

CONVERSE COLLEGE

GRADUATE CATALOG

2003-2005

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

English
Political Science

History

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 are admitted to the graduate programs.

CONVERSE COLLEGE

Graduate Catalog

2003-2005

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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. Thomas R. McDaniel
Acting Dean of Graduate Studies
June, 2003

The Mission of Converse College

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

Introduction to Graduate Programs

MARRIAGE & FAMILY THERAPY

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

The program is primarily for students with an existing MFT-related graduate degree. Qualified students with a bachelor's degree may be accepted but must successfully complete an additional 12 semester hours of foundational MFT graduate course work.

This Ed.S. Degree program involves a partnership between Converse College and WestGate Consultation Network, Inc. Converse College provides the academic portion and WestGate provides the clinical practicum. See *pages 78-81*.

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 108-125*.

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

Introduction to Graduate Programs

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, or secondary education (Biology, Chemistry, English, Mathematics, Social Studies). The Dean of Graduate Studies will consult with students regarding state-approved programs necessary for South Carolina certification. *See pages 14-43.*

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 M.A. degree should refer to *page 24-43* of the Graduate Catalog.

MASTER OF EDUCATION PROGRAM

The purpose of the initial certification program is to prepare graduate 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). Secondary education programs are offered in English, Social Studies, Mathematics, and Natural Sciences. *See pages 45-65 for a description of each program of study.*

MASTER OF LIBERAL ARTS

The Master of Liberal Arts Program provides an opportunity for mature learners to pursue studies in the liberal arts for both personal and professional growth. The program requires a total of 36 graduate hours with 18–27 hours of concentration in English, history, or political science. In addition to a liberal arts concentration, a student must also take 6-15 hours of electives. Once a concentration choice has been made, the elective choices may come from the other areas of concentration or art history, music history, psychology, sociology, and religion. A capstone project connecting three disciplines is required, unless the student takes an approved course in lieu of the project. Three graduate credits will be given for the project. While providing for individual development, the program extends the professional qualifications of those students who need a disciplinary concentration sufficient to qualify them as junior college teachers and also for those high school teachers who want more content courses in their particular discipline. *See pages 67-69.*

EDUCATIONAL SPECIALIST DEGREE ADMINISTRATION & SUPERVISION CURRICULUM & INSTRUCTION

The Converse Educational Specialist Degree in either Administration & Supervision or Curriculum & Instruction is a sixth-year program of 36 semester hours in education. The first program focuses on the preparation of administrators/supervisors at the elementary or secondary level. The second program prepares teachers to be instructional and/or curriculum leaders at the school or district level. *See pages 72-77.*

Policies and Regulations

POLICIES AND REGULATIONS

FINANCIAL ASSISTANCE

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

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

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

REFUND OF FEES

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

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

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

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

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

ACADEMIC SUPPORT CENTER

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

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

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

Policies and Regulations

ACADEMIC POLICIES ON DISABILITIES

Converse College complies with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, Title IX of the Education Amendments of 1972, and the nondiscrimination requirements of Section 35.107 of the Department of Justice regulations. Converse does not discriminate with regard to race, color, sex, national or ethnic origin, age, sexual orientation, religion or disability in admission or access to, or treatment or employment in, its programs and activities. However, admission to undergraduate programs and courses is limited to women. As a recipient of federal funds such as Work/Study, Pell and SEOG Grants, and Perkins and Stafford Loans, Converse recognizes its responsibility to provide equivalent access to academically qualified students with documented disabilities while maintaining standards that are essential to the academic program.

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

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

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

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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

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

Students should submit a completed Request for Accommodations Form with supporting documentation to the Director of Academic Support at least thirty days prior to the first day of class in order to allow time for review and consultation, as needed, with the student, professors, counselors, psychological consultants, and the Director of Health Services, to prepare an appropriate accommodation plan, and to secure available support services. This deadline is for administrative purposes only and does not preclude admission to programs or services. In addition, the student

Policies and Regulations

is responsible for providing the Director of Academic Support with a class schedule each term, so that a new accommodation plan can be generated. All information and records regarding students with disabilities, including accommodations for them, are strictly confidential, and the Academic Support Center complies with the Health Insurance Portability and Accountability Act (HIPPA) and the Family Educational Rights and Privacy Act (FERPA). Records are stored in a secure location and reviewed only by authorized personnel.

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

HONOR CODE

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

- 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 appointed by the Dean of Graduate Studies. 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 Vice President for Academic Affairs, whose decision is final. (See HIPPA - Notice of Privacy Practices)

REMOVAL POLICY

The graduate dean (in music or graduate education) may remove a graduate student from a class or a program for "appropriate reasons," including lack of academic progress, violation of regulations, disruptive or inappropriate behavior, or other behaviors that are at odds with the best interest of the student and the program.

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

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

Policies and Regulations

RESOLUTION PROCEDURES FOR STUDENT COMPLAINTS

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

REGISTRATION FOR CLASSES

Students may register by mail 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*. Graduate students who are enrolled in a graduate degree program at Converse may use the College web site to register for classes or review grade reports. This requires a user ID number, available from ITS in the Carnegie Building. Your user ID number will also permit graduate students to use campus computer labs.

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

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

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

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

GRADUATE GRADING SCALE

A = 4.0	B+ = 3.25	B- = 2.75	C = 2.0	F = 0
A- = 3.75	B = 3.0	C+ = 2.25	C- = 1.75	

Other Symbols

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

Policies and Regulations

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

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

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

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.

*In 2004 – 2005 the calendar will change to a 14–4–14 plan.

PROGRAM REQUIREMENTS AND ADVISING

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

REQUIREMENTS FOR DEGREE

- The graduate student must:
1. complete all requirements of the degree program, including Praxis tests and others items on program worksheets;
 2. complete all incomplete work by end of spring term with grades sent to the Registrar and recorded by June 15;
 3. not receive any incomplete grades Summer 11
 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

Policies and Regulations

form; **It is the student's responsibility to submit an Application for Degree Form, available in the Graduate Studies Office or the Music Office, to the Dean of Graduate Studies or the Dean of the Petrie School of Music.**

7. complete a graduate questionnaire prior to the summer graduation.

TRANSFER CREDIT

Students may receive degree credit for previously completed graduate work with the approval of

the Converse graduate adviser and dean under the following guidelines:

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

of the graduate credits to the appropriate dean.

PROBATIONARY PERIOD

Graduate students are expected to maintain satisfactory academic progress throughout their program of studies. Students admitted

“provisionally” are required to demonstrate a “B” average in their first 12 hours of graduate study. Any graduate student who fails a graduate course or demonstrates unacceptable academic progress may be disqualified from the degree program. Such students may petition for readmission after a minimum of one semester. Readmission is approved on a case-by-case basis.

DIRECTED INDEPENDENT STUDY COURSES

With approval of the instructor, a graduate student may enroll in a course on a directed independent study (DIS) basis. Such courses require a higher tuition charge. No more than two DIS courses can count toward a graduate degree.

PROFESSIONAL DEVELOPMENT COURSES

Converse provides graduate credit for approved professional development (PD) courses sponsored by school districts for their faculty and staff. For students admitted to a graduate degree program after July 1, 2003, there is a limit of 9 semester hours of PD course work that can apply toward meeting Converse degree requirements.

UNDERGRADUATE COURSES

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

SUMMER SESSION COURSES

Graduate students may take no more than 9 semester hours of work in Summer I and no more than 6 semester hours of work in Summer II.

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

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

We suggest that prospective students schedule an interview with the Dean of Graduate Studies or a person whom the Dean designates. The Graduate Admissions Committee will accept fully, accept provisionally, defer, or reject applicants based on its determination of likelihood for success in graduate studies. If after the first 12 hours a student's average is below 3.0, the Graduate Admissions Committee will assess his/her record and render 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 Department for admission to the teacher education track include:
 - a. a cumulative GPA of 2.5 on a 4.0 scale,
 - b. a passing score on all sections of the State-adopted entrance examination,

- and
c. professional recommendations.

REQUIREMENTS FOR DEGREE

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

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

admin-istrators and secretaries, prior to the summer graduation.

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

to the Dean of Graduate 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; and

5. complete a graduate questionnaire, which assesses academic courses, professional education, supervision, registration, advising, personal treatment by

INTRODUCTION TO PROGRAMS

Converse College offers several graduate programs which lead to initial teacher certification in South Carolina. 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. Attention to these details is particularly important because the State Department of Education—not Converse College—certifies teachers.

Converse offers initial certification programs for teachers at the graduate level through the MAT 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 Petrie School of Music offers a Master of Music for the serious student of music in instrumental and vocal performance, music theory, composition and musicology, and music education.

Initial Certification

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 teacher 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, and
 - 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 and positive and constructive attitudes through study and practicums to promote self-esteem and to encourage confidence and healthy self-concepts in students;
8. develop a professional approach to instruction which recognizes the individuality of students of

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- various ethnic, social, economic, religious and racial backgrounds, the relationship of theory and practice, and the need for a wide diversity of educational methods and materials in the classroom;
9. develop 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; and
 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 requires certain competencies. The teacher receiving

an advanced will:

1. be able to demonstrate competence in the communication skills (including both writing and speaking);
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 ADEPT and deemed as essential skills and behaviors, such as those associated with appropriate planning, communication, and attitudes;
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 reviewing content, involving students, and monitoring pupil progress; and

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 89% (94% for graduate students). Program completers are defined as those students who receive a Master of Arts in Teaching Degree, complete a graduate Teacher Education Program that includes student teaching, and demonstrate mastery of content by obtaining a passing score on the Praxis II. Students should meet with the Dean of Graduate Studies 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

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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. 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 at least one full semester prior to student teaching or evidence that he or she has achieved in the year of graduation from high school not only a score above the 50th percentile in South Carolina examinees taking the SAT or ACT but also a cumulative GPA of at least 2.0. (The policy on transfer students is that all attempted course work prior to enrollment at Converse and all course work at Converse will be added together to determine cumulative grade point average. A failing grade at another institution may be cancelled by retaking a compatible course at Converse; such cancellation makes the policy for transfers compatible with the Converse policy for retaking courses.);
2. receive a passing score on all sections of the Praxis I (PPST) one full semester prior to student teaching;
3. obtain two 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 Committee's action. The Committee will either admit or reject the student. 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 sequential clinical experiences in public 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 courses and practicums appropriately, should consult with his/her adviser, and should 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, technology competency, 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 Clinical Experiences by September 15 for spring term and by April 15 for the fall term. Prior to the student teaching experience, the education adviser assesses the strengths and weaknesses of the individual student. The Teacher Education Admissions Committee admits the student to the student teaching program according to the requirements specified in Part I 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 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, technology requirement, 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 bloodborne 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

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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 appraises the student in writing of his/her individual performance on the ADEPT. The supervisor gives the student 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 must have 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 Clinical Experiences.

