

# CONVERSE COLLEGE

## GRADUATE CATALOG

### 2001-2003

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

Early Childhood Education  
Elementary Education  
Educable Mentally Disabled  
Learning Disabilities

Biology  
Chemistry  
English  
Mathematics  
Social Studies

#### **Master of Education**

(with concentration in)

Elementary Education  
Secondary Education

Gifted Education  
Special Education

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

Economics  
History  
Sociology

English  
Political Science

#### **Master of Music**

Composition  
Performance

Music Education  
Piano Pedagogy

Musicology  
Theory

#### **Educational Specialist**

Elementary Administration  
Secondary Administration

Curriculum and Instruction  
Marriage and Family Therapy



*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 Converse Educational Specialist Degree in Administration & Supervision and Curriculum & Instruction is a two-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*.

## FINANCIAL ASSISTANCE

### Policies and Regulations

# 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:

##### Full-time

- 9–12 graduate hours per fall, spring, and summer term
- 3 hours for winter term

##### Half-time

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

#### Progress toward degree:

##### Full-time

- 18–24 hours per year with a minimum of 2.5 GPA

##### Half-time

- 12–15 hours per year with a minimum of 2.5 GPA

## COST

Tuition costs and fees are included in graduate course schedules, which are available *on request* from the Graduate Studies Office. 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.

## **CAMPUS SAFETY SERVICES**

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

**Motor Vehicle Registration:** 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.

The Academic Support Center, located on the third floor of Michel 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  
A = 4.0      B = 3.0  
A- = 3.75      B- = 2.75  
B+ = 3.25      C+ = 2.25
6. 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  
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

C	=	2.0
C-	=	1.75
F	=	0

### Other Symbols

**I** Incomplete  
(same as **F** for grade point average calculation)

**WP** Withdrawn while passing

**WF** Withdrawn while failing

**W** Withdrawn

### **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 preceding 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 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.
2. Policies established by the Education State-adopted entrance examination, and  
c. a recommendation

Department for admission to the teacher education track include:

- a. a cumulative GPA of 2.5 on a 4.0 scale,
1. completing approved progression of the from first Converse graduate course in MAT degree program. (Program completion years is necessary to complete an initial depends upon the number of courses taken each semester. Normally, a minimum of two 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

## REQUIREMENTS FOR DEGREE

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

- the designated areas within a five-year period
- average in both the academic and the professional areas.); and
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

## 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 process of human growth, development, and learning but also of the application of these processes to teaching
  3. promote constructive interaction among different ethnic, social, religious, economic, and racial groups
  4. develop a knowledge of the theoretical and methodological aspects of instruction:
    - a. appropriate to a chosen area of teaching
    - 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
  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
  9. develop a knowledge of measurement and evaluation, effective teacher characteristics, teaching styles and models, communication processes, diagnostic-prescriptive teaching, techniques of teaching reading, classroom management skills, and methods and techniques applicable to her/his particular area(s) of specialization
  10. develop the process skills of analysis, synthesis, and evaluation
  11. develop an understanding of educational research and the manner by which educational research is conducted.
- The programs of teacher education assist each prospective teacher to reach these common objectives. The program require certain competencies. The teacher receiving an advanced degree will:
1. have competence in the communications skills (including both writing and speaking)
  5. be able to demonstrate criteria identified in the evaluation of annual and continuing contract teachers, such as long-term planning, short-term planning, clarifying rules, procedures, disciplining in-appropriate behavior, organizing instruction of new content that provides for a student's differences in learning styles, clarifying the goals of instruction, practicing and attitudes

## 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.

communication workshops (or a speech course approved by adviser), required tests, paper work, and other requirements.

## COMPLETION OF REQUIREMENTS

To meet the departmental graduate requirements for teacher certification recommendation a student must satisfactorily complete the course work, practicum, computer modules, and

During the program, the faculty adviser will closely monitor student progress to assure completion of requisite courses, 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 then 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

## Initial Certification

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

## **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 Advisory Council/ Ed.S. Advisory 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 Advisory Council normally serve on the Teacher Education Advisory Council which meets regularly each year to develop and evaluate the teacher education program at Converse.

## **CHANNELS OF COMMUNICATION**

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

The Dean of Graduate Studies and 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.

# INITIAL CERTIFICATION IN EARLY CHILDHOOD EDUCATION

## DESCRIPTION

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

- The goals of the early childhood education program at Converse are to
1. provide a thorough course of study of 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 early childhood education.

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

1. plan, implement and assess instruction in simulated settings and in real classroom settings;
2. organize and manage effectively a K-4 grade placement in the public schools; and
3. 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 child development from birth to the age of five;
2. the knowledge of psychological and sociological concepts and generalizations 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 discipline which provides 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

## Initial Certification - Early Childhood Education

- 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

## Initial Certification - Early Childhood Education

- 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**

Student's Name \_\_\_\_\_ DOB \_\_\_\_\_ SS# \_\_\_\_\_

All three sections of the Praxis I passed (10020) (520/ )  
 2.5 for admission \_\_\_\_\_  
 Approved admission to the teacher  
 education program

Praxis II: Early Childhood Education  
(The MAI has a minimum of 36 graduate semester hours.)

		Semester Hours	Previously taken at undergraduate level	Converse graduate courses
<b>Area I. Special Education/Gifted/Child Behavior (6–12)</b>				
*EDU 523 Behavior of Preschool Child	3	_____	_____	
SED 500 Intro to Exceptional Child	3	_____	_____	
<b>Area II. Teaching Methodology (6–18)</b>				
*EDU 501 The Teaching of Reading	3	_____	_____	
(This course is a prerequisite to EDU 533. EDU 101 must be taken after or concurrently with this course.)				
*EDU 503 Math for Elementary Child	3	_____	_____	
*EDU 519 Elementary School Curriculum	3	_____	_____	
(This should be one of the last courses taken before student teaching.)				
*EDU 533 Literature for the Child	3	_____	_____	
(EDU 501 is a prerequisite to this course.)				
*EDU 535 Preschool Curriculum	3	_____	_____	
(EDU 537 is a prerequisite.)				
*EDU 537 Methods and Materials of Preschool Curriculum	3	_____	_____	
<b>Area III. Foundations of Education (6–12)</b>				
*EDU 560 Foundations of American Education	3	_____	_____	
Choose either:	3	_____	_____	
EDU 621 Educational Research and Evaluation <i>or</i>				
EDU 567 Educational Psychology				

\* Prerequisite to student teaching



		Semester	Previously	Converse
		Hours	taken at	graduate
			undergraduate	courses
			level	
<b>Area IV.</b>	<b>Liberal Arts</b>	<b>(6-12)</b>		
PSY 520	Child Psychology	3	_____	_____
Elective	_____	3	_____	_____

**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/ 511	Art for the Child (This course normally should be taken before student teaching.)	3	_____	_____
**MUE 370/ 570	Music for the Child (Students may opt to take for graduate credit.)	3	_____	_____
*EDU 101	Practicum: Reading (This practicum is taken concurrently with or after EDU 501; normally, it must be taken during the academic year and before EDU 102 and student teaching. Sign-up deadlines are involved. Check with your adviser.)	0	_____	_____
*EDU 102	Practicum: Early Childhood (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.)	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

2. develop skills in appropriate pedagogy
  1. provide a thorough course of study of child development
  3. promote a broad knowledge of the history, theory, and professional practices that relate to elementary education;
  4. require the study and experiences in the disciplines which provide the content knowledge needed to teach the elementary subject areas; and
- 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; grade placement in the public schools; management and computer-assisted instruction.
  3. demonstrate computer proficiency in instructional technology including the knowledge of skills, strategies, software and hardware to be used in classroom

## **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 curriculum;
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

## Initial Certification - Elementary Education

- 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**

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

Praxis II: Elementary Education  
 Content Area Exercises (10030) (590/\_\_\_\_)  
 Curriculum and Instruction (10011)  
 (164/\_\_\_\_)

*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
--	--	-------------------	--	---------------------------------

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

SED 500	Introduction to Exceptional Children (This course is recommended before taking the Elementary PRAXIS II.)	3	_____	_____
Elective	_____	3	_____	_____

**Area II. Teaching Methodology**

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

*\*Prerequisite for student teaching*

		Semester	Previously	Converse
		Hours	taken at	graduate
			undergraduate	courses
			level	
<b>Area III. Foundations of Education (6-12)</b>				
*EDU 560	Foundations of American Education	3	_____	_____
	(This should be one of the first courses a student takes.)			
Choose either:		3	_____	_____
EDU 621	Educational Research and Evaluation	<i>or</i>		
EDU 567	Educational Psychology			

**Area IV. Liberal Arts**

PSY 520	Child Psychology	3	_____	_____
Elective	_____	3	_____	_____

**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/ 511	Art for the Child (This course normally should be taken before student teaching.)	3	_____	_____
*EDU 101	Practicum: Reading	0		_____
	(This practicum is taken concurrently with or after EDU 501; normally, it must be taken during the academic year and before EDU 103 and student teaching. Sign-up deadlines are involved. Check with your adviser.)			
*EDU 103	Practicum: Elementary	0		_____
	(Prerequisite to student teaching. Your adviser can help you schedule both practicums.)			
EDU 512a	Directed Teaching in the Elementary School	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 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:

2. provide a thorough course of study in child development, and classroom management; and
  3. promote a broad knowledge of the history, theory, and professional practices that are related to the educable mentally disabled.
  2. plan, implement, and assess instruction in simulated settings and in a real classroom
  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 computer-assisted instruction.
- Converse students who complete a major in educable mental disabilities will be able to:
1. demonstrate their knowledge of the 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 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, pre-vocational/vocational, and social) focusing on the student's current educational development.
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, pre-vocational/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,
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

## 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.





**MASTER OF ARTS IN TEACHING  
INITIAL CERTIFICATION PROGRAM  
EDUCABLY MENTALLY DISABLED**

Student's Name \_\_\_\_\_ DOB \_\_\_\_\_ SS# \_\_\_\_\_

- |  |                                  |
|--|----------------------------------|
| <input type="checkbox"/> Admitted to graduate education                      | Praxis II:                       |
| <input type="checkbox"/> All three sections of the Praxis I passed           | Education of Student with Mental |
| <input type="checkbox"/> 2.5 for admission                                   | Retardation (10320) (590/ _____) |
| <input type="checkbox"/> Approved admission to the teacher education program |                                  |

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

		Semester Hours	Previously taken at undergraduate level	Converse graduate courses
<b>A. Special Education</b>				
SED 500	Introduction to Exceptional Child (This course is a prerequisite to all special education courses.)	3	_____	_____
SED 576	Educational Diagnostics for Exceptional Children (SED 500 is a prerequisite.)	3	_____	_____
SED 578	Remedial Reading (EDU 501 is a prerequisite for this course.)	3	_____	_____
SED 580	Introduction to the Educable Mentally Disabled (SED 500 is a prerequisite.)	3	_____	_____
SED 582a	Practicum in the Instruction of Exceptional Children: EMD (SED 500 is a prerequisite.)	3	_____	_____
SED 586	Educational Procedures for Teaching Educable Mentally Disabled (SED 500 and SED 580 are prerequisites.)	3	_____	_____
SED 595	Introduction to Learning Disabilities (SED 500 is a prerequisite.)	3	_____	_____
SED 597	Introduction to the Emotionally Disabled (SED 500 is a prerequisite.)	3	_____	_____
SED 512g	Directed Student Teaching: EMD (SED 500, SED 576, SED 580, SED 582a, SED 586, SED 595, and SED 405 are prerequisites.)	9	_____	_____

		Semester Hours	Previously taken at undergraduate level	Converse graduate courses
<b>B. Psychology</b>				
**PSY 511	Behavior modification (PSY 100 is a prerequisite.)	3	_____	_____
**PSY 520	Child Psychology (PSY 100 is a prerequisite.)	3	_____	_____
**PSY 536	Theories of Personality (PSY 100 is a prerequisite.)	3	_____	_____
**If completed at the undergraduate level, a graduate psychology elective must be approved by the adviser.				

