OF INSTRUCTION

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

MUSIC EDUCATION (MUE)

570. MUSIC EDUCATION FOR THE ELEMENTARY CHILD / THREE CREDITS

Objectives, methods, and materials for teaching music in the elementary school. Designed for the general classroom.
The Petrie School of Music

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

635. KODALY CONCEPTS - LEVEL I / FOUR CREDITS
Philosophical and pedagogical principles of Zoltan Kodaly's approach to teaching music in elementary schools, emphasis on grades K-2. Major subject areas include solfege and musicianship training, pedagogy, folk song analysis, conducting, choir, recorder, and folk dance. The first unit of a three-level, three summer certification program in the Kodaly concept.

645. KODALY CONCEPTS - LEVEL II / FOUR CREDITS
Prerequisite: MUE 635. Continuation of Kodaly's principles and techniques of teaching. Emphasis is on curriculum and materials suitable for grades 3-5. Major subject tests include solfege and musicianship training, pedagogy, folk song analysis, conducting, choir, recorder, and folk dance.

655. KODALY CONCEPTS - LEVEL III / FOUR CREDITS
Prerequisite: MUE 645. Continuation of Kodaly's principles and techniques of teaching. Emphasis is on curriculum and choral materials suitable for secondary levels (grades 6 and up). Major subject areas include solfege and musicianship training, pedagogy, folk song analysis, conducting, choir, recorder, chamber music, and score study.

660. STUDENT TEACHING IN MUSIC /
NINE 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.
DEPARTMENT OF HISTORY, THEORY, AND COMPOSITION (MHT)
Dr. Scott Robbins, Chair

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: MUH211 and MUH213. An examination of Western music in the 19th Century.

532. WORLD MUSIC / THREE CREDITS
An examination of musical styles other than traditional Western art music.

533. MUSIC OF THE TWENTIETH CENTURY / THREE CREDITS
Prerequisites: MUH211 and MUH213. An examination of Western music in the 20th Century.

541. MUSIC OF THE MIDDLE AGES & RENAISSANCE / THREE CREDITS
Prerequisites: MUH211 and MUH213. An topics seminar in Western music to 1600.

543. MUSIC OF THE BAROQUE & CLASSIC ERAS / THREE CREDITS
Prerequisites: MUH211 and MUH213. An topics seminar focusing on Western music from 1600 to 1800.

551. SONG LITERATURE / THREE CREDITS
Prerequisites: MUH 211 and MUH 213. 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: MUH 211 and MUH 213. A survey of the literature for the contemporary pianist.

563. ORCHESTRAL LITERATURE / THREE CREDITS
Prerequisites: MUH 211 and MUH 213. A survey of the literature for large and small orchestras from the Baroque to the present.

571. ORGAN LITERATURE / THREE CREDITS
Prerequisites: MUH 212 and MUH 213. A survey of the literature for the instrument.

572. HISTORY OF PERFORMANCE PRACTICE / THREE CREDITS
Prerequisites: MUH211 and MUH213. A survey of the Early Music Movement and selected topics in applied performance practice.

600. GRADUATE SEMINAR / NO CREDIT
Each regular graduate student is required to participate one term while enrolled in the Graduate Music Program. The graduate seminar provides opportunities for relating such processes as performance, analysis, and composition to the area of specialization in order to increase breadth of competence. The course meets twice a month for an hour during one long term each year and is offered on a pass/fail basis.

606. OPERA LITERATURE / THREE CREDITS
Prerequisites: MUH 211 and MUH 213. A survey of opera from the Baroque to the present.

660. CHAMBER MUSIC LITERATURE / THREE CREDITS
Prerequisites: MUH 211 and MUH 213. A survey of the literature for small instrumental ensembles from the Baroque to the present.

670. SPECIAL TOPICS IN MUSIC HISTORY / THREE CREDITS
Prerequisite: Permission of the instructor. In depth study of a special topic in music history.