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 Teaching Handbook*; and
7. be recommended annually by the superintendent or a designee.

COMPLETION OF REQUIREMENTS

To meet the departmental graduate requirements for teacher certification recommendation a student must satisfactorily complete the course work, practicums, technology requirement, oral communication workshops (or a speech course approved by adviser), required tests,

paper work, and other requirements. During the program, the faculty adviser will closely monitor student progress to assure completion of requisite courses, practicums, technology competency requirement, oral communication workshops, applicable tests, and other experiences needed for

Initial Certification

graduation and teacher certification. This adviser notifies the Dean that the student has completed the program. 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 ineligible for teacher certification.

PROGRAM ASSESSMENT

Converse College seeks to involve students, faculty, and public school personnel in its teacher education 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 which annually reviews the programs, policies, and personnel in teacher education. (Faculty may also nominate students to these committees.) Student leaders in education, Converse graduates, faculty, and public school personnel comprise another committee (the Teacher Education Advisory Council) involved in program review, development, assessment, and improvement. In addition, students have input into the program through course evaluations, practicum and student teaching evaluations, questionnaires distributed regularly, follow-up questionnaires of Converse graduates, and informal and/or formal conferences with members of the Education Department. Students have regularly served on search committees for new faculty members; they have reviewed credentials, interviewed candidates, and contributed to the final decision. Faculty members evaluate 1) students in their courses and practicums, 2) cooperating teachers, and 3) the programs themselves. Public school personnel who work with student teachers and practicum students evaluate in writing the students, the programs, and institutional faculty. The Director of Professional 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, and Graduate Council meetings.

CURRICULUM DEVELOPMENT

Curriculum development is an ongoing process and depends upon many factors: changes in certification standards; research on teaching; performance of students and graduates on required tests; program change in public schools; performance on technology competency requirement 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, 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.

Initial Certification

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 pass 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 and pass it for certification.

Students **must** also have an original copy of **every** test score sent to Converse and to the South Carolina State Department of Education and must request the score report at the time they 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 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. The student 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 Office of Graduate Studies prior to the 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, and social sciences. 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. Students should talk to their education adviser, complete course evaluation forms, and respond to questionnaires. We have the Student Advisory Council with both appointed and volunteer members, which does a formal evaluation of the department each year.

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 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 evaluations of the various programs.

INITIAL CERTIFICATION IN EARLY CHILDHOOD EDUCATION

PROGRAM DESCRIPTION

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

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

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

PROGRAM GOALS

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

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

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

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

Refer to *A Handbook for Prospective Teachers* for Program Objectives and other pertinent information.

Initial Certification in Early Childhood Education

MASTER OF ARTS IN TEACHING

Initial Certification Program

Early Childhood Education

The MAT in Early Childhood Education has a minimum of 36 graduate semester hours, excluding student teaching.

AREA I: Special Education/Gifted/Child Behavior (6 – 12 sem. hrs.)

EDU 523-Behavior of the Preschool Child	3
SED 500-Intro. To Exceptional Children & Youth	3

AREA II: Teaching Methodology (6 – 18 sem. hrs.)

EDU 501-The Teaching of Reading	3
EDU 503-Math for Elementary Child	3
EDU 519-Elementary School Curriculum	3
EDU 533-Literature for the Child	3
EDU 535-Preschool Curriculum	3
EDU 537-Methods & Materials of Preschool	3

AREA III: Foundations of Education (6 – 12 sem. hrs.)

EDU 560-Foundations of American Education	3
EDU 621-Educational Research & Evaluation	3
<i>Or</i>	
EDU 567-Educational Psychology	3

AREA IV: Liberal Arts (6 – 12 sem. hrs.)

PSY 580-Human Growth & Development	3
Elective _____	3

AREA V: Other Required Courses for Certification

MAT 105-College Algebra (or equivalent approved course)	3
HPE 393-Health & P.E. for the Child	3
ART 511-Art for the Child	3
MUE 570-Music for the Child	3
EDU 500a-Practicum: Reading	0
EDU 500b-Practicum: Early Childhood	0
EDU 512b-Directed Student Teaching: ECE	9

Other Requirements:

Technology
Oral Communications
Cumulative File and E-portfolio

INITIAL CERTIFICATION IN ELEMENTARY EDUCATION

PROGRAM DESCRIPTION

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

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

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

PROGRAM GOALS

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

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

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

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

Refer to *A Handbook for Prospective Teachers* for Program Objectives and other pertinent information.

Initial Certification in Elementary Education

MASTER OF ARTS IN TEACHING

Initial Certification Program

Elementary Education

The MAT in Elementary Education has a minimum of 36 graduate semester hours, excluding student teaching.

AREA I: Special Education/Gifted/Child Behavior (6 – 12 sem. hrs.)

SED 500-Intro. To Exceptional Children & Youth	3
Elective: _____	3

AREA II: Teaching Methodology (6 – 18 sem. hrs.)

EDU 501-The Teaching of Reading	3
EDU 503-Math for Elementary Child	3
EDU 516-Teaching of Social Studies/Science/Math/Lang.	3
EDU 519-Elementary School Curriculum	3
MUE 570-Music for the Child	3
EDU 533-Literature for the Child	3

AREA III: Foundations of Education (6 – 12 sem. hrs.)

EDU 560-Foundations of American Education	3
EDU 621-Educational Research & Evaluation	3
<i>Or</i>	
EDU 567-Educational Psychology	3

AREA IV: Liberal Arts (6 – 12 sem. hrs.)

PSY 580-Human Growth & Development	3
Elective _____	3

AREA V: Other Required Courses for Certification

MAT 105-College Algebra (or equivalent approved course)	3
HPE 393-Health & P.E. for the Child	3
ART 511-Art for the Child	3
EDU 500a-Practicum: Reading	0
EDU 500c-Practicum: Elementary	0
EDU 512a-Directed Student Teaching: Elementary	9

Other Requirements:

Technology
Oral Communications
Cumulative File and E-portfolio

INITIAL CERTIFICATION IN SPECIAL EDUCATION: EDUCABLE MENTALLY DISABLED

PROGRAM DESCRIPTION

Students in this program complete a planned sequence of courses which includes 60 hours in the major and related field combination. The program provides preparation leading to certification in the area of 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 students. Directed student teaching is arranged at The Charles Lea Center or in area public schools.

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

PROGRAM GOALS

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

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

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

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

Refer to *A Handbook for Prospective Teachers* for Program Objectives and other pertinent information.

Initial Certification in Special Education: Educable Mentally Disabled

MASTER OF ARTS IN TEACHING
Initial Certification Program
Special Education: Educable Mental Disabilities

The MAT in Educable Mental Disabilities has a minimum of 36 graduate semester hours, excluding student teaching.

A. Special Education		
SED 500-Introduction to Exceptional Children & Youth		3
SED 576-Educational Diagnostics for Exceptional Children		3
SED 578-Remedial Reading		3
SED 580-Introduction to Educable Mental Disabilities		3
SED 582a-Practicum in the Instruction of Except. Children: EMD		3
SED 586-Educational Procedures for Educable Mental Disabilities		3
SED 595-Introduction to Learning Disabilities		3
SED 597-Introduction to Emotional Disabilities		3
SED 512g-Directed Student Teaching: EMD		9

B. Psychology		
**PSY 511-Behavior Modification		3
**PSY 536-Theories of Personality		3
**PSY 580-Human Growth & Development		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		3
EDU 503-Math for the Elementary Child		3
SED 505-Classroom Management		3
EDU 519-Elementary School Curriculum		3
EDU 560-Foundations of American Education		3

D. Choose one of the following:		
ART 511-Art for the Child		3
MUE 570-Music for the Child		3
HPE 393-Health & P.E. for the Elementary Child		3
EDU 533-Children's Literature		3

E. Other Requirements:		
Technology		
Oral Communications		
Cumulative File and E-portfolio		

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

INITIAL CERTIFICATION IN SPECIAL EDUCATION: LEARNING DISABILITIES

PROGRAM DESCRIPTION

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

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

PROGRAM GOALS

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

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

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

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

Refer to *A Handbook for Prospective Teachers* for Program Objectives and other pertinent information.

Initial Certification in Special Education: Learning Disabilities

MASTER OF ARTS IN TEACHING Initial Certification Program Special Education: Learning Disabilities

The MAT in Learning Disabilities has a minimum of 36 graduate semester hours, excluding student teaching.

A. Special Education		
SED 500-Introduction to Exceptional Children & Youth		3
SED 576-Educational Diagnostics for Exceptional Children		3
SED 578-Remedial Reading		3
SED 582b-Practicum in the Instruction of Except. Children: LD		3
SED 595-Introduction to Learning Disabilities		3
SED 596-Educational Procedures for Learning Disabilities		3
SED 597-Introduction to Emotional Disabilities		3
SED 598-Educational Procedures for Emotional Disabilities		3
SED 512f-Directed Student Teaching: EMD		9

B. Psychology		
**PSY 511-Behavior Modification		3
**PSY 536-Theories of Personality		3
**PSY 580-Human Growth & Development		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		3
EDU 503-Math for the Elementary Child		3
SED 505-Classroom Management		3
EDU 519-Elementary School Curriculum		3
EDU 560-Foundations of American Education		3

D. Choose one of the following:		
ART 511-Art for the Child		3
MUE 570-Music for the Child		3
HPE 393-Health & P.E. for the Elementary Child		3
EDU 533-Children's Literature		3

E. Other Requirements:		
Technology		
Oral Communications		
Cumulative File and E-portfolio		

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

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; and
5. demonstrate those skills and teaching methods that will enable him/her to present and communicate his/her subject matter effectively to his/her students at their level of understanding.

DESCRIPTION

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

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

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

These competencies include:

1. diagnosing entry level skills of students;
2. observing and evaluating pupil progress and performance;
3. using media and technology appropriate for the subject;

Initial Certification in Secondary Program

4. varying instructional activities;
5. employing a wide number of methods and techniques;
6. demonstrating a thorough knowledge of the content area;
7. preparing daily and unit lesson plans;
8. involving students in the learning process by use of such techniques as inquiry and discovery;
9. communicating and presenting his/her understanding and appreciation of his/her subject; and
10. relating the academic knowledge to the methodological skills and to his/her understanding of the nature of secondary students.

SECONDARY EDUCATION: BIOLOGY

(Leading to Certification in Biology)

PROGRAM DESCRIPTION

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

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

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

PROGRAM GOALS

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

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

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

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

Refer to *A Handbook for Prospective Teachers* for Program Objectives and other pertinent information.

MASTER OF ARTS IN TEACHING
Initial Certification Program
Secondary Education: Biology

The MAT in Biology has a minimum of 36 graduate semester hours, excluding student teaching.