**C. Education**

EDU 501	The Teaching of Reading (This is a prerequisite for SED 578. EDU 101 must be taken after or concurrently with this course.)	3	_____	_____
EDU 503	Mathematics for the Child (This is a prerequisite for student teaching.)	3	_____	_____
SED 505	Classroom Management	3	_____	_____
EDU 519	Elementary School Curriculum (This is one of the later courses to be taken.)	3	_____	_____
EDU 560	Foundations of American Education (This is a prerequisite for student teaching.)	3	_____	_____

**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 in simulated settings and in real classroom settings;
  4. demonstrate competence in K-12 classroom instructional technology including the knowledge of skills, strategies, software and hardware to be used in classroom management and computer-assisted instruction.
- 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
- 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 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

## 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**

Student's Name \_\_\_\_\_ DOB \_\_\_\_\_ SS# \_\_\_\_\_

- Admitted to graduate education                      Praxis II:  
 All three sections of the Praxis I passed      Education of Student with Learning  
 2.5 for admission    Disabilities (10380) (670/ \_\_\_\_\_)  
 Approved admission to the teacher education program

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

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



# 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 understand-

ing.

## 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 that are related to secondary education.
3. promote a broad knowledge of the history, theory, and professional practices 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; instructional technology including the knowledge of skills, strategies, software and hardware to be used in classroom management and computer-assisted instruction.
3. organize and manage effectively a 7-12 grade placement in the public schools; and

The prospective teacher will demonstrate proficiency 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



## Initial Certification - Biology

- 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 Science 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  (a minimum of 18 grad. hrs. in NSC)
<b>A. Biology—Thirty semester hours for certification taken at either the undergraduate or graduate level.</b>			
NSC 511    Biology for Teachers ( <i>required</i> )	3	_____	_____
NSC 512    Environmental Biology ( <i>required</i> )	3	_____	_____
NSC 513    Field Botany ( <i>required</i> )	3	_____	_____
1. Biology—to include			
Microbiology		_____	_____
Botany		_____	_____
Zoology		_____	_____
Physiology		_____	_____
Ecology		_____	_____
Comparative Vertebrate Anatomy		_____	_____
2. Chemistry			
(Two semesters of organic chemistry, either at the undergraduate or graduate level, are prerequisites for admission.)	6-8	_____	_____
3. Physics			
	3-4	_____	_____
4. Electives: Natural Science			
courses and a computer science course	3-6	_____	_____

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

		Semester Hours	Previously taken at undergraduate level	Converse Graduate courses
<b>B. Professional Education Courses</b>				
EDU 560	Foundations of American Education (This course should be taken early in program.)	3	_____	_____
SED 500	Introduction to Exceptional Children (This course recommended prior to student teaching.)	3	_____	_____
PSY 521	Adolescent Psychology (PSY100 is a prerequisite. Recommended prior to student teaching.)	3	_____	_____
EDU 540	Curriculum Principles and Methods of Secondary Education (Prerequisite or corequisite for EDU 201. This course should be taken fall term prior to student teaching.)	3	_____	_____
EDU 201	Practicum I in Instruction of Secondary School Students (*Required for student teaching. Sign-up deadlines are involved. Check with your adviser. EDU 540 is prerequisite or corequisite. Undergraduate credit only.)	3 UG	_____	_____
EDU 202	Practicum II in Secondary Education: Reading (*Required for student teaching. Sign-up deadlines are involved. Check with your adviser. EDU 525 is prerequisite or corequisite. EDU 201 is a prerequisite.)	0 UG	_____	_____
EDU 525	Teaching Reading—Content Areas (*Required for student teaching. EDU 201 is a prerequisite. A related practicum, EDU 202, is required.)	3	_____	_____
EDU 567	Educational Psychology	3	_____	_____
EDU 532	Directed Student Teaching	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 \_\_\_\_\_ .

\_\_\_\_\_  
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. provide skills through appropriate pedagogy of adolescents and development to secondary education and classroom management; and
3. promote a broad knowledge of the history, theory, and professional practices

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 a simulated classroom
3. organize and manage effectively a 7-12 grade placement in the public schools; management and computer-assisted instruction.
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 bio-chemistry;
2. oral and written communication of the results of scientific research;
3. the process of the impact of chemistry on society; society;
4. the process of the impact of chemistry on society; society;
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
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

## Initial Certification - Chemistry

- 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/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. the behaviors and skills included in the ADEPT performance dimensions.



		Semester Hours	Previously taken at undergraduate level	Converse Graduate courses
<b>B. Professional Education Courses</b>				
EDU 560	Foundations of American Education (This course should be taken early in program.)	3	_____	_____
SED 500	Introduction to Exceptional Children (This course recommended prior to student teaching.)	3	_____	_____
PSY 521	Adolescent Psychology (PSY100 is a prerequisite. Recommended prior to student teaching.)	3	_____	_____
EDU 540	Curriculum Principles and Methods of Secondary Education	3	_____	_____
EDU 201	Practicum I in Instruction of Secondary School Students (*Required for student teaching. Sign-up deadlines are involved. Check with your adviser. EDU 540 is prerequisite or corequisite. Undergraduate credit only.)	3 UG	_____	_____
EDU 202	Practicum II in Secondary Education: Reading (*Required for student teaching. Sign-up deadlines are involved. Check with your adviser. EDU 525 is prerequisite or corequisite. EDU 201 is a prerequisite.)	0 UG	_____	_____
EDU 525	Teaching Reading—Content Areas (*Required for student teaching. EDU 201 is a prerequisite. A related practicum, EDU 202, is required.)	3	_____	_____
EDU 567	Educational Psychology	3	_____	_____
EDU 532	Directed Student Teaching	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 \_\_\_\_\_ .

\_\_\_\_\_  
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. ability to use appropriate oral English;
4. the knowledge of several genres of literature;
5. the knowledge of the reading process;
6. the ability to write in a variety of modes;
7. planning and developing instruction in secondary English;
8. 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.



**Master of Education  
Initial Certification Program  
Secondary Education: English S.C. grade span 7-12**

Student's Name \_\_\_\_\_ DOB \_\_\_\_\_ SS# \_\_\_\_\_

<input type="checkbox"/> Admitted to graduate education <input type="checkbox"/> All three SECTIONS of the Praxis I passed <input type="checkbox"/> 2.5 for admission <input type="checkbox"/> Approved admission to the teacher education program	Praxis II: English Language, Literature Composition: Content Knowledge (0041) (162/____) English Language, Literature, Composi- tion Essays (0042) (150/____)
---	---

*Prerequisite: Applicant must have completed 18 hours of English above the 100 level.  
(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 <small>(a minimum of 18 gr. hrs. in English)</small>
<b>A. English Courses—33 semester hours for certification at either the undergraduate or graduate level.</b>			
<b>1. Language Structure and Skills</b>			
Composition and Rhetoric (6)	3	_____	_____
	3	_____	_____
*Advanced Composition and Rhetoric	3	_____	_____
*	History of English Language		3
*	Modern English Grammar		3
<b>2. Literature</b>			
			British Literature ( <i>required at graduate level</i> )
3			(Must be Shakespeare if not taken at undergraduate level.)
			American Literature ( <i>required at graduate level</i> )
3			
			*Literary Criticism ( <i>required</i> ) (if not taken at undergraduate level.)
	3	_____	_____
			*Adolescent Literature
	3	_____	_____
			*World Literature
	3	_____	_____

		Semester Hours	Previously taken at undergraduate level	Converse Graduate courses
<b>B. Professional Education Courses</b>				
EDU 560	Foundations of American Education (This course should be taken early in program.)	3	_____	_____
SED 500	Introduction to Exceptional Children (This course recommended prior to student teaching.)	3	_____	_____
PSY 521	Adolescent Psychology (PSY100 is a prerequisite. Recommended prior to student teaching.)	3	_____	_____
EDU 540	Curriculum Principles and Methods of Secondary Education (Prerequisite or corequisite for EDU 201. This course should be taken fall term prior to student teaching.)	3	_____	_____
EDU 201	Practicum I in Instruction of Secondary School Students (*Required for student teaching. Sign-up deadlines are involved. Check with your adviser. EDU 540 is prerequisite or corequisite. Undergraduate credit only.)	3 UG	_____	_____
EDU 202	Practicum II in Secondary Education: Reading (*Required for student teaching. Sign-up deadlines are involved. Check with your adviser. EDU 525 is prerequisite or corequisite. EDU 201 is a prerequisite.)	0	_____	_____
EDU 525	Teaching Reading—Content Areas (*Required for student teaching. EDU 201 is a prerequisite. A related practicum, EDU 202, is required.)	3	_____	_____
EDU 567	Educational Psychology	3	_____	_____
EDU 532	Directed Student Teaching	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 \_\_\_\_\_ .

\_\_\_\_\_  
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 of adolescent development, secondary education, 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 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 the basic concepts of algebra, elementary and trigonometric functions, 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 in using appropriate models and manipulative;
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;

## **Initial Certification - Mathematics**

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.



**CONVERSE**  
COLLEGE  
Master of Science in Teaching  
Initial Certification Program

**Secondary Education: Mathematics S.C. grade span 7-12**

Student's Name \_\_\_\_\_ DOB \_\_\_\_\_ SS# \_\_\_\_\_

<input type="checkbox"/> Admitted to graduate education <input type="checkbox"/> All three SECTIONS of the Praxis I passed <input type="checkbox"/> 2.5 for admission <input type="checkbox"/> Approved admission to the teacher education program	Praxis II: (a calculator is allowed.) Mathematics (10060) (560/____) <input type="checkbox"/> 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—**

	Semester Hours	Previously taken at undergraduate level	Converse graduate courses <small>(a minimum of 18 gr. hrs. in Mathematics)</small>
<b>1. 18 - 24 semester hours for certification at either the undergraduate or graduate levels</b>			
Calculus and Analytic Geometry	8	_____	_____
MAT 510    Linear Algebra	3	_____	_____
MAT 511    Abstract Algebra	3	_____	_____
MAT 521    Foundations of Geometry	3	_____	_____
MAT 522    Real Analysis	3	_____	_____
<b>2. Electives: chosen from the following:</b>	6	_____	_____
+MAT 501    Fundamentals I		_____	_____
+MAT 502    Fundamentals II			
*Computer Science for Teachers			
*Fundamentals in Computer Science			
Discrete Mathematics			
Number Theory			
Differential Equations			
Complex Variables			
Probability			
Statistics			
Applied Mathematics			

+May be required depending on the student's mathematical background.  
 \*Only one computer science course may be part of the minimum of 18 hours.

		Semester Hours	Previously taken at undergraduate level	Converse Graduate courses
<b>B. Professional Education Courses</b>				
EDU 560	Foundations of American Education (This course should be taken early in program.)	3	_____	_____
SED 500	Introduction to Exceptional Children (This course recommended prior to student teaching.)	3	_____	_____
PSY 521	Adolescent Psychology (PSY100 is a prerequisite. Recommended prior to student teaching.)	3	_____	_____
EDU 540	Curriculum Principles and Methods of Secondary Education (Prerequisite or corequisite for EDU 201. This course should be taken fall term prior to student teaching.)	3	_____	_____
EDU 201	Practicum I in Instruction of Secondary School Students (*Required for student teaching. Sign-up deadlines are involved. Check with your adviser. EDU 540 is prerequisite or corequisite. Undergraduate credit only.)	3 UG	_____	_____
EDU 202	Practicum II in Secondary Education: Reading (*Required for student teaching. Sign-up deadlines are involved. Check with your adviser. EDU 525 is prerequisite or corequisite. EDU 201 is a prerequisite.)	0 UG	_____	_____
EDU 525	Teaching Reading—Content Areas (*Required for student teaching. EDU 201 is a prerequisite. A related practicum, EDU 202, is required.)	3	_____	_____
EDU 567	Educational Psychology	3	_____	_____
EDU 531	Methods of Teaching Secondary Mathematics		_____	_____
EDU 532	Directed Student Teaching	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 \_\_\_\_\_ .