680. DIRECTED INDEPENDENT STUDY / ONE TO THREE CREDITS
Prerequisite: Approval of the Music Curriculum Committee. Projects of independent study approved by the adviser and the Music Curriculum Committee.

MUSIC MEDIA (MMD)
The Petrie School of Music

501. ELECTRONIC MUSIC LABORATORY I / THREE CREDITS
Prerequisites: MUH 213 or the equivalent, and the ability to read music, and 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. 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.

513. MULTIMEDIA / THREE CREDITS
Prerequisite: MUH 213 and MM 501. An introduction to the technology and techniques of multimedia production, specifically the creation of pedagogical music presentations employing text, music notation, graphics, animation, and sound.

531. COUNTERPOINT / THREE CREDITS
Prerequisites: MUT 203 and MUH 213. Analysis, listening, and writing short exercises. Includes musical styles from 1450 to the present.

533. FORM AND ANALYSIS / THREE CREDITS
Prerequisites: MUT 203 and MUH 213. An introduction to the principal formal structures of eighteenth and nineteenth century music including binary and ternary forms, rondo, variation, fugue, and sonata form.

541. ADVANCED ANALYSIS / THREE CREDITS
Prerequisite: MUT 333. Analysis of musical forms, harmonic procedures, and tonal organization from 1300 to the present.

542. ORCHESTRATION / THREE CREDITS
Prerequisites: MUT 203 and MUH 213. Scoring for instrumental ensembles and full orchestra; score analysis.

543. ADVANCED HARMONY & TWENTIETH-CENTURY IDIOMS / THREE CREDITS
Prerequisites: MUT 203 and MUH 213. A study of compositional techniques in Western concert and 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 THE TEACHER / 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)

532. TECHNOLOGY FOR 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

670. SPECIAL TOPICS IN MUSIC THEORY / THREE CREDITS
Prerequisite: Permission of the instructor. In-depth study of a special topic in music theory.

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.
# REQUEST FOR INFORMATION & APPLICATIONS

## MASTER OF MUSIC DEGREE

**Name:**

- Mr.
- Miss
- Ms.
- Mrs.

<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>Middle</th>
</tr>
</thead>
</table>

**Home Address**

- [Home Address]
- [Street]
- [City]
- [State]
- [Zip]

**Phone**

- [Phone (___) ___]

**Major performing area**

- [Major performing area]

**Area(s) of Interest: (check)**

- [Special Graduate]
- [Regular Graduate]
  - [Instrumental Performance]
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  - [Music Education]

**I also need my own copy of this Graduate Catalog**

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**Send this Request form to:**

Alice Eanes, Director of Music Enrollment  
Converse College Petrie School of Music  
Spartanburg, SC  29302-0006  

(864) 596-9166
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Vice President for Enrollment Management

Vice President for Academic Affairs and Provost

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Vice President for Institutional Advancement

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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.

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B.A., Vanderbilt University; M.Ed., North Texas State University. (1999)

**Thomas R. McDaniel**
*Professor of Education and Vice President for Academic Affairs and Provost*

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*Charles A. Dana Professor Emeritus of English*
A.B., Furman University; M.A., Ph.D., University of North Carolina at Chapel Hill. (1965, 1994)

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B.S., East Tennessee State University; M.Ed., University of Virginia; Ph.D., Ohio State University. (1966, 1991)

**Andrew S. Howard**
*Associate Professor of Physics*
B.S., Presbyterian College; M.S., Clemson University. (1962, 1972)

**William J. Kimball**
*Professor Emeritus of English*
B.S., Rutgers University; M.S., Middlebury College; Ph.D., Pennsylvania State University (1965, 1987)

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*Professor Emerita of Art*
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A.B., M.A., Ph.D., University of North Carolina at Chapel Hill. (1962, 1994)

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*Associate Professor Emeritus of Special Education*

**Frank T. Platt**
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B.A., M.A., Ph.D., Ohio State University. (1958, 1988)