A minimum of 18 graduate hours in Natural Science (NSC) courses, including NSC 511.

NSC 511-Biology for Teachers	3
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Demonstrate competencies in the following areas:

(at graduate <i>or</i> undergraduate level)
Environmental Biology or Ecology
Field Botany
Evolutionary Biology
Botany
Microbiology
Zoology
Physiology
Comparative Vertebrate Anatomy
Chemistry
Physics
Statistics or computer science course

Professional Education Courses: (30 graduate hours)

EDU 560-Foundations of American Education	3
EDU 540-Curr Principles & Methods of Secondary Ed.	3
EDU 500d-Practicum I in Instruction of Secondary Students	3
EDU 500e-Practicum II in Secondary Education: Reading	0
EDU 525-Teaching Reading in the Content Areas	3
EDU 567-Educational Psychology	3
PSY 580-Human Growth and Development	3
SED 500-Introduction to Exceptional Children & Youth	3
EDU 532-Directed Student Teaching	9

Other Requirements:

Technology
Oral Communications
Cumulative File and E-portfolio

SECONDARY EDUCATION: CHEMISTRY

(Leading to Certification in Chemistry)

PROGRAM DESCRIPTION

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

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

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

PROGRAM GOALS

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

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

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

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

Refer to *A Handbook for Prospective Teachers* for Program Objectives and other pertinent information.

MASTER OF ARTS IN TEACHING
Initial Certification Program
Secondary Education: Chemistry

The MAT in Chemistry has a minimum of 36 graduate semester hours, excluding student teaching.

Chemistry – Thirty semester hours for certification taken at either the undergraduate or graduate level (a minimum of 18 graduate hours in NSC).

1.

Chemistry – to include

NSC 511-Biology for Teachers	3
NSC 521-Modern Chemistry	3
NSC 523-Environmental Chemistry	3
NSC 525-Chemical Instrumentation for Teachers	3
Analytical Chemistry	3-4
Biochemistry	3-4
General Chemistry	3-4
Organic Chemistry	3-4
Physical Chemistry	3-4
Inorganic Chemistry	3-4

2.

Environmental Biology 3-4

3.

Physics and Astronomy 6-8

4.

Electives: Natural Science courses and a computer science course

Professional Education Courses: (30 graduate hours)

EDU 560-Foundations of American Education	3
EDU 540-Curr Principles & Methods of Secondary Ed.	3
EDU 500d-Practicum I in Instruction of Secondary Students	3
EDU 500e-Practicum II in Secondary Education: Reading	0
EDU 525-Teaching Reading in the Content Areas	3
EDU 567-Educational Psychology	3

PSY 580-Human Growth and Development 3

SED 500-Introduction to Exceptional Children & Youth 3

EDU 532-Directed Student Teaching 9

Other Requirements:

Technology

Oral Communications

Cumulative File and E-portfolio

Initial Certification -Secondary Education: English

SECONDARY EDUCATION: ENGLISH

(Leading to Certification in English)

PROGRAM DESCRIPTION

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

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

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

PROGRAM GOALS

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

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

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

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

Refer to *A Handbook for Prospective Teachers* for Program Objectives and other pertinent information.

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

MASTER OF ARTS IN TEACHING
Initial Certification Program
Secondary Education: English

The MAT in English has a minimum of 36 graduate semester hours, excluding student teaching.

English – Thirty-three semester hours for certification taken at either the undergraduate or graduate level (a minimum of 18 graduate hours in English).

- | | | |
|----|---|---|
| 1. | Language Structure and Skills | |
| | Composition and Rhetoric (6) | |
| | *Advanced Composition and Rhetoric | 3 |
| | *History of English Language | 3 |
| | *Modern English Grammar | 3 |
| 2. | Literature | |
| | British Literature (<i>required at graduate level; must be Shakespeare if not taken at undergraduate level</i>) | 3 |
| | American Literature (<i>required at graduate level</i>) | 3 |
| | *Literary Criticism | |
| | *Adolescent Literature | 3 |
| | *World Literature | 3 |
- * Required if not taken at the undergraduate level**

Professional Education Courses: (30 graduate hours)

EDU 560-Foundations of American Education	3
EDU 540-Curr Principles & Methods of Secondary Ed.	3
EDU 500d-Practicum I in Instruction of Secondary Students	3
EDU 500e-Practicum II in Secondary Education: Reading	0
EDU 525-Teaching Reading in the Content Areas	3
EDU 567-Educational Psychology	3
PSY 580-Human Growth and Development	3
SED 500-Introduction to Exceptional Children & Youth	3
EDU 532-Directed Student Teaching	9

Other Requirements:

Technology
Oral Communications
Cumulative File and E-portfolio

Initial Certification - Secondary Education: Mathematics

3. approaches to literary analysis and criticism.

MASTER OF ARTS IN TEACHING
Initial Certification Program
Secondary Education: Mathematics

The MAT in Mathematics has a minimum of 36 graduate semester hours, excluding student teaching. Prerequisites include at least 8 semester hours in Calculus and Analytic Geometry and a 3 semester hour upper division proof oriented course.

A minimum of 18 graduate hours in Mathematics

1. 18-24 semester hours for certification taken at either the undergraduate or graduate levels	
Calculus and Analytic Geometry	8
MAT 510-Linear Algebra	3
MAT 511-Abstract Algebra	3
MAT 521-Foundations of Geometry	3
MAT 523-Probability and Statistics	3
2. Electives chosen from the following:	6
+MAT 501-Fundamentals I	
+MAT 502-Fundamentals II	
+MAT 522-Intro. To Real Analysis	
*Computer Science for Teachers	
*Fundamentals in Computer Science	
Discrete Mathematics	
Number Theory	
Differential Equations	
Complex Variables	
Special Topics	
+May be required depending on student's mathematical background	
+Only one computer science course may be part of the minimum of 18 hours	

Professional Education Courses: (33 graduate hours)

EDU 560-Foundations of American Education	3
EDU 540-Curr Principles & Methods of Secondary Ed.	3
EDU 500d-Practicum I in Instruction of Secondary Students	3
EDU 500e-Practicum II in Secondary Education: Reading	0
EDU 525-Teaching Reading in the Content Areas	3
EDU 567-Educational Psychology	3
PSY 580-Human Growth and Development	3
SED 500-Introduction to Exceptional Children & Youth	3
EDU 531-Methods of Teaching Secondary Mathematics	3
EDU 532-Directed Student Teaching	9

Other Requirements:

Technology
Oral Communications
Cumulative File and E-portfolio

SECONDARY EDUCATION: MATHEMATICS

(Leading to Certification in Mathematics)

PROGRAM DESCRIPTION

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

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

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

PROGRAM GOALS

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

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

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

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

Refer to *A Handbook for Prospective Teachers* for Program Objectives and other pertinent information.

MASTER OF ARTS IN TEACHING
Initial Certification Program
Secondary Education: Social Studies

The MAT in Social Studies has a minimum of 36 graduate semester hours, excluding student teaching.

Social Studies Courses - Thirty semester hours for certification taken at either the undergraduate or graduate level (a minimum of 18 graduate hours in Social Studies).

1. United States History (6 hrs.)
2. European History (6 hrs.)
(Six graduate semester hours in history are required)
3. Electives from economics, government, geography, history, psychology, and sociology (18 hrs.) (Two social science areas, in addition to history, are required. Must have credit or course work in each of the following: economics, anthropology, geography, sociology, government, and psychology.)

Professional Education Courses: (30 graduate hours)

EDU 560-Foundations of American Education	3
EDU 540-Curr Principles & Methods of Secondary Ed.	3
EDU 500d-Practicum I in Instruction of Secondary Students	3
EDU 500e-Practicum II in Secondary Education: Reading	0
EDU 525-Teaching Reading in the Content Areas	3
EDU 567-Educational Psychology	3
PSY 580-Human Growth and Development	3
SED 500-Introduction to Exceptional Children & Youth	3
EDU 532-Directed Student Teaching	9

Other Requirements:

Technology
Oral Communications
Cumulative File and E-portfolio

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. The College may accept up to nine semester hours of approved graduate study toward the degree if the course meets the following criteria:

1. credit is by a recognized college or university;
 2. the work was completed within five years prior to program admission and prior to the last six hours of degree work at Converse;
 3. the course grade was an A or B (Quality points for transfer credits do not count in cumulative grade point ratio.);
 4. courses are applicable for the program.
 5. credit did not apply toward degree requirements in another program.
- Students must request colleges and universities send official transcripts of work to:
Dean of Graduate Studies,
Converse College
580 East Main Street
Spartanburg, SC 29302-0006

Converse offers graduate credit for selected off-campus “professional development” courses sponsored by public school districts. A maximum of 9 semester hours of such graduate course work may be applied toward the M.Ed. degree if appropriate for the given program.

PROGRAMS OF STUDY

The M.Ed. programs for teachers who are already certified are in 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 14-43** for a description of course requirements.

REQUIREMENTS FOR ADMISSION

Master of Education

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), and undergraduate transcripts; and
7. a personal statement of approximately one page (250-300 words) describing 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. All applications will be submitted to the Graduate Admissions Committee. 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 render a decision about continuation in the program;
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 during the *academic semester in which the program is completed*. Program advisors, the Graduate Dean, the Graduate Council, and the Graduate Faculty check the application for program completion. If all is in order, the student's transcript bears the degree at the end of the following

term. Regardless of the semester in which the student completes the graduate degree, the student will receive the degree at the graduation ceremony held at the end of Summer Session II. Students who complete the program during either summer term **must** submit a degree application form by mid May; and

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 understanding of chronological relationships of the literary movements and authors;
3. demonstrate an understanding of the history and significant issues in literary theory and criticism;
4. analyze a research project on English methodology; and
a. not taken in undergraduate level.)
b. American Literature
c. Literary Criticism (if not taken in undergraduate level.)
5. compile a bibliography of English methodology.

For certified teachers, the M.Ed. in English is a 36-hour program requiring eighteen to twenty-seven graduate hours in English. The hours in English must include a graduate course in:

- a. British Literature (Shakespeare, if

Nine to eighteen graduate hours are required in professional education.

- a. Secondary Curriculum and Methods
- b. Reading in the Content Area
- c. Exceptional Child
- d. Educational Psychology
- e. Human Growth and Development
- f. Foundations of American Education

Professional education courses must include the following *if not taken* at the undergraduate level:

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

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; and
 - c. two papers, projects, etc., on teaching and/or learning
3. Student must take the Praxis II in English if not previously taken.

II. MATHEMATICS

MISSION STATEMENT

**MASTER OF EDUCATION
For Certified Teachers
English**

The M.Ed. in English has a minimum of 36 graduate semester hours.