\_\_\_\_\_  
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 the 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 of contemporary American life in a world setting;
5. the knowledge of principles and processes underlying current economic practices and problems;
6. understanding how social controls



## Initial Certification - Social Studies

- 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 \_\_\_\_\_ DOB \_\_\_\_\_ SS# \_\_\_\_\_

- |  |                                   |
|--|-----------------------------------|
| <input type="checkbox"/> Admitted to graduate education                      | Content (0081) (158/ )            |
| <input type="checkbox"/> All three SECTIONS of the Praxis I passed           | Social Studies: Interpretation of |
| <input type="checkbox"/> 2.5 for admission                                   | Material (0083) (160/ )           |
| <input type="checkbox"/> Approved admission to the teacher education program | _____                             |

Praxis II: Social Studies: \_\_\_\_\_  
 (The MAI requires a minimum of 36 graduate semester hours to include A and B.)

	Semester Hours	Previously taken at undergraduate level	Converse graduate courses
<b>A. Social Studies Courses—30 semester hours for certification at either the undergraduate or graduate level.</b>			
1. United States History (6)	3	_____	_____
	3	_____	_____
2. European History (6)	3	_____	_____
(Six graduate semester hours in history are required for degree.)	3	_____	_____
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:	3	_____	_____
economics, anthropology, geography,	3	_____	_____
sociology, government, and psychology.)	3	_____	_____

		Semester Hours	Previously taken at undergraduate level	Converse Graduate courses
<b>B. Professional Education Courses</b>				
EDU 560	Foundations of American Education (This course should be taken early in program.)	3	_____	_____
SED 500	Introduction to Exceptional Children (This course recommended prior to student teaching.)	3	_____	_____
PSY 521	Adolescent Psychology (PSY100 is a prerequisite. Recommended prior to student teaching.)	3	_____	_____
EDU 540	Curriculum Principles and Methods of Secondary Education (Prerequisite or corequisite for EDU 201. This course should be taken fall term prior to student teaching.)	3	_____	_____
EDU 201	Practicum I in Instruction of Secondary School Students (*Required for student teaching. Sign-up deadlines are involved. Check with your adviser. EDU 540 is prerequisite or corequisite. Undergraduate credit only.)	3 UG	_____	_____
EDU 202	Practicum II in Secondary Education: Reading (*Required for student teaching. Sign-up deadlines are involved. Check with your adviser. EDU 525 is prerequisite or corequisite. EDU 201 is a prerequisite.)	0	_____	_____
EDU 525	Teaching Reading—Content Areas (*Required for student teaching. EDU 201 is a prerequisite. A related practicum, EDU 202, is required.)	3	_____	_____
EDU 567	Educational Psychology	3	_____	_____
EDU 532	Directed Student Teaching	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 \_\_\_\_\_ .

\_\_\_\_\_  
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 \_\_\_\_\_

Name: Miss, Ms. \_\_\_\_\_  
 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:

_____ <b>Early Childhood</b>	_____ <b>Secondary Education</b>	
_____ <b>Elementary</b>	_____ <i>English</i>	_____ <i>Mathematics</i>
_____ <b>Special Education</b>	_____ <i>Biology</i>	_____ <i>Social Studies</i>
_____ <i>LD</i>	_____ <i>Chemistry</i>	
_____ <i>EMD</i>		

Colleges or Universities attended:

Name	Degree and Date Awarded	Major or Minor
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

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.)



# **MASTER OF EDUCATION FOR CERTIFIED TEACHERS**

**Elementary Education**

**Gifted Education**

**Special Education**

**Secondary Education**

English  
Mathematics  
Natural Science  
Social Studies



# THE MASTER OF EDUCATION PROGRAM

The M.Ed. program is a 36-hour program of graduate study in appropriate professional and academic areas approved by advisers. Its purpose is to expand and refine the teaching competencies of the graduate student. The Southern Association of Colleges and Schools fully accredits the Converse Graduate Program.. 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
4. count in cumulative grade point ratio.)
5. courses are applicable for the program of study in the M.Ed. program
6. credit did not apply toward degree requirements in another program.

to: (Quality points for transfer credits do not count in cumulative grade point ratio.)  
Students must request colleges and universities send official transcripts of work  
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.

## 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
  - c. Exceptional Child
  - d. Educational Psychology
  - e. Adolescent Psychology
- Nine to eighteen graduate hours are required in professional education. Professional education courses must include the
- f. Foundations of American Education
- 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.



## 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 - 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.



## 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
- b. Reading in the Content Area
- c. Exceptional Child
- d. Educational Psychology
- e. Foundations of American Education
- f. Adolescent Psychology

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

### 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.



## 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
  4. critique a research project on social science instructional strategies.
- The M.Ed. in social studies is a 36-hour program requiring 18–27 graduate hours in social sciences. The hours in social science must include:

#### A. Social Studies

- a. Six hours in history
- b. Six hours in two other disciplines of social science

#### B. Professional Education must include:

- a. 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

### 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/ SOC 550	Schools/Youth/Drugs Seminar
EDU 503	Methods of Teaching Secondary Mathematics	EDU/ SOC550	The School and The Family
EDU 503	Computer Science Classes	EDU 551	Learning Styles
EDU 504	Computer Science for Teachers	EDU 553	Educator as Writer
EDU 506	Portfolio Teaching & Learning	*EDU 560	Foundations of American Education
EDU 509	Techniques of ADEPT	EDU 561	Restructuring Essentials
EDU 517	Methods of Teaching Language Arts	EDU 563	Information Super Highway
EDU 518	Teaching Reading Through Literature	EDU 564	Media Techniques
EDU 520/	Institute in Curriculum 521 Development Local Cultural Resources Multimedia Courseware Development Modern Foreign Languages Tech Prep Workshop in Methods and Materials (secondary students must deal specifically with <i>secondary</i> methods and materials)	EDU 566	Teacher as Counselor
		*EDU 567	Educational Psychology
EDU 522	Methods of Teaching Writing in Content Areas	EDU 590	Directed Independent Study in Special Topics
*EDU 525	Teaching of Reading: Content Areas/Secondary	EDU 598	Teaching Students with Disabilities in Mainstream Secondary Classes
EDU 534	Environmental Education	EDU 602	Principles and Practices of School Supervision
EDU 536	Exploration of Content/ Methodology for Science	EDU 610	School Law
*EDU 540	Secondary Curriculum and Methods	EDU 620	Curriculum Development
		EDU 621	Research and Evaluation of Instruction
EDU/ SOC 541	Sociology of Education	EDU 623	Instructional Design
EDU 548	Cooperative Learning	EDU 634	Advanced Instruction
EDU 549	The Middle School Organization and Curriculum	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

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

# 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 | These will include assessment for the purpose of drafting IEP's, as well as the assessment of instructional objectives |
| 2. demonstrate skills necessary for planning and assessing instructional objectives for exceptional students.                   | 3. describe various instructional procedures appropriate for the education of exceptional students.                    |

program requiring:

- |   |                                      |
|---|--------------------------------------|
| a. SED 500 Introduction to the Exceptional Child            | e. PSY 536 Theories of Personalities |
| b. SED 576 Educational Diagnostics of the Exceptional Child | f. PSY 511 Behavior Modification     |
| c. EDU 501 The Teaching of Reading                          | g. EDU 567 Educational Psychology    |
| d. PSY 520 Child Psychology                                 |                                      |
- Substitutions listed on page 20–21 will be made if these courses were completed in undergraduate work, after consultation with an adviser.

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

## I. SPECIAL EDUCATION

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

- |   |  |
|---|--|
| *EDU 501 Teaching of Reading                                | SED 530 Consultative Collaboration Skills for Special Education Teachers                                     |
| EDU 513 Attention Deficit Disorder                          |  |
| EDU 526 Identification and Other Issues in Gifted Education | SED 534 Trends & Issues in Spec. Educ.   |
| EDU 544 Advanced Methods Success of Teaching Reading        | SED 550 Education and Psychology of the Hearing Disabled   |
| EDU 591 Nature & Needs of the Gifted                        | SED 553 Audiology & Speech Science   |
| EDU 593 Teaching Strategies for a,b,c, Gifted Education     | SED 554 Teaching of Speech to the Hearing Disabled   |
| EDU 594 Spec. Topics in Gifted Educ.                        | SED 556 Speechreading and Auditory Training  |
| *SED 500 Introduction to Exceptional Children and Youth     | SED 560 Augmentative Communication Language Intervention Strategies for the Mentally and Physically Disabled |
| SED 505 Classroom Management                                |  |

\* Required if not taken in undergraduate

## Master of Education - Special Education

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

### II.

#### PSYCHOLOGY—9 to 18 hours

*EDU 567	Educational Psychology	PSY 521	Adolescent Psychology
PSY 504	Abnormal Psychology	PSY 531	Social Psychology
PSY 510	Counseling & Psychotherapy	PSY 532	Psychological Tests
*PSY 511	Behavior Modification	PSY 533	Psychology of Learning
*PSY 520	Child Psychology	*PSY 536	Theories of Personality and Emotional Disturbance
		PSY 599	Child Abuse & Neglect

### 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 - 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 of “the subject matter, bibliography, theory and methodology of the field” of elementary education.

2. demonstrate “an understanding of research and the manner by which research is conducted”

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

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

## II. TEACHING METHODOLOGY

—6 to 18 hours

ART 511	Art for the Child	EDU 517	Methods of Teaching Language Arts
EDU 501	Teaching of Reading	EDU 518	Teaching Reading through Literature
EDU 503	Math. for the Elem. Child	EDU 519	Elementary School Curriculum
EDU 516	Methods of Teaching Social Studies/Science/Mathematics/Language	EDU 520	Institute(s) in Curriculum Development

## Master of Education - Elementary Education

EDU 522 Methods of Teaching Writing in Content Areas	EDU 544 Advanced Methods (Success) of Teaching Reading
EDU 525b Teaching of Reading: Content Areas/ Elementary	EDU 564 Media Techniques
EDU 533 Children's Literature	EDU/
EDU 534 Environmental Education	THE 568 Creative Dramatics Exploration of Content/Methodology for Science
EDU 535 Pre-school Curriculum	EDU 570 Music Education for the Elementary School Child
EDU 537 Methods and Materials for the Pre-School	EDU 582g Practicum in Early Childhood Education
EDU 543 Graphic Organization in Reading and Writine	

### III. FOUNDATIONS OF EDUCATION

— 6 to 12 hours

EDU 506 Portfolio Teaching & Learning	EDU 566 Teacher as Counselor
EDU 510/ The Creative Process for Educators ART 510	EDU 599 Educational Procedures for the Slow Learner
EDU 541/ Sociology of Education SOC 541	EDU 600 School Personnel Administration
EDU 548 Cooperative Learning: Content and Methodology	EDU 602 Principles and Practices of School Supervision
EDU 549 The Middle School Organization and Curriculum	EDU 604 School-Community Relations
EDU 550/ School/Youth/Drugs SOC 550	EDU 610 Seminar in School Law
EDU 553 Educator as Writer	EDU 620 Curriculum Development
EDU 560 Foundations of American Education	*EDU 621 Educational Research and Evaluation of Instruction <i>or</i>
EDU 561 Restructuring Essentials	*EDU 567 Educational Psychology
EDU 563 Information Super Highway	EDU 623 Instructional Design
	EDU 644 Teachers in the Workplace

### IV. LIBERAL ARTS

— 6 to 12 hours

Graduate offerings in:

- |                            |                                |  |
|----------------------------|--------------------------------|--|
| a. Art (not art education) | e. Music (not music education) | i. Economics   |
| b. English                 | f. Sociology                   | j. Theatre   |
| c. History/Politics        | g. Psychology                  | <i>Note: The adviser should approve all courses.</i> |
| d. Mathematics             | h. Science                     |  |

### ASSESSMENT PORTFOLIO

Selected students receive an exit interview with standard questions on

Area I: Special Education, Gifted, and/or

Area II: Methodology

Area III: Foundations

Area IV: Liberal Arts

Child Behavior

In addition to the exit interview, students must demonstrate some understanding of each area.

- maintain a portfolio. The portfolio will include:
- a research paper from course work taken at Converse
  - tests that document competence in subject matter
  - products developed in course work
    - e.g. teaching units, computer printouts
    - pictures of unit materials, etc.

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.