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*Professor Emeritus of Biology*
B.S., Memphis State University; M.S., University of Houston; Ph.D., Duke University. (1963, 1974)

**Alfred O. Schmitz**
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B.A., Rutgers University; Ph.D., University of North Carolina at Chapel Hill. (1961, 1989)

**Rosa Shand**
*Professor of English*
B.A., Randolph-Macon Woman’s College; M.A., Ph.D., University of Texas. (1985, 1990)

**John W. Stevenson**
*Charles A. Dana Professor Emeritus of English*
A.B., Wofford College; M.A., Ph.D., Vanderbilt University. (1962, 1983)

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*Leland L. and Nell B. Larrabee Professor of English*
B.A., Ph.D., Vanderbilt University. (1976, 1983)
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professor of art  
B.A., University of Kentucky;  

Karen Carmean  
professor of English  
B.A., M.A., North Texas State University;  
Ph.D., Auburn University. (1983, 1997)

Anita P. Davis  
Charles A. Dana professor of education  
B.S., M.A., Appalachian State University;  

Joe P. Dunn  
ASSOCIATE PROFESSORS  
B.A., Oberlin College;  

Ansley H. Boggs  
associate professor of special education and director of special education  
B.A., Converse College;  
M.Ed., University of North Carolina at Chapel Hill;  
Ed.D., University of South Carolina. (1980, 1993)

David W. Cheser  
associate professor of education  
B.S., Campbellsville College;  
M.A., Georgetown College;  
Ed.S., Eastern Kentucky University;  
Ph.D., George Peabody College. (1979, 1985)

Woodrow W. Hughes, Jr.  
associate professor of economics  
B.A., Furman University;  
M.A., Clemson University;  
Ph.D., University of South Carolina. (1986, 1995)

James A. Hymas  
associate professor of mathematics  

Sharon E. Lambert  
associate professor of chemistry  
A.B., Randolph-Macon Woman’s College;  
Ph.D., University of Massachusetts—Mount Holyoke College. (1973, 1980)

Janet R. LeFrancois  
associate professor of psychology  
B.A., Converse College;  
M.A., Ph.D., West Virginia University (1985, 1991)

Martha T. Lovett  
associate professor of education and dean of graduate studies and special programs

Charles A. Dana professor of history & politics  
B.S., Southeast Missouri State University;  
M.A., Ph.D., University of Missouri—Columbia. (1976, 1988)

Jerry J. Howe  
Charles A. Dana professor of chemistry  
B.S., Ohio University;  
Ph.D., Michigan State University. (1972, 1986)

Jeffrey Willis  
professor of history  
B.A., Furman University;  
M.A., Ph.D., University of Virginia. (1967, 1980)

William M. Baker  
associate professor of psychology  
B.A., James Madison University; M.A., Cleveland State University; Ph.D., Bowling Green State University. (1986, 1991)

Spencer R. Mathews, Jr  
associate professor of psychology  
B.A., M.A., Ph.D., University of Virginia. (1967, 1973)

Charles H. Morgan  
associate professor of English  
A.B., Princeton University;  
M.A., Tulane University. (1967, 1978)

Robert E. Muzzy  
associate professor of sociology  
B.A., University of Washington;  
M.A., Ph.D., Stanford University. (1971)

Jeffrey J. Poelvoorde  
associate professor of politics  
B.A., M.A., Northern Illinois University;  
Ph.D., University of Virginia. (1986, 1992)

Anthony S. Scavillo  
associate professor of modern languages  
B.A., LaSalle College;  
M.A., Catholic University of America;  
Doctorat de Troisième Cycle, Université de Strasbourg, France. (1979, 1986)

Katharine Stephens Slemenda  
associate professor of deaf education  
B.S., Auburn University;  
M.S., University of North Carolina at Greensboro. (1967, 1980)

John M. Theilmann  
associate professor of history and politics  
B.A., University of Missouri, Rolla;  
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Nancy S. Breard  
assistant professor of education and assistant director of Graduate Studies programs  
B.A., Newcomb College;
Faculty