English	18-27 hours
British Literature (required at graduate level; must take Shakespeare if not taken at undergraduate level)	3 hrs.
American Literature (required at graduate level)	3 hrs.
Courses required if not taken at undergraduate level:	
Literary Criticism	3 hrs.
Advanced Composition	3 hrs.
Modern English Grammar	3 hrs.
Adolescent Literature	3 hrs.
Composition and Rhetoric	3 hrs.
Electives	

*Professional Education	9-18 hours
SED 500-Intro. to the Exceptional Child	3 hrs.
EDU 525-Teaching Reading in the Content Areas	3 hrs.
EDU 540-Secondary Curriculum and Methods	3 hrs.
EDU 560-Foundations of American Education	3 hrs.
EDU 567-Educational Psychology	3 hrs.
PSY 580-Human Growth and Development	3 hrs.
Electives	

**If taken as undergraduate, see adviser for electives.*

Master of Education - Mathematics

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

OBJECTIVES

The student will be able to:

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

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

- mathematics must include:
- a. Abstract Algebra
 - b. Geometry
 - c. Analysis

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 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. Human Growth and Development.

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

1. tests in every mathematics class.
2. Student will compile a portfolio containing:
 - a. bibliography of mathematics

ASSESSMENT PORTFOLIO

1. Student will maintain a file of major instruction;
 - a. any two papers or projects from classes concerning teaching/learning mathematics; and
3. Students must take the Praxis II in mathematics if not previously taken.

**MASTER OF EDUCATION
For Certified Teachers
Mathematics**

The M.Ed. in Mathematics has a minimum of 36 graduate semester hours.

Mathematics - 18-27 hours <i>(Prerequisites: The undergraduate calculus sequence and linear algebra or its equivalent)</i>	
Abstract Algebra	3 hrs.
Geometry	3 hrs.
Analysis	3 hrs.
Electives	9-18 hrs.

*Professional Education — 9-18 hours	
SED 500-Intro. to the Exceptional Child	3 hrs.
EDU 525-Teaching Reading in the Content Areas	3 hrs.
EDU 540-Secondary Curriculum and Methods	3 hrs.
EDU 560-Foundations of American Education	3 hrs.
EDU 567-Educational Psychology	3 hrs.
PSY 580-Human Growth and Development	3 hrs.
Electives	

**If taken as undergraduate, see adviser for electives.*

III. NATURAL SCIENCE

MISSION STATEMENT

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

OBJECTIVES

The student will be able to:

1. demonstrate knowledge in the field of natural science;
 2. analyze a research project on science methodology; and
 3. compile a bibliography of articles/books of science methodology.
- For certified teachers, the M.Ed. in natural science is a 36-hour program requiring 18–27 hours in natural science (may include one three-hour elective in computer

science). The hours in natural science must include:

- a. Biology for Teachers
- b. Environmental Chemistry or

Nine to eighteen graduate hours in professional education must include:

- Methods
 - a. Secondary Curriculum and Education
 - b. Reading in the Content Area
 - c. Exceptional Child
 - d. Physiological Psychology or Physics
 - e. Professional Psychology for Teachers II or Biotechnology
 - f. Human Growth and Development
- Substitutions will be made after consultation

with an adviser, if these courses were completed in undergraduate work.

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 Praxis II in science if not previously taken.

**MASTER OF EDUCATION
For Certified Teachers
Natural Science**

The M.Ed. in Natural Science has a minimum of 36 graduate semester hours.

Natural Science -18-27 hours	
NSC 511-Biology for Teachers	3 hrs.
NSC 523-Environmental Chemistry	3 hrs.
<i>OR</i>	
NSC 531-Physics for Teachers I	3 hrs.
<i>OR</i>	
NSC 532-Physics for Teachers II	3 hrs.
<i>OR</i>	
NSC 515-Biotechnology	3 hrs.
Electives	

*Professional Education — 9-18 hours	
SED 500-Intro. to the Exceptional Child	3 hrs.
EDU 525-Teaching Reading in the Content Areas	3 hrs.
EDU 540-Secondary Curriculum and Methods	3 hrs.
EDU 560-Foundations of American Education	3 hrs.
EDU 567-Educational Psychology	3 hrs.
PSY 580-Human Growth and Development	3 hrs.
Electives	

**If taken as undergraduate, see adviser for electives.*

IV. SOCIAL STUDIES

MISSION STATEMENT

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

OBJECTIVES

The student will be able to:

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

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

must include:

A. Social Studies

- β. ~~Six hours in history~~
Six hours in two other disciplines of social science

- d. Educational Psychology
- e. Foundations of American Education
- f. Human Growth and Development

B. Professional Education must include:

- a. Secondary Curriculum Methods
- b. Reading in the Content Area
- c. Exceptional Child

Substitutions 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 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; and
 - c. a bibliography of social studies methodology.

**MASTER OF EDUCATION
For Certified Teachers
Social Studies**

The M.Ed. in Social Studies has a minimum of 36 graduate semester hours

Social Studies - 18-27 hours	
History	6 hrs.
Other Social Sciences (2 fields)	6 hrs.
Sociology	
Psychology	
Economics	
Political Science	
Social Science Electives from above	6 hrs.

*Professional Education — 9-18 hours	
SED 500-Intro. to the Exceptional Child	3 hrs.
EDU 525-Teaching Reading in the Content Areas	3 hrs.
EDU 540-Secondary Curriculum and Methods	3 hrs.
EDU 560-Foundations of American Education	3 hrs.
EDU 567-Educational Psychology	3 hrs.
PSY 580-Human Growth and Development	3 hrs.
Electives	

**If taken as undergraduate, see adviser for electives.*

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 551	Learning Styles
EDU 503	Methods of Teaching Secondary Mathematics	EDU 553	Educator as Writer
CSC 503	Computer Science for Teachers	*EDU 560	Foundations of American Education
EDU 506	Portfolio Teaching & Learning	EDU 561	Restructuring Essentials
EDU 509	Techniques of ADEPT	EDU 563	Information Super Highway
EDU 517	Methods of Teaching Language Arts	EDU 564	Media Techniques
EDU 518	Teaching Reading Through Literature	EDU 566	Teacher as Counselor
EDU 520/521	Institute in Curriculum Development	*EDU 567	Educational Psychology
	Local Cultural Resources	EDU 570/571	Workshop in Methods and Materials (secondary students must deal specifically with <i>secondary</i> methods and materials)
	Multimedia Courseware Development	EDU 590	Directed Independent Study in Special Topics
	Modern Foreign Languages Tech Prep	EDU 598	Teaching Students with Disabilities in Mainstream Secondary Classes
EDU 522	Methods of Teaching Writing in Content Areas	EDU 602	Principles and Practices of School Supervision
*EDU 525	Teaching of Reading: Content Areas/Secondary	EDU 610	School Law
EDU 534	Environmental Education	EDU 620	Curriculum Development
EDU 536	Exploration of Content/Methodology for Science	EDU 621	Research and Evaluation of Instruction
*EDU 540	Secondary Curriculum and Methods	EDU 623	Instructional Design
EDU 542		EDU 634	Advanced Instruction
SOC 541	Sociology of Education	EDU/	
EDU 548	Cooperative Learning	SOC 644	Teachers in the Work Place
EDU 549	The Middle School Organization and Curriculum	*PSY 580	Human Growth and Development
EDU/		PSY 533	Psychology of Learning
SOC 550	Schools/Youth/Drugs Seminar	*SED 500	Introduction to Exceptional Children and Youth
EDU/		SED 599	Educational Procedures for the Slow Learner
SOC 573	The School and The Family		

Also, Any Gifted Education Courses

TRACK B—SPECIAL EDUCATION

MISSION STATEMENT

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

OBJECTIVES

The student will be able to:

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

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

program requiring:

- | | | | |
|------------|--|------------|---------------------------|
| a. SED 500 | Introduction to 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 580 | Human Growth and Development | | |

Substitutions will be made if these courses

were completed in undergraduate work, after consultation with an adviser.

I. SPECIAL EDUCATION

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

*EDU 501	Teaching of Reading		
EDU 513	Attention Deficit Disorder		
EDU 526	Identification and Other Issues in Gifted Education		Skills for Special Education Teachers
EDU 544	Advanced Methods of Teaching Reading: Success	SED 534	Trends & Issues in Special Education
EDU 591	Nature & Needs of the Gifted	SED 550	Educational Perspectives: Deaf and Hard of Hearing
EDU 593	Teaching Strategies for Gifted Education	SED 553	Audiology & Speech Science
EDU 594	Special Topics in Gifted Education	SED 554	Teaching of Speech: Deaf and Hard of Hearing
*SED 500	Introduction to Exceptional Children and Youth	SED 555	Teaching Language: Deaf and Hard of Hearing
SED 505	Classroom Management	SED 556	Speechreading and Audition
SED 530	Consultative Collaboration	SED 560	Augmentative

Master of Education -Special Education

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

II. PSYCHOLOGY—9 to 18 hours

	Psychotherapy	*EDU 567	Educational Psychology
*PSY 511	Behavior Modification	PSY 504	Abnormal Psychology
PSY 531	Social Psychology	PSY 510	Counseling &
PSY 532	Psychological Tests		
PSY 533	Psychology of Learning		
*PSY 536	Theories of Personality and Emotional Disturbance		
*PSY 580	Human Growth and		

Development
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; and
 - b. materials relevant to assessing, planning, drafting I.E.P which include instructional strategies, curriculum, and objectives.
3. Student must take the appropriate Praxis II if not previously taken.

**MASTER OF EDUCATION
For Certified Teachers
Special Education**

The M.Ed. in Special Education has a minimum of 36 graduate semester hours

***Special Education — 18-27 hours**

SED 500-Introduction to Exceptional Children	3 hrs.
SED 576-Educ. Diagnostics for Except. Children	3 hrs.
EDU 501-Teaching of Reading	3 hrs.
SED 595-Introduction to Learning Disabilities	3 hrs.
Electives	6-15 hrs.