## 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 | gifted children and use instructional strategies in delivering the curriculum that promotes student involvement and abstract thinking |
| 2. demonstrate an understanding of one or more issues in gifted education                             | 4. comprehend and conduct research in gifted education.   |
| 3. develop curriculum appropriate for   |   |

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.



**APPLICATION FOR ADMISSION  
CONVERSE COLLEGE  
MASTER OF EDUCATION PROGRAM  
FOR CERTIFIED TEACHERS**

Date \_\_\_\_\_

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

Home Address \_\_\_\_\_ Phone (Home) \_\_\_\_\_  
\_\_\_\_\_ (Work) \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

School in which employed \_\_\_\_\_

Date of Birth \_\_\_\_\_ Social Security Number \_\_\_\_\_  
Position

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. \_\_\_\_\_

Colleges or Universities attended:

Name	Degree and Date Awarded	Major or Minor
1. _____	_____	_____
2. _____	_____	_____

Do you hold a valid teacher's certificate? \_\_\_\_\_

State \_\_\_\_\_ Type \_\_\_\_\_ Subject or area \_\_\_\_\_  
(Professional or Temporary)

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) :      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

**MASTER OF  
LIBERAL ARTS**  
with concentration in

**Economics  
English  
History  
Political Science  
Sociology**



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

1. A bibliographic essay of approximately 25-30 pages that evaluates how each reading 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 for 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
2. describe the interrelationships of the liberal arts courses.

## 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
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:

	Name	Degree	Date Awarded	Major/Minor
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____

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 supervising knowledge and skills necessary for effective selection and evaluation of school personnel
3. understand the principles and practices of curriculum development and its implementations and improvement
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

## Educational Specialist - Administration & Supervision

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
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**

Name \_\_\_\_\_ Social Security # \_\_\_\_\_

Date of Admission \_\_\_\_\_ Birthdate \_\_\_\_\_ Gender \_\_\_\_\_

Hours completed in program prior to admission \_\_\_\_\_ Race \_\_\_\_\_

	Previously Completed (Graduate Credit)	Taken at Converse in Ed.S.	Substitutions and Transfers
EDU 624: Advanced Instruction			
EDU 600: General School Admin. (should be first course taken)			
EDU 602: Principles and Practices of School Supervision			
EDU 603: Internship in Admin. El- ementary (Prerequisites: EDU 600, 611, 621, permission of instructor. Placement: Mentor: _____ _____		A.	
		B.	
EDU 604: School Community Relations			
EDU 605: School Personnel Administration: Evaluation			
EDU 610: Seminar in School Law			
EDU 611: School Finance			
EDU 625: Curriculum Leadership			
EDU 621: Research and Evaluation of Instruction			
SED 500: Intro to Exceptional Child or EDU 591: Nature & Needs of Gifted			

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 \_\_\_\_\_

	Previously Completed (Graduate Credit)	Taken at Converse in Ed.S.	Substitutions and Transfers
EDU 624: Advanced Instruction			
EDU 600: General School Admin. (should be first course taken)			
EDU 602: Principles and Practices of School Supervision			
EDU 607: Internship in Admin. Secondary (Prerequisites: EDU 600, 611, 621, permission of instructor. Placement: _____ Mentor: _____)		A.  B.	
EDU 604: School Community Relations			
EDU 605: School Personnel Ad- ministration: Evaluation			
EDU 610: Seminar in School Law			
EDU 611: School Finance			
EDU 625: Curriculum Leadership			
EDU 621: Research and Evaluation of Instruction			
SED 500: Intro to Exceptional Child or EDU 591: Nature & Needs of Gifted			

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: Miss, Ms. \_\_\_\_\_  
Mrs. \_\_\_\_\_  
Mr. \_\_\_\_\_ Last First Middle

Home Address \_\_\_\_\_ Phone (Home) \_\_\_\_\_  
\_\_\_\_\_ (Work) \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

School in which employed \_\_\_\_\_

Date of Birth \_\_\_\_\_ Social Security Number \_\_\_\_\_ Position \_\_\_\_\_

Applying for a degree in:

**Administration and Supervision**

\_\_\_\_\_ *Elementary Principal/Supervisor*

\_\_\_\_\_ *Secondary Principal/Supervisor*

Teaching experience:

\_\_\_\_\_ Number of years \_\_\_\_\_

\_\_\_\_\_ Number of years \_\_\_\_\_

\_\_\_\_\_ Number of years \_\_\_\_\_

Colleges or Universities attended:

Name	Degree and Date Awarded	Major or Minor
------	-------------------------	----------------

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

\_\_\_\_\_

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*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.
- Curriculum and Instruction is a sixth year higher education program of 36 hours in curriculum, instruction, administration, and liberal arts.

The Educational Specialist Degree in



## Ed.S. in Curriculum and Instruction

Name \_\_\_\_\_ Social Security # \_\_\_\_\_

Date of Admission \_\_\_\_\_ Birthdate \_\_\_\_\_ Gender \_\_\_\_\_

Hours completed in program prior to admission \_\_\_\_\_ Race \_\_\_\_\_

	Previously Completed (Graduate Credit)	Taken at Converse in Ed.S.	Substitutions and Transfers
EDU 600: General School Admin. (should be first course taken)			
EDU 602: Principles and Practices of School Supervision			
EDU 610: Seminar in School Law			
EDU 620: Curriculum Dev.			
EDU 621: Research and Evaluation of Instruction			
EDU 622: Curriculum & Instruc- tion: Trends & Issues (EDU 620 prerequisite)			
EDU 623: Instructional Design			
EDU 624: Advanced Instruction (EDU 623 prerequisite)			
EDU 625: Curriculum Leadership (EDU 620 prerequisite)			
EDU 699: Internship in Instruction and Curriculum (EDU 620, 622, 623, 624, 625 prerequisites)			
Liberal Arts Electives:			

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: Miss, Ms. \_\_\_\_\_  
 Mrs. \_\_\_\_\_  
 Mr. \_\_\_\_\_ Last \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_

Home Address \_\_\_\_\_ Phone (Home) \_\_\_\_\_  
 \_\_\_\_\_ (Work) \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

School in which employed \_\_\_\_\_

Date of Birth \_\_\_\_\_ Social Security Number \_\_\_\_\_ Position \_\_\_\_\_

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

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\_\_\_\_\_

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**



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

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 \_\_\_\_\_ Signature

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\_\_\_\_\_  
 Signature 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**



# 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 NINETEENTH CENTURY ART / THREE CREDITS

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

### ART EARLY TWENTIETH CENTURY ART/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 with all aspects of black and white photography. Technical information on taking photographs, developing film, printing images, and special techniques will be covered. Aesthetic concerns also will be addressed. Lab fee: \$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.

# ECONOMICS

- ECN ECONOMICS FOR TEACHERS/ THREE CREDITS  
500. *Prerequisite: Graduate student status.* A survey of selected principles of macro- and microeconomics. This course is designed to acquaint non-majors with the tenets of economics as they apply to current events, and to define the role of economics in the social sciences.
- ECN MICROECONOMIC THEORY/THREE CREDITS  
501. *Prerequisite: 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 MACROECONOMIC THEORY/THREE CREDITS  
502. *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 QUANTITATIVE METHODS/THREE CREDITS  
504. As the title indicates, this course deals with mathematical solutions to various types of problems encountered in economics and business. Economic theory assumes that firms maximize profits and minimize costs, and that consumers maximize utility. Thus, optimization techniques will be the first topic we will examine. Since most decisions are made with imperfect knowledge, an understanding and appreciation of probability is necessary; this will be the second topic covered in the course. Forecasting and regression techniques are the third subject examined by this course, followed by linear programming, project scheduling, and inventory management.
- ECN MONEY AND FINANCIAL INSTITUTIONS/  
501. THREE CREDITS  
*Prerequisite: ECN 202.* A study of the role of money and of monetary and financial institutions with an emphasis on the history, structure, and function of the banking system. Monetary theory and policy are examined in relation to their influence on the macroeconomy.
- ECN INTERNATIONAL TRADE/ THREE CREDITS  
522. *Prerequisites: ECN 201 and ECN 202.* A survey of the importance of trade in the world economy, the mechanism of international payments, and the effect of current import-export practices and tariffs on the economy of the United States.
- ECN ECONOMIC PROBLEMS OF DEVELOPING  
523. COUNTRIES/ THREE CREDITS  
*Prerequisites: ECN 201 and ECN 202. Offered in alternate years.* A study of the requirements for economic progress and development in the emerging nations of the world. This is an interdisciplinary approach to the economic, political, and sociological factors involved in developing the economies of low per capita income countries.
- ECN PUBLIC FINANCE/ THREE CREDITS  
524. *Prerequisite: ECN 202.* An examination of the role of

# Courses

- government in the private economy. The course examines how government raises revenues, makes expenditures, and how government involvement affects resource allocation, prices, and quantities. Other topics may include public choice and specific programs of government, e.g., housing subsidies, welfare programs, military expenditures, etc.
- ECN LABOR ECONOMICS/THREE CREDITS  
526. This course examines such concepts as labor demand and labor supply, labor market structure and wage determination; with analysis supplemented by policy applications, union institutions, collective bargaining and the economic impact of unions will also be studied.
- ECN AMERICAN ECONOMIC HISTORY/  
545. THREE CREDITS  
*Prerequisites: ECN 201 and ECN 202 or consent of instructor.* A study of the economic development of the United States from the colonial period to the present. The interrelated changes in economic performance, technology, institutions, and governmental policy will be emphasized. Such topics as early development, transportation, population growth, technological change, financial development, and the role of government will be covered.
- ECN BUSINESS STRATEGIES FOR HEALTH CARE  
556. 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 GEOGRAPHY OF WORLD RESOURCES/  
561. THREE CREDITS  
An examination of the physical and cultural features of earth, the production and distribution of food, energy, industrial raw materials, and finished goods, and the current competition for control of resources.

# EDUCATION

## Administration and Supervision

## Courses

PSY CHILD PSYCHOLOGY/ THREE CREDITS

520. See *Psychology Section* for course description.

PSY ADOLESCENT PSYCHOLOGY/ THREE CREDITS

521. See *Psychology Section* for course description.

EDU EDUCATIONAL PSYCHOLOGY/ THREE CREDITS

567. See *Elementary Section* for course description.

EDU GENERAL SCHOOL ADMINISTRATION/  
600. THREE CREDITS

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

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

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

EDU INTERNSHIP IN ELEMENTARY SCHOOL  
603. ADMINISTRATION / SIX CREDITS

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.

B

EDU SCHOOL-COMMUNITY RELATIONS/ THREE  
CREDITS

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

EDU SCHOOL PERSONNEL ADMINISTRATION:  
605. EVALUATION/ THREE CREDITS

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

EDU SEMINAR IN INSTRUCTIONAL LEADERSHIP/  
606. THREE CREDITS

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

EDU INTERNSHIP IN SECONDARY SCHOOL  
607. ADMINISTRATION/ SIX CREDITS

A *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 small projects to develop, research and complete. Students receive guidance and assistance from school administrators as well as the instructor. Independent research and study are augmented by seminars. Students will be required to demonstrate competency in the management, use of information systems, and communication for the secondary schools.

EDU SCHOOL FACILITIES/THREE CREDITS

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

EDU SEMINAR IN SCHOOL LAW/ THREE CREDITS

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

EDU SCHOOL FINANCE/ THREE CREDITS

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

EDU CURRICULUM DEVELOPMENT/ THREE CREDITS

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

EDU EDUCATIONAL RESEARCH AND EVALUATION



## Administration and Supervision (cont'd)

## Courses

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

EDU ADVANCED INSTRUCTION/ THREE CREDITS

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

EDU CURRICULUM LEADERSHIP/ THREE CREDITS

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

EDU DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/ THREE CREDITS

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

## Curriculum and Instruction

EDU GENERAL SCHOOL ADMINISTRATION/  
600. THREE CREDITS

*See Administration and Supervision Section.*

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

*See Administration and Supervision Section.*

EDU SEMINAR IN SCHOOL LAW/ THREE CREDITS

610. *See Administration and Supervision Section.*

EDU CURRICULUM DEVELOPMENT/THREE CREDITS

620. *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  
622. ISSUES/ THREE CREDITS

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

EDU INSTRUCTIONAL DESIGN/ THREE CREDITS

623. This course will examine the research on effective instruction. It will explore various models of instruction. The goal is to give future instructional leaders a knowledge base of

instructional models in order to design and implement district staff development and also to work with teachers individually. Students must have had at least one introductory course in elementary or secondary curriculum in either their undergraduate or master's program.