ASSISTANT PROFESSORS

M.Ed., Northeast Louisiana University; Ed.D., University of Georgia. (1989)

Grace Elena Méndez  
assistant professor of physics  
B.S., State University of New York; M.A., Ph.D., Duke University. (1991)

Teresa Prater  
assistant professor of art  
B.F.A., University of Tennessee; M.A., M.F.A., University of New Mexico. (1990)

Melissa Walker  
assistant professor of history  
B.A., Maryville College, M.A., Providence College; Ph.D., Clark University. (1996)

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assistant professor of art  

Madelyn V. Young  
assistant professor of economics  
A.B., Indiana University; M.A., University of Notre Dame; Ph.D., Georgia State University. (1991)

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Nancy Breard, B.A., M.Ed., Ed.D.

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A.A., Lamar Tech.; B.M., M.M., Converse College; Additional studies, Agnes Scott College, North Texas State University, Winthrop College. (1967, 1997)

Perry C. Daniels, professor emeritus of voice
B.S., Davidson College; M.M., D.M.A. The University of Michigan. (1965, 1994)

John W. Erickson, Charles E. Daniel professor emeritus of piano
B.F.A., University of Nebraska; M.M., Eastman School of Music; postgraduate study, Chicago Musical College; doctoral study, Eastman School of Music. (1948, 1986)

Virginia McCa Il Gore, associate professor emerita of piano and music education

Irene Rosenberg Grau, professor emerita of piano pedagogy
Undergraduate studies at The Juilliard School and Mannes School; M.A., University of Chicago; Ph.D., Michigan State University. (1983, 1993)

Donald G. Henderson, Mary Reynolds Babcock professor emeritus of musicology and woodwinds
B.M.E., Indiana University; M.A., Western State College of Colorado, Gunnison; Ph.D., The University of Michigan; Fullbright Fellowship, State Academy of Music and Dramatic Artand the University of Vienna. (1962, 1994)

Henry Janiec, dean emeritus; Daniel professor of conducting; director, Brevard Music Center

Alia Ross Lawson, Mary Reynolds Babcock professor emerita of music education
B.M., Greensboro College; M.A., Columbia University; Columbia University Music Education Seminar abroad; L.H.D., Greensboro College. (1943, 1977)

John T. MacLean, Daniel professor emeritus of music theory, composition, and strings
B.A., Drew University; M.A., M.M., Florida State University; D.M., Indiana University; additional studies at Columbia University, California Institute of the Arts. (1975, 1991)

Ross A. Magoulias, associate professor emeritus of voice and opera
B.M., Converse College; M.M., Florida State University. (1982, 1992)

Roger A. McDuffie, Jr., professor emeritus of brass instruments, music theory, and composition

Rachael Barron Pierce, professor emerita of organ
B.A., Mount Holyoke College; M.A., Vassar College; M.S.M., School of Sacred Music, Union Theological Seminary; Diploma, American Conservatory, Fontainebleau, France. (1950, 1971)

Dale A. Roberts, assistant professor emeritus of music theory and woodwinds
B.A., Furman University; M.M., East Carolina University; D.M.A., University of Kentucky (1976, 1997)

Jane Frazier Rolandi, Mary Reynolds Babcock professor emerita of voice
B.M., Salem College; studies in voice with Bair, Vera; repertoire with Cimara, Terini, Bamboscheck; lessons in scena with Yanapoulos, Baccalone, Defrere. (1964, 1989)

Eleanor Stanley White, associate professor emerita of piano

TEACHING FACULTY

Lynn R. Stallmacher, instructor in woodwinds and interim dean
B.M., Auburn University; M.M. University of Cincinnati; doctoral study, Boston University. (1972, 1977)

PROFESSORS

Beverly Reed Hay, Daniel professor of voice
B.A., M.M., University of South Carolina; D.M., Indiana University. (1997)