****Psychology — 9-18 hours**

PSY 511-Behavior Modification	3 hrs.
PSY 536-Theories of Personality	3 hrs.
EDU 567-Educational Psychology	3 hrs.
PSY 580-Human Growth and Development	3 hrs.
Electives	

**If taken as undergraduate, see adviser for SED electives.*

***If taken as undergraduate, see adviser for PSY electives*

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

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

Master of Education -Elementary Education

—6 to 18 hours

ART 511	Art for the Child		
EDU 501	Teaching of Reading		Writing in Content Areas
EDU 503	Math. for the Elem. Child	EDU 525b	Teaching of Reading:
EDU 516	Methods of Teaching		Content Areas/ Elementary
	Social Studies/Science/	EDU 533	Children's Literature
	Mathematics/Language Arts	EDU 534	Environmental Education
EDU 517	Methods of Teaching	EDU 535	Pre-school Curriculum
	Language Arts	EDU 537	Methods and Materials for
EDU 518	Teaching Reading through		the Pre-School
	Literature	EDU 543	Graphic Organization in
EDU 519	Elementary School		Reading and Writing
	Curriculum	EDU 565	Best Practices in Literacy
EDU 520	Institute(s) in Curriculum		Education
	Development		III.
EDU 522	Methods of Teaching		

FOUNDATIONS OF EDUCATION

—6 to 12 hours

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

IV. LIBERAL ARTS

—6 to 12 hours

Graduate offerings in:

- | | |
|--------------------------------|---------------|
| a. Art (not art education) | f. Sociology |
| b. English | g. Psychology |
| c. History/Politics | h. Science |
| d. Mathematics | i. Economics |
| e. Music (not music education) | j. Theatre |

Note: The adviser should approve

all courses.

Master of Education -Elementary Education

ASSESSMENT PORTFOLIO

Selected students receive an exit interview with standard questions on

Area I Special Education, Gifted, and/or Child Behavior

Area II: Methodology

Area III: Foundations

Area IV: Liberal Arts

Students must demonstrate an understanding of each area.

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

- a. a research paper from course work taken at Converse;
- b. tests that document competence in subject matter;
- c. products developed in course work; e.g., teaching units, computer printouts; and pictures of unit materials, etc.

Students must take the 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 Human Growth and Development before registering for the Praxis II tests.

**MASTER OF EDUCATION
For Certified Teachers
Elementary**

The M.Ed. in Elementary has a minimum of 36 graduate semester hours

AREA I: Special Education/Child Beh./Gifted
6-12 hours

AREA II: Methodology
6-18 hours

AREA III: Foundations
6-12 hours
EDU 621 or EDU 567 (required)

AREA IV: Liberal Arts
6-12 hours

TRACK D—GIFTED EDUCATION

MISSION STATEMENT

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

OBJECTIVES

The student will be able to:

1. identify characteristics and needs of gifted students, including; special populations within gifted
2. demonstrate an understanding of one or more issues in gifted education;
3. develop curriculum appropriate for
4. comprehend and conduct research in gifted education.

gifted children and use instructional strategies in 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; and
- d. an action research project.

**MASTER OF EDUCATION
For Certified Teachers
Gifted Education**

The M.Ed. in Gifted Education has a minimum of 36 graduate semester hours.

AREA I: Gifted Education — 24 hours

EDU 526-Identification and Other Issues in Gifted Ed.	3 hrs.
EDU 530-Applied Research in Gifted Ed.	3 hrs.
EDU 582f-Practicum in Curriculum Design for Gifted	3 hrs.
EDU 582h-Practicum in Instruction for Gifted	3 hrs.
EDU 591-Nature and Needs of the Gifted	3 hrs.
EDU 592-Curriculum and Instruction for the Gifted	3 hrs.
EDU 593-Advanced Curriculum Practices for Gifted	3 hrs.
EDU 594-Special Topics in Gifted Education	3 hrs.

AREA II: Cognate Area — 12 hours

Secondary (one of the areas below)

English	(12 hrs.)
Foreign Language	(12 hrs.)
Mathematics	(12 hrs.)
Natural Sciences	(12 hrs.)
Social Sciences	(12 hrs.)

Elementary (12 hrs.)

Elementary Methods	(6 hrs.)
Foundations of Education	(6 hrs.)

Special Education (12 hrs.)

SED 500-Intro. To Except. Child	(3 hrs.)
SED Electives	(9 hrs)

Art (12 hrs.)

Liberal Arts (12 hrs.)

Music (12 hrs.)

**MASTER OF
LIBERAL ARTS**
with concentration in

**English
History
Political Science**



MASTER OF LIBERAL ARTS DEGREE

DESCRIPTION

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

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

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

Detailed guidelines for the writing project may be obtained in the graduate dean's office.

We suggest that prospective students schedule an interview with the Dean of Graduate Studies 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 English, history, or political science and other liberal arts disciplines.

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

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

REQUIREMENTS FOR ADMISSION

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

1. 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; and
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 one page (250-300 words). Describe either an experience that prompted you to seek entrance into the degree program to which you are applying OR your reasons for wanting to enter the degree program. In keeping with the Honor Tradition at Converse, your essay must be entirely your own work and must indicate by proper documentation any ideas or words that come from another source. Organize your

essay clearly, and proofread and spell-check your essay carefully. Use specific details and avoid cliches. For example, instead of repeating, "I want to help people," describe a specific example of how you have already helped someone grow and describe how you will be able to help others grow after you have completed the degree you seek.

REQUIREMENTS FOR DEGREE

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

1. Complete an approved 36-hour program in one of the designated areas of the program within a five-year period from first Converse graduate course in MLA degree programs;
2. Maintain an overall B average in both the liberal arts concentration and the liberal arts electives;
3. Successfully complete a capstone MLA project;
4. **Request** and **complete** a degree application form. It is the student's responsibility to submit an "application for degree" form to the Dean of Graduate Studies and Special Programs during the academic semester in which the program is completed. The degree application must be checked for program completion, and

- the degree must be approved by the Graduate Council and the Graduate Faculty. If all is in order, the degree will be placed on the student's transcript at the end of the following term. Regardless of the semester in which the graduate degree is completed, the student will receive the degree at the Summer graduation;
5. Prior to the Summer graduation, complete a graduate questionnaire, which assesses academic and professional courses,, supervision, registration, advising, personal treatment by administrators and secretaries.

MASTER OF LIBERAL ARTS

The MLA has a minimum of 36 graduate semester hours

Concentration Area — 18-27 hours

English
History
Political Science

MLA 599 – Interdisciplinary Capstone Project 3 hours

Electives — 6-15 hours

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

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 2-6. For secondary certification, candidate must have had at least one year of the three years required teaching experience in grades 9-12. Prior to completion of the program, the student must take the Praxis II in Administration and Supervision. This program is approved by the South Carolina Department of Education for those seeking certification as principals or supervisors.

MISSION STATEMENT

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

REQUIREMENTS FOR ADMISSION

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

1. *Academic Record.*

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

2. *Teaching Ability.*

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

instructor.

3. *Personal Qualities.*

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

APPLICATION PROCEDURE

To be considered for admission to the Ed.S.

Educational Specialist - Administration & Supervision

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.; and
6. copy of teaching certificate.

REQUIREMENTS FOR DEGREE

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

complete an approved 36-hour five-year period from initial matriculation program as outlined within a (up to nine hours of graduate transfer work may be accepted toward the degree, but all such work must be completed within five years of beginning the program. In no case can work completed as part of a master's degree be applied to the

- Ed.S.);
2. maintain an overall B (3.0) average;
3. submit score on Praxis II (Educational Administration and Supervision); maintain a portfolio of specified work;
4. **request** and **complete** a degree application form. It is the student's responsibility to submit an "application for degree" form to the Dean of Graduate Studies during the academic semester in which the program is completed. The degree application must be checked for program completion, and the degree must be approved by the Graduate Council and Graduate Faculty. If all is in order, the degree will be placed on the student's transcript at the end of the following term. Regardless of the semester in which the graduate degree is completed, the

student will receive the degree at the end of Summer II. Students who complete the program during either summer term **must** submit a degree application form by mid May;

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

OBJECTIVES

Prospective administrators are required to:

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

Educational Specialist - Administration & Supervision

8. develop human relations skills and insight necessary for effective selection and continuing development of personnel;
 9. develop knowledge of school finance and its implication for fiscal responsibilities;
 10. develop insight into school organization and demonstrate competence in promoting a healthy school climate;
 11. demonstrate competence in understanding the role of the school in society, including emphasis on the need to re-focus the resources of the school and school system on recognized and emerging social concerns;
 12. demonstrate competence in group dynamics and interpersonal relationship skills, conflict management, and change strategies;
 13. demonstrate competence in 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.
 14. developing programs for students with special needs;
 14. demonstrate competence in the management and use of information systems;
 15. demonstrate competence in supervision, classroom observation, evaluation, and conference skills; and
 16. demonstrate competence in conceptualizing the interrelatedness of the various disciplines in order to make curricular improvements.
- Clinical experiences for administrators are designed to help practicing and prospective educational administrators apply their knowledge of administration to the practical world of the public or private school. Typically, students will select, with assistance from the instructor, a major project or a series of smaller projects to develop, research, and complete. While

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

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

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

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

**EDUCATIONAL SPECIALIST
IN
ELEMENTARY *OR* SECONDARY ADMINISTRATION**

The Ed.S. Programs in Elementary or Secondary Administration have a minimum of 36 graduate semester hours.

EDU 624-Advanced Instruction	3 hrs.
EDU 600-General School Administration	3 hrs.
EDU 602-Principles and Practices of School Supervision	3 hrs.
EDU 603-Internship in Administration: <i>Elementary</i>	6 hrs.
(Prerequisites: EDU 600, 605, 611, 621; permission of instructor)	
<i>OR</i>	
EDU 607-Internship in Administration: <i>Secondary</i>	6 hrs.
(Prerequisites: EDU 600, 605, 611, 621; permission of instructor)	
EDU 604-School Community Relations	3 hrs.
EDU 605-School Personnel Administration: Evaluation	3 hrs.
EDU 610-Seminar in School Law	3 hrs.
EDU 611-School Finance	3 hrs.
EDU 625-Curriculum Leadership	3 hrs.
EDU 621-Research and Evaluation of Instruction	3 hrs.
SED 500-Introduction to the Exceptional Child	3 hrs.
<i>OR</i>	
EDU 591-Nature and Needs of the Gifted	3 hrs.

EDUCATIONAL SPECIALIST DEGREE IN CURRICULUM AND INSTRUCTION

the school and/or district level. The course offerings will acquaint students with the latest research in curriculum design, teaching strategies, and administrative leadership. Students also will take advanced courses in liberal arts in order to increase their content base.

OBJECTIVES

Students will be able to:

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

This Ed.S. curriculum is designed to extend the instructional competence of the candidate into the leadership dimension of the schools.

Consequently, we plan to serve especially those who want to be — or are just beginning as — Department Heads, Principals or Vice-Principals, Subject Area Supervisors or

Coordinators, or Directors of Instruction. This program is fully accredited by the Southern Association of Colleges and

Schools. It does not lead to any specific certification in South Carolina.

REQUIREMENTS FOR ADMISSION

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

1. *Academic Record.*

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

2. *Teaching Ability.*

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

skill in decision-making, and a talent for articulate speaking and writing.