EDU ADVANCED INSTRUCTION/ THREE CREDITS

624. *See Administration & Supervision Section for course description.*

EDU CURRICULUM LEADERSHIP/ THREE CREDITS

625. *See Administration & Supervision Section for course description.*

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

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

## 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

## Courses

- 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 102. PRACTICUM: EARLY CHILDHOOD EDUCATION/ 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 103. 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 501. THE TEACHING OF READING/ THREE CREDITS  
*Major credit.* 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 literal, interpretative, and critical-creative thinking/comprehension. The content includes diagnosing, assessing, testing, prescribing, reporting/communicating with parents, and aiding with school-to-work transition. Proficiency in handwriting is a requirement for the course. This course is a prerequisite to EDU 412a, b, d, e, f, g. A student must take EDU 101 after or concurrently with this course. *Offered during spring term.*
- EDU 503. MATHEMATICS FOR THE ELEMENTARY CHILD/ THREE CREDITS  
*Major credit.* Content includes systems of numeration and place value, fundamental operations of arithmetic, measurement, informal geometry, basic algebra, methods, and materials of elementary math. Students analyze *Tactics for Thinking*, curriculum frameworks, and school-to-work transition. This course is a prerequisite to EDU 412. *Offered during fall, winter, and spring terms.*
- EDU 504. COMPUTERS FOR TEACHERS/ THREE CREDITS  
This course is designed to restructure curriculum through the use of technology and instruction.
- EDU 505. FIRST YEAR TEACHER/THREE CREDITS  
This course will enable beginning teachers to form a network of district professionals who can support and assist them in applying effective classroom practices in concert with district policies and procedures. Teachers will also be able to develop a commitment to continuous learning and professional growth.
- EDU 506. 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 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 508. TEACHING YOUNG STUDENTS PRENATALLY EXPOSED TO DRUGS/ ONE CREDIT  
This course is designed to help teachers of young children prenatally exposed to drugs and alcohol understand the characteristics of these children and effective instructional strategies for them.
- EDU 509. ADEPT TECHNIQUES/ THREE CREDITS  
A graduate course for teachers who are in a position of leadership in their schools or districts. The course explores theories and principles of instructional supervision, staff development, in-service programs for teachers, problem-solving and communication techniques, and teacher-supervisor conferences as included in SC ADEPT training program..
- EDU 510. THE CREATIVE PROCESS FOR EDUCATORS/ THREE CREDITS  
An exploration of the creative process encompassing theory and application. The course uses a variety of art materials and techniques. *Crosslisted with art.*  
Lab fee: \$20.00
- EDU 511. ART FOR THE CHILD/THREE CREDITS  
See ART 511.
- EDU 512a. DIRECTED STUDENT TEACHING: ELEMENTARY/ NINE CREDITS  
*Major credit. Special fee of \$25.* Students normally take this course, which integrates theory and practice, during the senior year. The 60-day course includes observation, participation, and directed teaching experience in a local—normally public—school. There are required conferences with the College supervisor and the cooperating teachers, demonstration of computer-assisted instruction, and attendance at such required seminars as training sessions, orientation sessions, and oral communication workshops. The College supervisor will visit the student teacher during the semester. Students must apply for student teaching by April 15 for spring term placement in the following year or by November 15 for fall term placement in the following year. A student normally must secure admission to a teacher education program at least one semester prior to student teaching. Grading is pass/fail. *Offered during spring term and occasionally in fall term.*
- EDU 512b. DIRECTED STUDENT TEACHING: EARLY CHILDHOOD/NINE CREDITS  
*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 ADEPT-training session and the oral communication workshops are required. The supervisor evaluates the student teacher using the ADEPT. In addition, the student must demonstrate skill in computer-assisted instruction. Registration for student teaching is by September 5 for spring term, but normally by October 15 of previous year for fall term. Grading is Pass/Fail.
- EDU 513. 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.
- EDU CONTEMPORARY EDUCATIONAL ISSUES/

## Elementary and Early Childhood (cont'd)

## Courses

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 practices. Current journal articles will be included to assure a current perspective in the course.

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

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

*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 METHODS OF TEACHING LANGUAGE ARTS/  
517. THREE CREDITS

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

EDU TEACHING READING THROUGH LITERATURE/  
518. THREE CREDITS

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

EDU ELEMENTARY SCHOOL CURRICULUM/  
519. THREE CREDITS

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

EDU INSTITUTE IN CURRICULUM DEVELOPMENT/  
520. THREE CREDITS

521. 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.*

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

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

EDU BEHAVIOR OF THE PRE-SCHOOL CHILD/  
523. THREE CREDITS

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

EDU SCIENCE FOR THE ELEMENTARY CHILD/  
524. THREE CREDITS

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

EDU TEACHING OF READING: CONTENT AREAS/  
525b. ELEMENTARY/ THREE CREDITS

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

EDU LITERATURE FOR THE CHILD/ THREE CREDITS

533. *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 ENVIRONMENTAL EDUCATION/ THREE CREDITS

534. 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 PRE-SCHOOL CURRICULUM/ THREE CREDITS

535. *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 EXPLORATION OF CONTENT/METHODOLOGY  
536. 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

## Elementary and Early Childhood (cont'd)

## Courses

- occurs when a student chooses the appropriate number and combination of these flex-units.
- EDU 537. 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 538. 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 539. 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 542. SOCIOLOGY OF EDUCATION/THREE CREDITS  
542. *See SOC 541.*
- EDU 543. Graphic Organization in Reading and Writing  
543. 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 544. 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 548. 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 549. 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 550. SCHOOLS/YOUTH/DRUGS/ THREE CREDITS  
550. A multi-media drug abuse educational program designed for teachers, school administrators, and other school personnel. Emphasis is on expanding our perspectives on drug use and abuse at the individual, familial, social, and community levels and on the roles teachers and schools play in meeting and preventing the problems associated with the misuse and abuse of drugs by our school-age population. *Cross-listed with SOC 550.*
- EDU 551. IDENTIFYING AND ACCOMMODATING LEARNING STYLES IN THE CLASSROOM/ THREE CREDITS  
The purpose of this course is to provide teachers with an awareness of current learning styles theory. Teachers will explore the work of various learning styles theorists.
- EDU 553. THE EDUCATOR AS WRITER/THREE CREDITS  
553. The course is designed to prepare educators to be writers who submit works to a variety of publications. Teachers will learn to query and submit works to publications through both traditional means and through the internet; teachers will polish their own writing skills in order to improve their writing and their teaching.
- EDU 560. FOUNDATIONS OF AMERICAN EDUCATION/ THREE CREDITS  
560. This course is an introductory study of the historical, philosophical, and sociological foundations of the American educational system. It concentrates on current issues such as multicultural, handicapped, affective, cognitive, and vocational education programs. The study reviews current impacts on curriculum, students, and teachers and examines career opportunities in education. This course is one of the first courses a student should take and is a prerequisite to student teaching. *Fall and spring terms.*
- EDU 561. RESTRUCTURING ESSENTIALS/ THREE CREDITS  
561. This graduate course involves a series of elements that have been identified as essential to restructuring and reinventing schools for the twenty-first century.
- EDU 563. INFORMATION SUPER HIGHWAY/ THREE CREDITS  
563. This course provides a hands-on approach to searching the Internet and other computerized databases. The course includes some basic theory--such as Boolean Logic, but the emphasis is on practical application. Appropriate for both media/AV specialists and teachers who want to develop end-user searching skills.
- EDU 564. MEDIA TECHNIQUES/ THREE CREDITS  
564. This course is for teachers in all disciplines. It teaches how to make audio-visual materials and how to use them effectively in classroom instruction. Each student in the course will plan a teaching unit to include a wide variety of audio-visual materials and techniques. *A lab fee of \$25.*
- EDU 566. TEACHER AS COUNSELOR/ THREE CREDITS  
566. This course builds the educator's basic communication skills, promotes the integration of personal and professional helping

## Elementary and Early Childhood (cont'd)

## Courses

- 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 wants 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. Workshop topics 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.

## Courses

EDU 528. TEACHING THE GIFTED IN THE REGULAR CLASS-ROOM/ 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. PRACTICUM IN CURRICULUM DESIGN FOR THE GIFTED/ THREE CREDITS

*Prerequisites: EDU 591 and EDU 592 or 593.* This course provides graduate students an opportunity to design curriculum, establish goals, plan activities, and devise evaluation criteria for gifted students of diverse ages and backgrounds. (Experienced teachers only.)

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

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

EDU 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. The 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.*

## Marriage and Family Therapy

EDU 632. 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

### EDU SYSTEMIC ASSESSMENT AND TREATMENT OF CHILD PSYCHOPATHOLOGY/THREE CREDITS

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

### EDU DIRECTIVE AND REFLECTIVE: BRIEF 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

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: A SYSTEMIC APPROACH TO COUPLE & MARITAL THERAPY/THREE CREDITS

640. 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 SYSTEMIC 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 systemically 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.*

### EDU THEORETICAL CONTRIBUTIONS FOR TREATMENT

## Marriage & Family Therapy (cont'd)

## Courses

651. OF ADULT SURVIVORS OF CHILD SEXUAL ABUSE: A SYSTEMIC PERSPECTIVE/THREE CREDITS  
The focus of this course will be on the clinical application of systemic theory, related trauma and sexual abuse research in the clinical treatment of adult victims of childhood sexual abuse.
- EDU CREATIVE APPROACHES TO FAMILY THERAPY/  
655. THREE CREDITS  
This course provides an introduction to the utilization of creative techniques in psycho-therapy using: sandplay theory, genograms, art, journals, toys, and working with dreams.
- EDU BASIC PASTORAL THERAPY/THREE CREDITS  
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.
- EDU SYSTEMS OF FAMILY THERAPY II/THREE CREDITS  
680. *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  
*Required course.* The primary purpose of this course is to provide MFT students with knowledge of abnormal human behavior in individuals and how this behavior impacts on couple and family relationships. Indicators and implications for couples and family treatment related to this process are also a primary focus of the course. Couple and family therapists and other non-medical professionals are often the primary care givers for impaired/mentally ill individuals or are called upon to deal with marital and family issues generated in part by the individuals problematic behavior. Couple and family therapists need an understanding of individual psychopathology and how this may sometimes be treated in a couple and family context.
- EDU PLAY THERAPY/THREE CREDITS  
682. This graduate course is designed to cover the basics of play therapy for advanced graduate students or for licensed practitioners in the mental health field. Students need to have therapeutic experience with individuals, families and children in their clinical settings. Although introductory play therapy ideas are being taught, students will be expected to have access to clients who can benefit from this experience. Each student is expected to write up a case study utilizing these techniques. Each student is expected to do extensive reading and to present a project on related play therapy ideas.