Douglas Alan Weeks, Babcock professor of piano
B.M., Illinois State University; M.M., Indiana University; License de Concert, Ecole Normale de Musique, Paris; D.M., Florida State University. (1982, 1996)

ASSOCIATE PROFESSORS

S. David Berry, associate professor of music theory and music history
B.M., University of Maryland; M.M., Converse College; doctoral study, University of South Carolina. (1986, 1999)

Ronald Paul Boudreaux, associate professor of voice and director of opera
B.A., Indiana University; M.A., University of Southern California, Santa Barbara; D.M.A., University of Southern California. (2000)

Patricia Solesbee Foy, associate professor of music education
B.M., Converse College; M.M.E., Ph.D., University of South Carolina. (1990, 1995)

John Ryan Turnbull, associate professor of organ

Robin Wallace, associate professor of music history
ASSISTANT PROFESSORS

Paul G. Davis, assistant professor of music education and brass/director of Wind Ensemble
B.A., Rocky Mountain College; M.Ed., Towson State University; doctoral study, University of Texas. (1997)

Keith W. Jones, assistant professor of voice
B.M., Furman University, M.C.M., Southern Baptist Theological Seminary; D.M., Indiana University. (1999)

Kenneth R. Law, Jr., assistant professor of violoncello
B.M., Eastman Petrie School of Music; M.M., Diploma, Cleveland Institute of Music; Graduate Performance Diploma, Peabody Conservatory; doctoral study, University of South Carolina. (1996, 2000)

Eun-Sun Lee, assistant professor of violin

Susan Lynn Lyle, assistant professor of voice/director of choral activities
B.A., Kalamazoo College; M.M., Peabody Conservatory of Music; D.M.A., University of Oregon. (1997)

Malcolm Scott Robbins, assistant professor of music theory and composition
B.M., Wake Forest University; M.A., Duke University; D.M., Florida State University. (1998)

Melanie Foster Taylor, assistant professor of piano pedagogy
B.M., Oberlin Conservatory of Music; M.A., Marshall University; D.M., Indiana University. (1997)

Kelly McElrath Vaneman, assistant professor of oboe and music theory/history

LECTURERS

Marsha Herrin Hood, lecturer in flute
Performer’s Certificate, Académie Internationale de Musique, Paris; B.A., Hollins College; Studies with Rampal, Pellerite, Marion, Laurrices, Delaney. (1988)

Valerie MacPhail, lecturer in voice
B.A., College of William and Mary; M.M., Florida State University; additional study, University of Illinois; doctoral study, University of South Carolina. (1994)

Paula Sigler Morgan, lecturer in piano pedagogy and director of the Pre-College Program

Mildred Ann Roche, lecturer in accompanying
B.M., Converse College; M.M., Boston University. (1988)

ASSOCIATE FACULTY

James R. Barnes, low brass
B.M.E., University of Kentucky; M.M., University of Texas. (1997)

Ian Brachitta, double bass
B.M., University of Massachusetts at Amherst; Jazz Studies at Berklee College of Music. (1999)

Sonja Coppenbarger, bassoon
B.M., University of Victoria; M.M., New England Conservatory; Studies with Reed, Walt, Eifert, Formacek, Kelley. (1996)

Joyce Fankhauser, harp
B.A., University of Washington; M.M., Cleveland Institute of Music. (1996)

Karen F. Hill, clarinet
B.M., Northwest University; M.M., University of Michigan (1999)

William R. Scott, double bass

PETRIE SCHOOL OF MUSIC STAFF

Lynn R. Stalnaker, B.Mus., M.Mus.
Interim Dean

Alice Eanes, B.A.
Director of Enrollment

Ida Hollingsworth, B.A.
Office Manager

Sarah G. Spigner, B.A.
Business Manager

Paula S. Morgan, B.A., M.M.
Director, Pre-College Program

Suzanne Brown
Associate Director of Pre-College

Cathy Siarris, B.M.
Director of Pre-College Summer Programs

Frankie Humphries
Administrative Assistant, Pre-College Program
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