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,

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;

Educational Specialist - Curriculum and Instruction

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

EDUCATIONAL SPECIALIST IN CURRICULUM AND INSTRUCTION

The Ed.S. in Curriculum & Instruction has a minimum of 36 graduate semester hours

EDU 600-General School Administration	3 hrs.
EDU 602-Principles and Practices of School Supervision	3 hrs.
EDU 610-Seminar in School Law	3 hrs.
EDU 620-Curriculum Development	3 hrs.
EDU 621-Research and Evaluation of Instruction	3 hrs.
EDU 622-Curriculum and Instruction: Trends and Issues (EDU 620 prerequisite)	3 hrs.
EDU 623-Instructional Design	3 hrs.
EDU 624-Advanced Instruction (EDU 623 prerequisite)	3 hrs.
EDU 625-Curriculum Leadership (EDU 620 prerequisite)	3 hrs.
EDU 699-Internship in Curriculum and Instruction (EDU 620, 622, 623, 624, 625 prerequisites)	3 hrs.
Liberal Arts Electives	6 hrs.

EDUCATIONAL SPECIALIST DEGREE IN MARRIAGE AND FAMILY THERAPY

MISSION STATEMENT

The Ed.S. in MFT is designed to meet the academic and clinical practicum requirements of the American Association for Marriage and Family Therapy and for Licensed Marriage and Family 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; and
3. apply psychotherapeutic and family systems theories and techniques in the delivery of services to individuals, couples and families for the purpose of treating diagnosed emotional, mental, addictive and behavioral disorders within the therapist's competency level.

REQUIREMENTS FOR ADMISSION

Applicants will be required to submit a formal application and meet individually with an 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 course work in their existing degree toward the elective portion of the Ed.S. degree in MFT. The program adviser will determine which academic course work 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 course work 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 course work and have been approved by the Clinical Readiness Committee.

Admission materials must include:

1. a \$35.00 application fee;
2. completed application form;

Educational Specialist Degree-Marriage and Family Therapy

3. official transcripts;
4. catalogue descriptions of graduate course work for transfer credit; (This requirement may be waived at the discretion of the MFT academic adviser.)
5. three letters of recommendation; and
6. GRE or Millers Analogy scores

This is a 66 semester hour Ed.S. degree program in **THE PROGRAM** for the future 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.

Educational Specialist Degree-Marriage and Family Therapy

**EDUCATIONAL SPECIALIST
IN
MARRIAGE AND FAMILY THERAPY**

The Ed.S. in Marriage and Family has a minimum of 78 graduate semester hours for bachelor's degree level entry and a minimum of 66 graduate semester hours for graduate degree level entry

AREA I: Theoretical Foundations of MFT – 9 sem. hrs. required

EDU 634-Systems of Family Therapy I	3 hrs.
EDU 639-The Self of the Therapist-Selecting a Family Therapy Model	3 hrs.
EDU 680-Systems of Family Therapy II	3 hrs.

AREA II: Clinical Practice of MFT – 18 sem hrs. of course work

AREA II REQUIRED COURSES

EDU 635-Directive & Reflective: Brief & Extended Models of MFT	3 hrs.
EDU 642-DSMIV TR in Marriage and Family Therapy	3 hrs.
EDU 643-Cultural Competence and Family Therapy	3 hrs.
EDU 659-Psychopharmacology	3 hrs.
EDU 681-Individual Psychopathology in Marriage and Family Therapy	3 hrs.
EDU 683-Advanced Techniques in the Psychotherapy Interview	3 hrs.

AREA II ELECTIVES

EDU 633-Child Psychopathology	3 hrs.
EDU 637-Family Therapy with Families of Addictions	3 hrs.
EDU 638-Traumatic Stress and the Family	3 hrs.
EDU 640-Emotionally Focused Marital Therapy	3 hrs.
EDU 649-A Systemic Understanding of Group Dynamics	3 hrs.
EDU 650-Marital and Family Therapy Supervision	3 hrs.
EDU 651-Theor. Cont. for Treat. Of Adult Surv. Of Childhood Sex. Abuse	3 hrs.
EDU 655-Creative Approaches to Family Therapy	3 hrs.
EDU 656-Business Strategies for Health Practitioners	3 hrs.
EDU 657-Basic Pastoral Therapy	3 hrs.
EDU 658-Advanced Pastoral Therapy	3 hrs.
EDU 660-Gender in Family Therapy	3 hrs.
EDU 682-Play Therapy	3 hrs.

AREA III: Individual Development & Family Relations - 6 sem hrs. required

REQUIRED COURSES:

EDU 636-Assess. & Treat. Of Sex. Dysfunction-A Fam. Sys. Approach	3 hrs.
EDU 641-The Development Process of the Resilient Family	3 hrs.

ELECTIVE COURSE:

EDU 632-The Life Cycle and Concepts of Murray Bowen	3 hrs.
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Educational Specialist Degree-Marriage and Family Therapy

AREA IV: Professional Identity and Ethics – 3 sem. hrs. required

REQUIRED COURSE:

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

AREA V: Research – 3 sem. hrs. required

REQUIRED COURSE:

EDU 647-Research Literacy 3 hrs.

AREA VI: Supervised Clinical Practice – 12 sem. hrs. required over 12-month time frame

EDU 648 (a), (b), (c), (d) – Supervised Clinical Practice 12 hrs.

AREA VII: Other Elective Courses

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

COURSES OF INSTRUCTION AT THE GRADUATE LEVEL

for

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

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

ART

- ART 505. NINETEENTH CENTURY ART/
THREE CREDITS
A study of the stylistic and theoretical developments of 19th century European painting and sculpture.
- ART 506. EARLY TWENTIETH CENTURY ART/
THREE CREDITS
This course will examine the major European artists and art movements during the first three decades of the twentieth century within the context of socio-political events.
- ART 510. THE CREATIVE PROCESS FOR EDUCATORS/
THREE CREDITS
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 511. ART FOR THE CHILD/THREE CREDITS
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 512. GRADUATE BOOK ARTS/THREE CREDITS
This course is designed to introduce the educator to the book as an art form. A creative exploration of both handmade and artists' books through various uses of mediums, techniques, and bookbinding methods. Lab fee: \$20.00
- ART 513. GRADUATE DRAWING/THREE CREDITS
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 514. WOMEN IN ART/THREE CREDITS
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 520. GRADUATE PRINTMAKING
(NON-TOXIC)/THREE CREDITS
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

Courses

- ART 530. GRADUATE CERAMICS/THREE CREDITS
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 540. GRADUATE PHOTOGRAPHY/THREE CREDITS
A course designed to acquaint the student will all aspects of black and white photography. Technical information on taking photographs, developing film, printing images, and special techniques will be covered. Aesthetic concerns also will be addressed. Lab fee: \$30.00
- ART 571. GRADUATE PAINTING/THREE CREDITS
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 572. GRADUATE SCULPTURE/THREE CREDITS
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 580. SURVEY OF CLINICAL ART THERAPY/
THREE CREDITS
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 586. TRAVEL-STUDY PROGRAM/THREE CREDITS
A travel-study program for course credit wherein participants will spend seven to fourteen days in a selected city or cities for an intensive survey of the culture, art, architecture, and interiors of the city's visual design resource.
- ECN 500. ECONOMICS FOR TEACHERS/THREE CREDITS
Prerequisite: Graduate student status. A survey of selected principles of macro- and microeconomics. This course is designed to acquaint non-majors with

ECONOMICS

- the tenets of economics as they apply to current events, and to define the role of economics in the social sciences.
- ECN MICROECONOMIC THEORY/THREE CREDITS
501. *Prerequisite: ECN 201 and ECN 202.*
Price Theory is the basis for economic decision-making by the individual and by the firm. The tools of this course are used to predict and explain the behavior of these two economic entities under various market conditions.
- ECN MACROECONOMIC THEORY/THREE CREDITS
502. *Prerequisite: ECN 201 and ECN 202.*
This course examines the determination of national income, employment, output, and price levels in the aggregate economy. The role played by fiscal and monetary policies is a critical component of the course.
- ECN QUANTITATIVE METHODS/THREE CREDITS
504. As the title indicates, this course deals with mathematical solutions to various types of problems encountered in economics and business. Economic theory assumes that firms maximize profits and minimize costs, and that consumers maximize utility. Thus, optimization techniques will be the first topic we will examine. Since most decisions are made with imperfect knowledge, an understanding and appreciation of probability is necessary; this will be the second topic covered in the course. Forecasting and regression techniques are the third subject examined by this course, followed by linear programming, project scheduling, and inventory management.
- ECN MONEY AND FINANCIAL INSTITUTIONS/THREE CREDITS
521. *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 COUNTRIES/THREE CREDITS
523. *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

Courses

- 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 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/THREE CREDITS
545. *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 PRACTITIONERS/THREE CREDITS
556. 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/THREE CREDITS
- 561.

EDUCATION

Courses

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.

Administration and Supervision

PSY 520. CHILD PSYCHOLOGY/THREE CREDITS
See Psychology Section for course description.

PSY 521. ADOLESCENT PSYCHOLOGY/
THREE CREDITS
See Psychology Section for course description.

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

EDU 600. GENERAL SCHOOL ADMINISTRATION/
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 602. PRINCIPLES AND PRACTICES OF SCHOOL
SUPERVISION/THREE CREDITS
This course is designed for graduate students to provide the opportunity to develop both a knowledge of the concepts of supervision and the skill to apply this knowledge in the school setting. Attention is given to the nature and scope of instructional supervision, supervisory roles and behaviors, improvement of instruction, curriculum change, and teaching methods. Emphasis is given to the skills of clinical supervision.

EDU 603. A. INTERNSHIP IN ELEMENTARY SCHOOL
ADMINISTRATION/SIX CREDITS
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.

EDU 604. SCHOOL-COMMUNITY RELATIONS/
THREE CREDITS
The purpose of this course is to enhance competencies in communication between the schools and the public which they serve. The objective of this enhanced communication is to increase involvement and support for the affairs of the schools. Emphasis of the

course will be an understanding of the basic principles of communication and limited skill development in writing press releases, public service announcements, and other promotional materials.

EDU 605. SCHOOL PERSONNEL ADMINISTRATION:
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 606. SEMINAR IN INSTRUCTIONAL
LEADERSHIP/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 607. INTERNSHIP IN SECONDARY SCHOOL
ADMINISTRATION/ SIX CREDITS
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 608. SCHOOL FACILITIES/THREE CREDITS
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 610. SEMINAR IN SCHOOL LAW/THREE
CREDITS
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 disabilities, religion in the schools, academic freedom, corporal punishment, negligence (and other torts), and dress codes. Students will make seminar presentation.