## 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

- the preparation of a journal supplement the field experiences. *Fall term. Sign-up deadlines are involved. Check with your adviser.* EDU 540 is a prerequisite or corequisite.
- EDU 202. PRACTICUM II IN SECONDARY EDUCATION: 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 525 is a pre-requisite or co-requisite.
- 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. PRACTICUM IN THE TECHNIQUES OF 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. TEACHING READING TO DISABLED 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  
521. 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 525a. TEACHING OF READING: CONTENT AREAS/ SECONDARY/ THREE CREDITS  
This course assists teachers in the teaching of reading in a
- variety of content areas at the secondary level. Teachers will learn to administer formal reading tests, determine reading rates, develop comprehension questions and assess readability of text materials. *For initial certification, a related practicum (EDU 202) is required.*
- EDU 526. TEACHING READING THROUGH LITERATURE/ THREE CREDITS  
*See Elementary Section for course description.*
- EDU 529. PROFICIENCY INSTRUCTION IN FOREIGN LANGUAGE, METHODS AND CURRICULUM DESIGN/THREE CREDITS  
A course to define problems in foreign language instruction and to develop strategies to overcome restraints.
- EDU 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. SOCIOLOGY OF EDUCATION/ THREE CREDITS  
*See SOC 541.*
- EDU 549. 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. SCHOOLS/YOUTH/DRUGS/ THREE CREDITS  
*See Elementary Section for course description.*
- EDU 551. IDENTIFYING AND ACCOMMODATING LEARNING STYLES IN THE CLASSROOM/ THREE CREDITS  
*See Elementary Section for course description.*
- EDU 553. THE EDUCATOR AS WRITER/ THREE CREDITS  
*See Elementary Section for course description.*
- EDU 560. FOUNDATIONS OF AMERICAN EDUCATION/ THREE CREDITS  
*See Elementary Section for course description.*

## Secondary Education (cont'd)

## Courses

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/  
570. THREE CREDITS  
571. *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  
595. CLASSES/ ONE CREDIT

*See Elementary Section for course description.*

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

EDU TEACHING STUDENTS WITH DISABILITIES IN  
598. MAINSTREAM SECONDARY CLASSES/ ONE CREDIT  
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  
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.*

### 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 EDUCATION AND PSYCHOLOGY: DEAF AND HARD  
550. OF HEARING/ THREE CREDITS  
An introductory course on the history, philosophies, and current trends and issues, and models of education for students who are deaf and hard of hearing. The course focuses on the impact of deafness on the psychological, sociological and vocational development of individuals with hearing losses. It includes methods of guidance, support, and referral for parents. A practicum is included. Sign-up deadlines are involved. Check with your adviser.

SED AUDIOLOGY AND SPEECH SCIENCE/ 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  
555. HARD OF HEARING/ THREE CREDITS  
*Prerequisite: SED 550.* A course designed to acquaint the student with the nature and problems of language acquisition in 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.

EDU TRENDS AND ISSUES IN EDUCATION: DEAF AND  
630. HARD OF HEARING/ THREE CREDITS  
This course is designed primarily for teachers of the deaf and hard of hearing; however, teachers in other areas of special education could benefit from the course. Presentation and discussion center on current topics, trends, and issues influencing the total curriculum for teachers of 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  
500. AND YOUTH/ THREE CREDITS  
This course is 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 502. INTRODUCTION TO EARLY CHILDHOOD SPECIAL EDUCATION/THREE CREDITS  
Teachers of preschool children with special needs require specialized preparation in order to effectively provide quality services within this unique classroom setting. This course will provide students with practical application skills for classroom teaching as well as address current issues that are common to an early childhood special needs classroom.
- SED 503. IDENTIFICATION AND ASSESSMENT OF PRESCHOOLSPECIAL NEEDS CHILDREN/ THREE CREDITS  
A course dealing with the needs of developmentally delayed young children. Students will familiarize themselves with disorders and established risks commonly found in these children.
- SED 504. PRESCHOOL SPECIAL NEEDS CURRICULUM AND CLASSROOM MANAGEMENT/THREE CREDITS  
An examination of the adaptive needs of special preschool children concerning the full domains of curriculum and developmentally appropriate rules for preschool classes.
- EDU 505. CLASSROOM MANAGEMENT/ THREE CREDITS  
*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 512g. DIRECTED STUDENT TEACHING: EDUCABLE 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 530. CONSULTATIVE COLLABORATION SKILLS FOR 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 534. TRENDS AND ISSUES IN SPECIAL EDUCATION/ THREE CREDITS  
This course is designed for professionals involved in the education of exceptional children and for other professionals interested in this field. The course will include presentations and discussions of some of the most current topics in special education today, the more salient issues related to the topics, and developing trends and issues.
- SED 560. AUGMENTATIVE COMMUNICATION: LANGUAGE INTERVENTION STRATEGIES FOR THE MENTALLY AND PHYSICALLY DISABLED/ THREE CREDITS  
This course is designed to acquaint the student with methods and materials to enhance and elicit interactive communication with handicapped students. This course introduces methods, materials, and techniques for engineering an interactive symbolic communication classroom. The student will learn about current trends, technology, and software.
- SED 570. SPECIAL TOPICS IN SPECIAL EDUCATION/ THREE CREDITS
- SED 576. EDUCATIONAL DIAGNOSTICS FOR EXCEPTIONAL 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 578. REMEDIAL READING/ THREE CREDITS  
*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 580. INTRODUCTION TO THE MENTALLY DISABLED (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 582a. PRACTICUM IN INSTRUCTION OF EXCEPTIONAL CHILDREN: MENTALLY DISABLED/ THREE CREDITS  
*Prerequisite: SED500.* 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 586. EDUCATIONAL PROCEDURES FOR THE EDUCABLE MENTALLY DISABLED/THREE CREDITS  
*Prerequisites: SED 500, SED 580, SED 582a.* The curriculum and techniques of teaching are studied in relation to the educable mentally retarded child.
- SED 588. METHODS OF TEACHING THE TRAINABLE 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.
- Special Education: Learning Disabilities/ Emotionally Disabled/Orthopedically Disabled**
- SED 502. INTRODUCTION TO EARLY CHILDHOOD 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  
512F. DISABILITIES/NINE CREDITS  
*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  
581. DISABLED 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
- 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.*
- SED EDUCATIONAL PROCEDURES FOR THE  
584. ORTHOPEDICALLY HANDICAPPED AND HEALTH  
IMPAIRED CHILDREN/ THREE CREDITS  
An introduction to management techniques and educational methods and materials used with the orthopedically handicapped.
- SED INTRODUCTION TO LEARNING DISABILITIES/  
595. THREE CREDITS  
This course is a study of learning disabilities affecting the educational development of the exceptional child. Emphasis is placed on the definition of, identification and classification of, theories of, and educational approaches to specific learning disabilities.
- SED EDUCATIONAL PROCEDURES FOR LEARNING  
596. DISABILITIES/ THREE CREDITS  
This course deals with materials and methods for teaching children who have particular learning disabilities. *Normally, students will have completed EDU 595 before enrolling in this course.*
- SED INTRODUCTION TO THE EMOTIONALLY  
597. DISABLED/ THREE CREDITS  
An introduction to the emotionally handicapped child; causes and characteristics of neuroses and psychoses; and related learning problems, retardation, and cultural disadvantage.
- SED EDUCATIONAL PROCEDURES FOR THE EMO-  
598. TIONALLY DISABLED/ THREE CREDITS  
An introduction to methods of therapy, management techniques, and educational materials used with emotionally handicapped children. *Normally, students will have completed EDU 597 before enrolling in this course.*
- SED ADVANCED CONCEPTS OF DISABILITIES/  
631. THREE CREDITS  
*Prerequisites: SED 595 and SED 596 or equivalents.* This course is for special educators who have had the basic courses in learning disabilities. It will go beyond those courses in presenting current research relating to children and adults with atypical learning styles. There will be an emphasis on the physiological basis of learning and its educational implications.

## ENGLISH

- ENG TOPICS IN MEDIEVAL LITERATURE/  
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

## 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

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

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

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

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

- French educational system, the family, vacationing, and food. It includes vocabulary and structural exercises and requires students to expose on a specific aspect of French culture not dealt with in class.
- FRE LA FRANCE CONTEMPORAINE/ THREE CREDITS  
516. A study of several aspects of contemporary France through discussion and through the reading of various texts.
- FRE 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.)
- FRE COMMERCIAL FRENCH/ THREE CREDITS  
518. This is an introductory course into the everyday business language used in France.
- FRE 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.
- FRE 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.
- SPN ADVANCED SPANISH GRAMMAR/THREE CREDITS  
540. This course is designed to tackle some of the more difficult grammatical structures and vocabulary areas in Spanish. Through exercises and drills, oral presentations, and writing assignments, we will attempt to build confidence and skill in the oral and written language.
- SPN CONVERSING AND WRITING FOR PROFESSIONS/ THREE CREDITS  
541. A course designed to develop through conversation and composition the language necessary to function in such professions such as law, banking, medicine, social services, education, architecture, sales, and business.
- SPN FOREIGN LANGUAGE STUDY SEMINAR ABROAD/ THREE CREDITS  
565. *Prerequisites: Minimum of 102 level or equivalent of the language in that country.* For 565 level credit to be granted, students must have previously completed 202 or its equivalent in the language studied. Students will live in the country of the target language, studying the language and discussing important topics on culture and contemporary life. Grades in the course will be determined by the native language teacher in cooperation with the Converse professor, based on class participation, tests, and graded assignments.
- I. American History**
- HIS AFRICAN-AMERICAN HISTORY/ THREE CREDITS  
506. A survey of African-American history from colonial times to the present.
- HIS THE COLONIAL AND REVOLUTIONARY ERA  
508. 1607–1783/ THREE CREDITS  
A study of the founding and development of America.
- 
- HIS THE NEW NATION, 1783-1840/ THREE CREDITS  
512. A study of the social, economic, and political developments in United States history from the end of the Revolution through the Jacksonian Era.
- HIS THE ERA OF THE CIVIL WAR, 1840-1876/  
521. THREE CREDITS  
Westward expansion, the Old South, the abolitionist crusade, the Civil War and Reconstruction.
- HIS THE EMERGENCE OF MODERN AMERICA, 1876-  
522. 1920/  
THREE CREDITS  
A study of the United States from 1876 to 1920. Topics covered include the growth of big business, the Populist Movement, Imperialism, Progressivism, and World War I.
- HIS AMERICA BETWEEN THE WARS, 1919-1945/  
540. THREE CREDITS  
A study of the United States from the end of World War I through the end of World War II.
- HIS CONTEMPORARY AMERICA, 1945 TO THE  
541. PRESENT/THREE CREDITS  
A study of the United States from the end of World War II to the present. *Crosslisted with POL 541.*
- HIS 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  
575. A study of the historical background of the Vietnam War with assessment of the American experience in Vietnam. Emphasis is on Vietnam as a case study in the American foreign policy/national security process. Attention is given to the “lessons of Vietnam” and to continuing contemporary events in Southeast Asia.
- 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  
511. UNION/ THREE CREDITS  
A study of the background and progress of the 1917 revolutions



## HISTORY (CONT'D)

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  
519. 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. *Cross-listed with American History.*

### IV. Advanced Study

HIS DIRECTED INDEPENDENT STUDY IN SPECIAL  
TOPICS/ THREE CREDITS  
590.

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.

## Courses

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

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

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

### III. Non-Western History

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

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

## MATHEMATICS/COMPUTER SCIENCE

### Mathematics

MTH FUNDAMENTAL CONCEPTS I/ THREE CREDITS  
501. A study of algebra, geometry, and analysis, designed to give M.Ed. candidates the proper background for taking additional

courses in the fields.

## Courses

### MTH FUNDAMENTAL CONCEPTS II/ THREE CREDITS

502. A continuation of MTH 501.

### MTH DISCRETE MATHEMATICS/ THREE CREDITS

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

### MTH INTRODUCTION TO LINEAR ALGEBRA/

510. THREE CREDITS

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

### MTH ABSTRACT ALGEBRA/ THREE CREDITS

511. A study of abstract algebraic structures.

### MTH FOUNDATIONS OF GEOMETRY/ THREE CREDITS

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

### MTH INTRODUCTION TO ANALYSIS/ THREE CREDITS

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

### MTH SPECIAL TOPICS IN MATHEMATICS

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

### CSC COMPUTER SCIENCE FOR TEACHERS/

503. THREE CREDITS

*Prerequisite: None.* An introduction to computer science with particular attention to the needs of secondary school teachers. A study of basic programming and debugging of programs, organization and characteristics of computers, computer solution of several numerical and non-numerical problems, use of the computer for teaching secondary school students. *Lectures and laboratory. A laboratory fee is required.*

### CSC FUNDAMENTALS IN COMPUTER SCIENCE/

504. THREE CREDITS

This course is designed for the student with some knowledge of computer science. A study of file management, software uses and development, and PASCAL programming. *Lectures and laboratory. A laboratory fee is required.*

### CSC SPECIAL TOPICS IN COMPUTER SCIENCE

599. Each offering covers a special topic in computer science.

*See semester schedule for specific topics.*

## NATURAL SCIENCES

### NSC BIOLOGY FOR TEACHERS/ THREE CREDITS

511. This course allows students to experience an updated review of major biological concepts while practicing design and management of secondary level teaching plans for biology topics and lab activities. The course will examine the history,

## Computer Science

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philosophy, and interrelationships among the sciences. Students will incorporate Piagetian strategies into classroom planning. Oral presentations of the teaching plans will be given. Present-day issues in biology teaching (e.g., animal dissection, creationism, lab safety) will be considered. Special attention will be given to proper disposal of waste materials. Students will strengthen understandings of the structure of the discipline and the nature of biological research. *Lecture, laboratory, and field trips. A non-refundable laboratory fee is required.*

### NSC ENVIRONMENTAL BIOLOGY/ THREE CREDITS

512. An examination of major environmental concepts. Students will investigate the ethics, human, and environmental implications of ecological practices. *Lecture, laboratory, and field trips - fee is required.*

### NSC FIELD BOTANY/ THREE CREDITS

513. Historical background, concepts, and classification systems of vascular plants. Selected groups of the local summer flora will be included. *Lecture laboratory, and field work. A non-refundable laboratory fee is required.*

### NSC HORTICULTURAL BOTANY/ THREE CREDITS

514. The principles and techniques for growing plants used by humans for food, comfort, and beauty. *Lecture and demonstration.*

### NSC BIO-TECHNOLOGY/THREE CREDITS

515. This course will cover the basic aspects of cellular and molecular biology. It will include the principles and various applications of recombinant DNA technology, including microbial, plant, animal, and medical biotechnology. Ethical, legal, and social implications will be discussed.

### NSC CONSUMER CHEMISTRY/ THREE CREDITS

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

### NSC ENVIRONMENTAL CHEMISTRY/ THREE CREDITS

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

### NSC BIOCHEMISTRY/ THREE CREDITS

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

### NSC CHEMICAL INSTRUMENTATION FOR TEACHERS/ THREE CREDITS

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

### NSC PHYSICS FOR TEACHERS I/ THREE CREDITS

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

### NSC PHYSICS FOR TEACHERS II/ THREE CREDITS

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

### NSC ASTRONOMY/ THREE CREDITS

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

### NSC GEOLOGY/ THREE CREDITS

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

### NSC METEOROLOGY/ THREE CREDITS

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

## POLITICS

### I. National Affairs

#### POL THE CONGRESS/THREE CREDITS

501. A study of the legislative process and its relationship to the other branches of government, political parties, interest groups,



and the electorate.

## Courses

POL SPECIAL STUDIES IN THE POLITICAL PROCESS/  
508. THREE CREDITS

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

POL THE PRESIDENCY AND THE FEDERAL  
511. BUREAU/CRACIES/ THREE CREDITS

A study of presidential elections, presidential power, and the role of the federal bureaucracies.

POL ELECTIONS AND POLITICAL PARTIES/  
530. 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 CONSTITUTIONAL LAW/ THREE CREDITS

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

POL EARLY MODERN AND MODERN POLITICAL  
512. THEORY/ THREE CREDITS

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

POL SELECTED TOPICS IN POLITICAL THOUGHT/  
515. THREE CREDITS

A study of selected texts, concepts, doctrines, or ideologies. Since the content will vary, this course may be taken more than once for credit.

POL AMERICAN POLITICAL THOUGHT/  
516. THREE CREDITS

A survey of the ideas and movements shaping the American political tradition.

than once for credit.

POL AMERICAN FOREIGN POLICY/ THREE CREDITS

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

POL THE VIETNAM EXPERIENCE/ THREE CREDITS

575. A study of the historical background of the Vietnam War with assessment of the American experience in Vietnam. Emphasis is on Vietnam as a case study in the American foreign policy/national security process. Attention is given

POL COMPARATIVE GOVERNMENT AND POLITICS/  
565. THREE CREDITS

A comparative political analysis of ideologies, systems, institutions, politics, and current affairs of selected Western and non-Western nations.

POL ISLAMIC AND MIDDLE EAST POLITICS/  
570. THREE CREDITS

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

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.

government and the economy.

POL CIVIL LIBERTIES/ THREE CREDITS

536. A review of bench mark cases of the Supreme Court in the areas of the separation of church and state, speech, racial equality, criminal justice, and privacy.

POL CONTEMPORARY AMERICA, 1945 TO THE  
541. PRESENT/ THREE CREDITS

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

POL ELECTIONS AND POLITICAL PARTIES/  
550. THREE CREDITS

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

## II. Political Theory

POL ANCIENT, MEDIEVAL, AND RENAISSANCE

510. POLITICAL THEORY/ THREE CREDITS  
A survey of the major works in the Western tradition of political thought from Plato to Machiavelli.

POL GENDER AND POLITICS/ THREE CREDITS

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

## III. Foreign Policy and International Relations

POL STUDIES IN WORLD AFFAIRS/ THREE CREDITS

505. A study of selected topics in foreign affairs and current events. Since the content will vary, this course may be taken more

to the "lessons of Vietnam" and to continuing contemporary events in Southeast Asia.

## IV. Comparative Government and Politics

POL THE POLITICS OF RUSSIA AND THE FORMER

521. SOVIET UNION/THREE CREDITS

A study of the ideology, government, politics, and foreign policy of the Soviet Union. Some attention is given to other Communist states for comparative purposes.

## V. Advanced Study

POL DIRECTED INDEPENDENT STUDY IN SPECIAL  
590. TOPICS/THREE CREDITS

An independent course of study on selected topics.

## PSYCHOLOGY

PSY PSYCHOLOGY OF WOMEN/THREE CREDITS

502. *Prerequisite: PSY 100.* A study of gender comparisons

## Courses

### PSY SOCIAL SCIENCE STATISTICS/THREE CREDITS

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

### PSY ABNORMAL PSYCHOLOGY/THREE CREDITS

504. *Prerequisite: PSY100.* A study of the changing meanings of the concept of abnormal behavior and the accompanying changes in methods of treatment.

### PSY COUNSELING AND PSYCHOTHERAPY/ THREE CREDITS

*Prerequisite: PSY100.* This course reviews the major modern theoretical approaches to counseling and psychotherapy. Students select some number of these approaches to explore with another student. A written summary of this experience and five essay tests comprise the primary materials upon which the grade is based. Evaluations of each approach from a multi-cultural standpoint are contained in the text.

### PSY BEHAVIOR MODIFICATION/ THREE CREDITS

511. *Prerequisite: PSY100.* This course will provide an examination of the influence on human behavior of such operant phenomena as positive reinforcement, extinction, aversive conditioning, and cognitive control. Text materials will place some emphasis on application through token economies in educational and other institutional settings. Lecture materials will stress clinical procedures such as desensitization, assertive training, modelling, and self control. Students will plan a behavior modification program to modify some aspect of their own behavior.

### PSY CHILD PSYCHOLOGY/THREE CREDITS

520. *Prerequisite: PSY 100.* A study of the child's development and behavior.

### PSY ADOLESCENT PSYCHOLOGY/THREE CREDITS

521. *Prerequisite: PSY 100.* A study of development and problems during the adolescent period.

### PSY SOCIAL PSYCHOLOGY/THREE CREDITS

531. *Prerequisite: PSY 100.* A course designed to investigate the manner in which the behavior, feelings, and thoughts of one individual are influenced and determined by the behavior and/or characteristics of others. Selected topics include attraction, social influence, attitudes, aggression and violence, altruism, sexual behavior, group influences, and person perception.

### PSY PSYCHOLOGICAL TESTS/THREE CREDITS

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

### PSY PSYCHOLOGY OF LEARNING/THREE CREDITS

533. *Prerequisite: PSY100.*  
A study of the learning process, principally through the experimental literature.

### PSY THEORIES OF PERSONALITY AND EMOTIONAL DISTURBANCES/THREE CREDITS

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

### PSY CHILD ABUSE AND NEGLECT/THREE CREDITS

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

## RELIGION

### REL THE BIBLE AS LITERATURE/ THREE CREDITS

503. 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.

### REL HISTORY OF RELIGION IN AMERICA/ THREE CREDITS

520.

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Historical survey of religious life and thought in America, with attention given to the diversity of religious experience in the United States. Emphasis is given to the role of religion in American life and the impact of the American experience on religious traditions. *Crosslisted with HIS 520.*

## SOCIOLOGY

### SOC SOCIAL SCIENCE STATISTICS/ THREE CREDITS

503. *Same as PSY 503.*

### SOC SOCIAL PROBLEMS AND DISORGANIZATION/ THREE CREDITS

510. 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

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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 SOCIOLOGY 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)

## Courses

and the ways societies have dealt with human death are also examined.

SOC THE SCHOOL AND THE FAMILY/

573. THREE CREDITS

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

## THEATRE

THR SPECIAL TOPICS IN DRAMATIC  
LITERATURE/

505. THREE CREDITS

A study/workshop course that will focus on one particular aspect of the theatre production process. Possible topics for study may be—but not limited to—one of the following: dramatic literature, youth theatre, design, technical production,

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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.*

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# **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.

## ACCREDITATION

The Petrie School of Music is a charter member of the National Association of Schools of Music (NASM) and has been continuously granted accreditation. All degree programs are approved by NASM. Undergraduate music education degree programs are approved by the South Carolina Department of Education 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. register for those offerings leading directly to terminal projects in graduate degrees, such as Thesis or Graduate Ensemble.
2. Special graduate students may not graduate credit which may be accumulated by a Special Graduate Student; however, a maximum of fifteen hours of graduate credit earned while in this status may be applied to Regular Graduate status for a Master of Music degree. There is no limit on the number of hours of

## 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.

written Comprehensive Examination

3. 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

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).

## **COURSE LOAD**

## **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.

### **COMPREHENSIVE**

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.

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

Comprehensive examinations are given near 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 Petrie School of Music

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.



*Blackman Music  
Hall*

# 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 Converse students.)

2. Elective Performance Studies (Requires approval of the appropriate performance area faculty. Enrollments are limited by available resources. Open to all

Consult the appropriate section of the Catalog for lesson fees.

## ENSEMBLES AND CHAMBER MUSIC (MEN)

510. CHAMBER ENSEMBLE / ONE CREDIT  
*Prerequisite: Permission of the director.* Participation in small instrumental, keyboard and/or vocal ensembles. May be repeated for credit.
520. WIND ENSEMBLE / ONE CREDIT\*  
*Prerequisite: Permission of the director.* Participation in rehearsals and performances of the Converse Wind Ensemble as scheduled. Open to all Converse students by audition. May be repeated for credit.
530. CONVERSE SINFONIETTA / ONE CREDIT\*  
*Prerequisite: Permission of the director.* Participation in rehearsals and performances of the Converse Sinfonietta as scheduled. Open to all Converse students by audition. May be repeated for credit.
540. CHAMBER SINGERS / ONE CREDIT\*  
*Prerequisite: Audition.* Participation in rehearsals and performances of the Converse Chamber Singers as scheduled. May be repeated for credit.
550. CONVERSE CHORALE / ONE CREDIT\*  
*Prerequisite: Permission of the director.* Participation

- in rehearsals and performances of the Converse Chorale as scheduled. Open to all Converse students by audition. May be repeated for credit.
560. SPARTANBURG FESTIVAL CHORUS / ONE CREDIT\*  
*Prerequisite: Permission of the director.* Participation in rehearsals and performances of the Spartanburg Festival Chorus as scheduled. Open to all Converse students by audition. May be repeated for credit.
  570. ACCOMPANYING / ONE CREDIT\*  
*Prerequisite: Permission of the director.* Techniques of accompanying singers and instrumentalists. Includes practical application with student soloists.
  580. EARLY MUSIC ENSEMBLE / ONE CREDIT\*  
*Prerequisite: Permission of the director.* Participation in instrumental and/or vocal ensembles whose purpose is the presentation of repertoire written prior to 1750. Open to all Converse students by audition. May be repeated for credit.
  590. OPERA STUDIO / ONE CREDIT  
*Prerequisite: 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 ED- UCATION 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:

Education Foundations of Music	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
Total hours in Major area .....	12 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 Supportive area ..	11 hours
Music Electives.....	7 hours