Administration and Supervision (cont'd)

<p>EDU 611. SCHOOL FINANCE/THREE CREDITS 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.</p>	<p>EDU 624. ADVANCED INSTRUCTION/THREE CREDITS <i>Prerequisite: EDU 623.</i> 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.</p>
<p>EDU 620. CURRICULUM DEVELOPMENT/THREE CREDITS A course that examines the underlying principles of curriculum building as they contribute to the process of making complete and appropriate curriculum design. An historical perspective, evaluation strategies, and management and implementation of curriculum will be included.</p>	<p>EDU 625. CURRICULUM LEADERSHIP/THREE CREDITS <i>Prerequisite: EDU 620.</i> The graduate students will explore leadership as it applies to curriculum work. The overall goal is to equip individuals with the necessary leadership skills</p>
<p>EDU 621. EDUCATIONAL RESEARCH AND EVALUATION OF INSTRUCTION/THREE CREDITS</p>	

Curriculum and Instruction

<p>EDU 600. GENERAL SCHOOL ADMINISTRATION/THREE CREDITS <i>See Administration and Supervision Section.</i></p>	<p>EDU 621. INSTRUCTIONAL DESIGN/THREE CREDITS This course will examine the research on effective instruction. It will explore various models of instruction. The goal is to give future instructional leaders a knowledge base of instructional models in order to design and implement district staff development and also to work with teachers individually. Students must have had at least one introductory course in elementary or secondary curriculum in either their undergraduate or master's program.</p>
<p>EDU 602. PRINCIPLES AND PRACTICES OF SCHOOL SUPERVISION/THREE CREDITS <i>See Administration and Supervision Section.</i></p>	<p>EDU 624. ADVANCED INSTRUCTION/THREE CREDITS <i>See Administration & Supervision Section for course description.</i></p>
<p>EDU 610. SEMINAR IN SCHOOL LAW/THREE CREDITS <i>See Administration and Supervision Section.</i></p>	<p>EDU 625. CURRICULUM LEADERSHIP/THREE CREDITS <i>See Administration & Supervision Section for course description.</i></p>
<p>EDU 620. CURRICULUM DEVELOPMENT/THREE CREDITS <i>See Administration and Supervision Section.</i></p>	
<p>EDU 621. EDUCATIONAL RESEARCH AND EVALUATION OF INSTRUCTION/THREE CREDITS <i>See Administration and Supervision Section.</i></p>	
<p>EDU 622. CURRICULUM AND INSTRUCTION: TRENDS AND ISSUES/THREE CREDITS <i>Prerequisite EDU 620.</i> 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.</p>	<p>EDU 699. INTERNSHIP IN CURRICULUM AND INSTRUCTION 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</p>

Elementary and Early Childhood

- EDU PRACTICUM: READING/NO CREDITS
101. This supervised practicum graded on a pass/fail basis is the first of two sequential, incremental clinical experiences required of elementary/early childhood majors. Students work with an individual child, diagnose and prescribe, assist in building the child's self-esteem and confidence, and gain experience, practice, and training in the application of theory and skills when working with others. *Sign-up deadlines are involved. Check with your adviser.*
- EDU PRACTICUM: EARLY CHILDHOOD EDUCATION/NO CREDITS
102. *Prerequisite: EDU 101.* This supervised practicum graded on a pass/fail basis is the second of two sequential, incremental clinical experiences required of early childhood majors. Students work in a public school setting and observe, plan, and instruct young children. Knowledge of discipline and management and instructional theory acquired in core courses is applied in this early childhood placement. This practicum builds on the experiences obtained in Education 101. *Sign-up deadlines are involved. Check with your adviser.*
- EDU PRACTICUM: ELEMENTARY/NO CREDITS
103. *Prerequisite: EDU 101.* This supervised practicum graded on a pass/fail basis is the second of two sequential, incremental clinical experiences required of elementary majors. Students work in a public school setting and observe, manage, plan for, and instruct a large group, as opposed to an individual child. The practicum gives students the experience, practice, and training in the application of theory and skills in the classroom acquired in core courses in elementary education. This practicum builds on the experiences in EDU 101. *Sign-up deadlines are involved. Check with your adviser.*
- EDU THE TEACHING OF READING/
501. 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 MATHEMATICS FOR THE ELEMENTARY
503. 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 COMPUTERS FOR TEACHERS/THREE
CREDITS
504. This course is designed to restructure curriculum through the use of technology and instruction.
- EDU FIRST YEAR TEACHER/THREE CREDITS
505. This course will enable beginning teachers to form a network of district professionals who can support and assist them in applying effective classroom practices in concert with district policies and procedures. Teachers will also be able to develop a commitment to continuous learning and professional growth.
- EDU PORTFOLIO TEACHING AND LEARNING/
506. THREE CREDITS
This course allows participants to examine the various purposes and types of portfolios. Participants will learn how to help their students collect, select, and reflect on items included in portfolios. They will also learn how to conduct meaningful conferences and how to assess individual pieces or the entire portfolio according to specific criteria.
- EDU TEACHING YOUNG STUDENTS
508. 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 ADEPT TECHNIQUES/THREE CREDITS
509. A graduate course for teachers who are in a position of leadership in their schools or districts. The course explores theories and principles of instructional supervision, staff development, in-service programs for teachers, problem-solving and communication techniques, and teacher-supervisor conferences as included in SC ADEPT training program..
- EDU THE CREATIVE PROCESS FOR EDUCATORS/
510. THREE CREDITS
An exploration of the creative process encompassing theory and application. The course uses a variety of art materials and techniques. *Crosslisted with art.* Lab fee: \$20.00
- EDU ART FOR THE CHILD/THREE CREDITS
511. *See ART 511.*
- EDU DIRECTED STUDENT TEACHING:
512a. 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.*

EDUCATION (Cont'd)

Courses

Elementary and Early Childhood (Cont'd)

- 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 514. CONTEMPORARY EDUCATIONAL ISSUES/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 515. CUNNINGHAM'S FOUR BLOCK METHOD/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 516. METHODS OF TEACHING SOCIAL STUDIES/SCIENCE/MATHEMATICS/LANGUAGEARTS/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 517. METHODS OF TEACHING LANGUAGE ARTS/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 518. TEACHING READING THROUGH LITERATURE/THREE CREDITS
This course facilitates reading instruction in the elementary/secondary classroom from a literature base. It should help teachers develop methods and strategies for teaching reading through the use of various pieces of literature, assist teachers in selecting appropriate pieces of literature for use at specific levels, and assist teachers in developing appropriate methods of evaluating the tasks accomplished by their students and the gains made by those students.
- EDU 519. ELEMENTARY SCHOOL CURRICULUM/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 520. INSTITUTE IN CURRICULUM DEVELOPMENT/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 522. METHODS OF TEACHING WRITING IN THE CONTENT AREAS/THREE CREDITS
This course facilitates writing instruction in the classroom by helping teachers develop methods and strategies for implementing and evaluating writing at their own particular levels or in their own specific content areas.
- EDU 523. BEHAVIOR OF THE PRE-SCHOOL CHILD/THREE CREDITS
This course combines elements of learning theory and child growth and development with actual observation of children. Special topics include self-esteem and confidence, multi-ethnic and pluralistic preschool settings, and principles of tests and measurements. The course covers the social, physical, emotional, and intellectual development of the child from birth to preadolescence and gives special emphasis to language acquisition and

EDUCATION (Cont'd)

Courses

Elementary and Early Childhood (Cont'd)

preoperational thought. *Fall term.*

EDU 524. SCIENCE FOR THE ELEMENTARY CHILD/
THREE CREDITS

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

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

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

EDU 533. LITERATURE FOR THE CHILD/
THREE CREDITS

Major credit. Prerequisite: EDU 301 must precede this course or be taken concurrently with it. This course acquaints the student with traditional and modern literature for children, interests of children of different age levels, criteria for evaluating children's books, and methods of correlating children's literature with the curriculum. This course is a prerequisite to EDU 412a and 412b. *Offered during winter and spring terms.*

EDU 534. ENVIRONMENTAL EDUCATION/
THREE CREDITS

This course introduces education students to the teaching of environmental education in both the elementary and secondary classroom. The course will contain two primary components: (1) specific content information generated from the text in both in-class as well as in-field experiences, and (2) practical application of acquired content knowledge through teaching an environmental efficacy. *Elementary education students need EDU 520 as prerequisite.*

EDU 535. PRE-SCHOOL CURRICULUM/THREE
CREDITS

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

EDU 536. EXPLORATION OF CONTENT/
METHODOLOGY FOR SCIENCE/
THREE CREDITS

This course is an interactive experience whereby science teachers meets to successful instructors who will share with them the latest content knowledge of specific science subjects and successful and practical methods. Students will be able to choose from a

variety of "science units," each of which may be combined with other selected units. Credit for the class 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

See SOC 541.

EDUCATION (Cont'd)

Courses

Elementary and Early Childhood (Cont'd)

- EDU 543. GRAPHIC ORGANIZATION IN READING AND WRITING
This course is designed to introduce education students to the powerful tool of graphic organization as it relates to reading and writing instruction. The course will explore two components: 1. Theory – as it relates to current research. 2. Practice – as it relates to state curriculum standards.
- EDU 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
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
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
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
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
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
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 565. BEST PRACTICES IN LITERACY EDUCATION/THREE CREDITS
This course will provide classroom teachers a solid foundation in current theory and best practices in literacy instruction. The acquired knowledge will help teachers become more reflective decision-makers. Participants will examine their literacy history, beliefs about teaching literacy and how those beliefs relate to current practice.
- EDU 566. TEACHER AS COUNSELOR/THREE CREDITS
This course builds the educator’s basic communication skills, promotes the integration of personal and professional helping philosophies, explores the helper’s values, and helps the educator learn the necessary skills in building an effective helping relationship. The course focuses on the acquisition of counseling skills that prove beneficial for teachers in a variety of educational settings.
- EDU 567. EDUCATIONAL PSYCHOLOGY/THREE CREDITS
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

EDUCATION (Cont'd)

Courses

Elementary and Early Childhood (Cont'd)

behavior in an educational setting.

- EDU 568. CREATIVE DRAMATICS FOR THE CLASSROOM 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 570. MUSIC EDUCATION FOR THE ELEMENTARY SCHOOL CHILD/THREE CREDITS
This graduate course is for regular elementary school teachers who want to increase their competency in music activities. The course explores such topics as singing, playing instruments, listening experiences, creative experiences, and rhythmic experiences.
- EDU 570. WORKSHOP IN METHODS AND MATERIALS/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 573. THE SCHOOL AND THE FAMILY/THREE CREDITS
See SOC 573.
- EDU 574. EFFECTIVE INSTRUCTION I/THREE CREDITS
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 575. EFFECTIVE INSTRUCTION II/THREE CREDITS
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 576. EFFECTIVE INSTRUCTION III/THREE CREDITS
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 582g. PRACTICUM IN EARLY CHILDHOOD EDUCATION/THREE CREDITS
This course provides students an opportunity to observe and work with preschool children. Emphasis is upon the preschool curriculum, the nature of the learner, and management of young children.
- EDU 595. MANAGING STUDENT BEHAVIOR IN MAINSTREAMED CLASSES/ ONE CREDIT
This course helps secondary teachers develop a classroom management plan for inclusion classes.
- EDU CO-TEACHING/ ONE CREDIT
-

Gifted Education

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

Prerequisite: At least one previous course in gifted education, preferably EDU 591. This course will examine the various statistical instruments, investigative procedures, and other strategies used to identify and evaluate gifted and talented students. Techniques for evaluating students, teachers, and programs will be studied.