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

\*If the student's undergraduate curriculum did not include a course in instrumental arranging or orchestration, this course must be MUT 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

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

**Prerequisite Courses:**

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

PSY 100: General.....	3 hours
MUE 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
MUA 221, 223: Diction .....	2 hours
MUE 311, 313: Elementary and	

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

**Graduate Course Requirements:\***

**Required Courses in Music:**

MUE 611: Foundations of Music	
Education .....	3 hours
MUE 621: Research in Music	
Education .....	3 hours
MUE 623: 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 supportive area...	16 hours
Music Electives.....	3 hours
<i>Ensemble participation is recommended but will not count toward electives.</i>	

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**

## The Petrie School of Music

### 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:

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 ..... 7 hours

MUA 111: Voice Class ..... 4 hours

MUA 221, 223: Diction ..... 2 hours

MUE 311, 313: Elementary and

Secondary School Methods..... 6 hours

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 supportive area... 16 hours

Music Electives..... 3 hours

*Ensemble participation is recommended*

*but will not count toward electives.*

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



## The Petrie School of Music

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

### Required Courses in Music:

MUE 671: Performance Practices

& Practicum in  
Piano Pedagogy I ..... 2 hours

MUE 672: Performance Practices

& Practicum in  
Piano Pedagogy II ..... 1 hour

MUE 673: Performance Practices

& Practicum in  
Piano Pedagogy III... 2 hours

MUE 674: Piano Pedagogy

Journal Club ..... 2 hours

MUH 553: Piano Literature ..... 3 hours

Total hours in Major area ..... 10 hours

MPS 601: Performance Studies

Piano ..... 3 hours

MPS 602: Performance Studies

Piano ..... 1 hour

MPS 603: Performance Studies

Piano ..... 3 hours

MPS/MEN: Choose one..... 4 hours

MUA 690: Graduate Recital (1)

MEN 500: Ensembles (3)

MUE 695: Graduate Thesis (3)

MEN 500: Ensembles (1)

MUE 696: Graduate Lecture/Recital (3)

MUE 500: Ensembles (1)

MUH 501: Bibliography ..... 3 hours

MUH: Music History "Period"

Courses (choose one) ..... 3 hours

MUH 531: 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, 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 co-operating teacher. Discussions and criticisms accompany the elementary and/or secondary school observation and teaching. A minimum of 12 weeks of directed teaching is required for certification.
661. ADVANCED CHORAL CONDUCTING / THREE CREDITS  
*Prerequisite: MUE 363.* Concentration on score reading and conducting of vocal works.
663. ADVANCED INSTRUMENTAL CONDUCTING / THREE CREDITS  
*Prerequisite: MUE 363.* Includes score reading and conducting of instrumental ensembles.
671. PERFORMANCE PRACTICES AND PRACTICUM IN PIANO PEDAGOGY / TWO CREDITS  
Intensive Study of the intermediate/early advanced literature and performance practices in the works of J.S. Bach, D. Scarlatti, Mozart, Haydn, and Beethoven. Also includes observation of experienced teachers, and the teaching of intermediate level students.
672. PERFORMANCE PRACTICES AND PRACTICUM IN PIANO PEDAGOGY II / ONE CREDIT  
Intensive Study of the intermediate/early advanced literature and performance practices in the works of Schubert, Schumann, and Brahms. Also includes observation of experienced teachers, and the teaching of intermediate level students.
673. PERFORMANCE PRACTICES AND PRACTICUM IN PIANO PEDAGOGY III / TWO CREDITS  
Intensive Study of the intermediate/early advanced literature and performance practices in the works of Chopin, Liszt, Debussy, Ravel and other 20th century composers. Also includes observation of experienced teachers, and the teaching of intermediate level students.
674. PIANO PEDAGOGY JOURNAL CLUB / TWO CREDITS  
Students will assess and discuss recent important journal articles related to the field of piano pedagogy. Students will develop a workshop presentation based on a current topic.
680. DIRECTED INDEPENDENT STUDY / ONE TO THREE CREDITS  
Projects of independent study in music approved by the faculty adviser and the Music Curriculum Committee.
695. GRADUATE THESIS /THREE CREDITS  
A scholarly research paper in an area of the student's competence. The thesis topic must be approved by the Music Curriculum Committee.
696. GRADUATE LECTURE/RECITAL / THREE CREDITS  
*Prerequisites: Regular Graduate status, approval of the student's Master's Committee and the Music Curriculum Committee.* Preparation and presentation of a public lecture/recital and supporting thesis based on in-depth independent research of an approved topic.

# DEPARTMENT OF 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. Atopics seminar in Western music to 1600.
543. MUSIC OF THE BAROQUE & CLASSIC ERAS / THREE CREDITS  
Prerequisites: MUH211 and MUH213. Atopics 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.
660. OPERA LITERATURE / THREE CREDITS  
Prerequisites: MUH 211 and MUH 213. A survey of opera from the Baroque to the present.
661. CHAMBER MUSIC LITERATURE / THREE CREDITS  
Prerequisites: MUH 211 and MUH 213. A survey of the literature for small instrumental ensembles from the Baroque to the present.
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.
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 teaching studio. Topics include computers, related education and business software, electronic musical instruments, sound systems, physical setup and wiring, electrical considerations, and purchasing strategies.
505. 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)
531. COUNTERPOINT / THREE CREDITS  
*Prerequisites:* MUT 203 and MUH 213. Analysis, listening, and writing short exercises. Includes musical styles from popular music from the late Nineteenth Century 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
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. \_\_\_\_\_ Last First Middle  
Mrs. \_\_\_\_\_

Home Address \_\_\_\_\_ Phone ( ) \_\_\_\_\_  
Street

\_\_\_\_\_ City State Zip

Major performing area \_\_\_\_\_

Area(s) of Interest: (check)

Special Graduate \_\_\_\_\_

Regular Graduate \_\_\_\_\_

Instrumental Performance \_\_\_\_\_

Vocal Performance \_\_\_\_\_

Piano Pedagogy \_\_\_\_\_

Music Education \_\_\_\_\_

I also need my own copy of this Graduate Catalog \_\_\_\_\_

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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*Spartanburg, South Carolina*

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*Spartanburg, South Carolina*

**Mary Emily Jackson Vallarino** '65 (1997)  
*Surfside Beach, South Carolina*

**William Webster IV** (1998)  
*Spartanburg, South Carolina*

**Agnes Binder Weisiger** '63 (1996)  
*Charlotte, North Carolina*

**K. E. Woodward** (1998)  
*Spartanburg, South Carolina*

**Kurt Zimmerli** (1983)  
*Spartanburg, South Carolina*

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### THE BOARD OF TRUSTEES

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*Past-President, Converse College*

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*Co-Chairs, Parents' Advisory Council*

**Mary DeGraw** (2001)

*President, Student Government Association*

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*Spartanburg, South Carolina*

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*Greenville, South Carolina*

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*Spartanburg, South Carolina*

**Justine V. R. Milliken** (1968, 1995)

*Spartanburg, South Carolina*

**Carlos D. Moseley** (1981, 1998)

*Spartanburg, South Carolina*

**Sally Abney Rose '37** (1980, 1994)

*Anderson, South Carolina*

(year elected to Board/year elected Honorary Life Trustee)

### COMMITTEES OF THE TRUSTEES

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Business and Finance Committee

Committee on Trustees

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Enrollment Committee

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**\*Robert Paine Pell**

(1902–1932)

**\*Edward Moseley Gwathmey**

(1933–1955)

**\*Oliver Cromwell Carmichael, Jr.**

(1956–1960)

**Robert T. Coleman, Jr.**

(1961–1989)

**Ellen Wood Hall**

(1989–1993)

**Sandra C. Thomas**

(1994–1998)

**Nancy Oliver Gray**

(1999- )

\*Deceased

### ADMINISTRATION

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*President*

**Haven L. Hart, B.A., M.Ed.**

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*Vice President for Finance and Administration*

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*Vice President for Enrollment Management*

**Thomas R. McDaniel, B.A., M.A.T., M.L.A., Ph.D.**

*Vice President for Academic Affairs and Provost*

**W. Scott Rawles, B.A.**

*Vice President for Institutional Advancement*

### GENERAL ADMINISTRATION

# THE COLLEGE OF ARTS & SCIENCES GRADUATE FACULTY

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

## **Nancy O. Gray**

*president*

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*

B.A., Hampden-Sydney College;  
M.A.T., M.L.A., Ph.D., The Johns Hopkins University. (1971, 1980)

## THE COLLEGE OF ARTS AND SCIENCES

### EMERITI

## **Robert T. Coleman, Jr.**

*president emeritus*

B.B.A., University of Texas; M.B.A., Harvard University; C.P.A., L.L.D.,  
Clemson University. (1959, 1989)

## **Charles D. Ashmore**

*dean emeritus and professor emeritus of English*

B.A., Harvard University;  
M.A., George Washington University;  
Ph.D., Emory University. (1958, 1982)

## **John A. Byars**

*Charles A. Dana professor emeritus of English*

A.B., Furman University;  
M.A., Ph.D., University of North Carolina at Chapel Hill. (1965,  
1994)

## **Elisabeth G. Epting**

*associate professor emerita of modern language*

B.A., Converse College;  
M.A., Duke University. (1962, 1975)

## **Maxwell H. Goldberg**

*Helmus distinguished professor emeritus of humanities  
and literature*

B.S. University of Massachusetts;  
M.A., Ph.D., Yale University. (1972, 1977)

## **Phillip E. Highsmith**

*Charles A. Dana professor emeritus of physics*

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

## **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)

## **Melba L. Long**

*professor emerita of art*

A.B., Meredith College; M.R.E., Southwestern Theological Seminary;  
M.F.A., University of Pennsylvania and the Pennsylvania Academy of  
Fine Arts. (1960, 1989)

## **Nathaniel F. Magruder**

*associate professor emerita of history*

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

## **John P. Martin, Jr.**

*associate professor emeritus of special education*

A.B., M.A., Ed.D., University of Alabama. (1972, 1978)

## **Frank T. Platt**

*professor emeritus of modern languages*

B.A., M.A., Ph.D., Ohio State University. (1958, 1988)

## **Robert W. Powell, Jr.**

*professor emeritus of biology*

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

## **Alfred O. Schmitz**

*professor emeritus of philosophy*

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

## **Rosa Shand**

*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)

## **Malinda Maxfield Tulloh**

*Leland L. and Nell B. Larrabee professor of English*

B.A., Ph.D., Vanderbilt University. (1976, 1983)



## PROFESSORS

**Mayo Mac Boggs***professor of art*B.A., University of Kentucky;  
M.F.A., University of North Carolina at Chapel Hill. (1970, 1994)**Karen Carmean***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;  
Ed.D. Duke University. (1969, 1983)**Joe P. Dunn**B.A., Oberlin College;  
Ph.D., Duke University. (1967, 1978)**Ansley H. Boggs***associate professor of special education and director of special education*B.A., Converse College;  
M.Ed., University of North Carolina at Chapel Hill;  
Ed.D., University of South Carolina. (1980, 1993)**David W. Cheser***associate professor of education*B.S., Campbellsville College;  
M.A., Georgetown College;  
Ed.S., Eastern Kentucky University;  
Ph.D., George Peabody College. (1979, 1985)**Woodrow W. Hughes, Jr.***associate professor of economics*B.A., Furman University;  
M.A., Clemson University;  
Ph.D., University of South Carolina. (1986, 1995)**James A. Hymas***associate professor of mathematics*

B.S., M.S., D.A., Idaho State University. (1978, 1984)

**Sharon E. Lambert***associate professor of chemistry*A.B., Randolph-Macon Woman's College;  
Ph.D., University of Massachusetts—Mount Holyoke College.  
(1973, 1980)**Janet R. LeFrancois***associate professor of psychology*B.A., Converse College;  
M.A., Ph.D., West Virginia University (1985, 1991)**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;  
M.P.A., Ph.D., University of Georgia. (1985, 1990)**Nancy S. Breard***assistant professor of education and assistant director of Graduate Studies programs*

B.A., Newcomb College;

## ASSOCIATE PROFESSORS

## 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)

**Douglas E. Whittle**  
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## **Campus Map**