EDU TEACHING THE GIFTED IN THE REGULAR
528. CLASSROOM/THREE CREDITS

This course is designed to help teachers develop a broader understanding of giftedness and to develop methods suitable for gifted children in the regular classroom.

EDU APPLIED RESEARCH IN GIFTED EDUCATION/
530. 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 PRACTICUM IN CURRICULUM DESIGN FOR
582f. 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 PRACTICUM IN INSTRUCTION FOR THE
582h. GIFTED/THREE CREDITS

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

EDU INSTITUTE IN GIFTED EDUCATION/
584a. 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 INSTITUTE IN GIFTED EDUCATION/
584b. THREE CREDITS

This course is a continuation of EDU 584a. These two courses together compose the institute. They cannot be taken separately.

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

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

EDU CURRICULUM AND INSTRUCTION FOR
592. 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 ADVANCED CURRICULUM PRACTICES FOR
593. 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 SPECIAL TOPICS IN GIFTED EDUCATION/
594. 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.*

EDUCATION (Cont'd)

Courses

Marriage and Family Therapy

EDU THE FAMILY LIFE CYCLE AND THE CONCEPTS

632. OF MURRAY BOWEN/THREE CREDITS

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

EDU SYSTEMIC ASSESSMENT AND TREATMENT

633. OF CHILD PSYCHOPATHOLOGY/ THREE CREDITS

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

EDU SYSTEMS OF FAMILY THERAPY I/

634. THREE CREDITS

Required course. 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

635. EXTENDED MODELS OF FAMILY THERAPY/ THREE CREDITS

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

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

637. ADDICTION/THREE CREDITS

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

EDU TRAUMATIC STRESS AND THE FAMILY/

638. THREE CREDITS

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

EDU SELECTING A FAMILY THERAPY MODEL:

639. INTEGRATING THE SELF OF THE THERAPIST WITH THE PRACTICE OF MARRIAGE AND FAMILY THERAPY/THREE CREDITS

Required course. This course will provide an overview of the major systemic models including but not limited to structural/strategic, communication, transgenerational, experiential and brief marital and family modes of therapy. *Prerequisite: A basic graduate level course in family systems theory.*

EDU EMOTIONALLY FOCUSED MARITAL

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

This course will provide a systemic approach to couples therapy. The focus will be on integrating skills, techniques, concepts, and selected areas of expertise with the emotionally focused approach to couples therapy. *Prerequisite: EDU 634 or EDU 635 or EDU 639 or an equivalent introductory course to family systems concepts and vocabulary.*

EDU THE DEVELOPMENTAL PROCESS OF THE

641. RESILIENT FAMILY/THREE CREDITS

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

EDU DSM-IV AND MARITAL AND FAMILY

642. THERAPY/THREE CREDITS

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

EDU CULTURAL COMPETENCE AND FAMILY

643. THERAPY/THREE CREDITS

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

EDU ETHICAL, LEGAL AND PROFESSIONAL ISSUES

645. FOR THE MARITAL AND FAMILY THERAPIST/ THREE CREDITS

Required course. This course provides a meta-analysis of a variety of issues associated with the delivery of

EDUCATION (Cont'd)

Courses

Marriage and Family Therapy

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/ 647. THREE CREDITS

Required course. This course is designed to provide family therapists with knowledge of research methodologies and techniques used in the scientific approach to problem-solving in systemic family therapy. *Prerequisite:* A graduate level course in statistics and basic research studies.

EDU SUPERVISED CLINICAL PRACTICE/ 648. TWELVE CREDITS

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 39 hours of core MFT academic curriculum, acceptance by the Clinical Readiness Committee, and passing a Theoretical Integration Examination.

EDU A SYSTEMIC UNDERSTANDING OF GROUP 649. DYNAMICS/THREE CREDITS

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 MARITAL AND FAMILY THERAPY 650. SUPERVISION/THREE CREDITS

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

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

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

EDU CREATIVE APPROACHES TO FAMILY 655. THERAPY/THREE CREDITS

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

EDU BUSINESS STRATEGIES FOR HEALTH 656. PRACTITIONERS/THREE CREDITS

The average marriage and family therapist as well as other health practitioners usually receive excellent clinical education, but no formal education about designing and implementing the business portion

of their practices. This can contribute to expensive mistakes and possible liability. This course is designed to introduce the marriage and family therapist/health practitioner to sound business strategies upon which to build a practice.

EDU 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/ 658. THREE CREDITS

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/ 660. THREE CREDITS

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

EDU SYSTEMS OF FAMILY THERAPY II/ 680. THREE CREDITS

Required course. This course and EDU 634 are designed to provide complementary comprehensive surveys of the major models of marriage, couple and family therapy. The combination of these two required courses will address the historical

Marriage and Family Therapy

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 SYSTEMS/THREE CREDITS

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

treated in a couple and family context.

EDU PLAY THERAPY/THREE CREDITS

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

EDU ADVANCED TECHNIQUES OF THE PSYCHOTHERAPY INTERVIEW/THREE CREDITS

683. *Required course.* This course presents an integrative approach to the theory and application of techniques of the psychotherapy interview within the context of systems-oriented therapy with individuals, couples, and families. In preparation for the clinical practicum,

Secondary Education

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

201. *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 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.

development, in-service programs for teachers, problem-solving and communication techniques, and teacher-supervisor conferences as included in SC ADEPT.

EDU TEACHING READING TO DISABLED ADOLESCENTS/THREE CREDITS

510. 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 TEACHING STUDENTS WITH ATTENTION DEFICIT DISORDER/THREE CREDITS

513. *See Elementary Section for course description.*

EDU CONTEMPORARY EDUCATIONAL ISSUES/THREE CREDITS

514. *See Elementary Section for course description.*

EDU METHODS OF TEACHING LANGUAGE ARTS/THREE CREDITS

517. *See Elementary and Early Childhood.*

EDU TEACHING READING THROUGH LITERATURE/THREE CREDITS

518. *See Elementary Section for course description.*

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

522. This course facilitates writing instruction in the classroom by helping teachers develop methods and strategies

EDU PRACTICUM II IN SECONDARY EDUCATION: READING/ NO CREDITS

202. 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 COMPUTERS FOR TEACHERS/THREE CREDITS

504. *See Elementary Section for course description.*

EDU FIRST-YEAR TEACHER INTRODUCTION/THREE CREDITS

505. *See Elementary Section for course description.*

EDU ADEPT TECHNIQUES/THREE CREDITS

506. *See Elementary Section for course description.*

EDU PRACTICUM IN THE TECHNIQUES OF SUPERVISION/THREE CREDITS

509. A graduate course for teachers who are in a position of leadership in their schools or districts. Theories and principles of instructional supervision, staff

Secondary Education (Cont'd)

- for implementing and evaluating writing at their own particular levels or in their own specific content areas.
- EDU TEACHING OF READING: CONTENT AREAS/
525a. 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 TEACHING READING THROUGH
LITERATURE/
526. THREE CREDITS
See Elementary Section for course description.
- EDU PROFICIENCY INSTRUCTION IN FOREIGN
LANGUAGE, METHODS AND CURRICULUM
DESIGN/THREE CREDITS
529.
A course to define problems in foreign language instruction and to develop strategies to overcome restraints.
- EDU METHODS OF TEACHING SECONDARY
MATHEMATICS/THREE CREDITS
531.
A study of the secondary school curriculum in mathematics and discussion of methods of teaching selected topics.
- EDU DIRECTED STUDENT TEACHING:
SECONDARY/
NINE CREDITS
532.
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 CURRICULUM PRINCIPLES AND METHODS
OF
SECONDARY EDUCATION/THREE CREDITS
540.
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 SOCIOLOGY OF EDUCATION/THREE
CREDITS
542. *See SOC 541.*
- EDU THE MIDDLE SCHOOL ORGANIZATION AND
CURRICULUM/THREE CREDITS
549.
- 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 SCHOOLS/YOUTH/DRUGS/THREE CREDITS
550. *See Elementary Section for course description.*
- EDU IDENTIFYING AND ACCOMMODATING
LEARNING STYLES IN THE CLASSROOM/
THREE CREDITS
551. *See Elementary Section for course description.*
- EDU THE EDUCATOR AS WRITER/THREE
CREDITS
553. *See Elementary Section for course description.*
- EDU FOUNDATIONS OF AMERICAN EDUCATION/
THREE CREDITS
560. *See Elementary Section for course description.*
- EDU INFORMATION SUPERHIGHWAY/
THREE CREDITS
563. *See Elementary Section for course description.*
- EDU MEDIA TECHNIQUES/THREE CREDITS
564. *See Elementary Section for course description.*
- EDU EDUCATIONAL PSYCHOLOGY/THREE
CREDITS
567. *See Elementary Section for course description.*
- EDU CREATIVE DRAMATICS/THREE CREDITS
568. *See Education Section for course description. Crosslisted with THE 568.*
- EDU WORKSHOP IN METHODS AND MATERIALS/
THREE CREDITS
570.
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 CLASSES/ ONE CREDIT
595. *See Elementary Section for course description.*
- EDU CO-TEACHING/ ONE CREDIT
597. *See Elementary Section for course description.*
- EDU TEACHING STUDENTS WITH DISABILITIES
IN MAINSTREAM SECONDARY CLASSES/
ONE CREDIT
598.
A course to develop the secondary teacher's knowledge of various disabilities, the legal aspect of educating students with disabilities in a mainstream setting and

Special Education: Deaf and Hard of Hearing

SED INTRODUCTION TO CUED SPEECH/
510. THREE CREDITS

The course is designed to prepare participants to be able to apply Cued Speech theory and demonstrate cueing and 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 EDUCATIONAL PERSPECTIVES:
550. DEAF AND HARD OF HEARING/THREE CREDITS

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

SED AUDIOLOGY AND SPEECH SCIENCE/
553. THREE CREDITS

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

Sign-up deadlines are involved. Check with your adviser.

SED TEACHING OF LANGUAGE: DEAF AND
555. HARD OF HEARING/THREE CREDITS

Prerequisite: SED 550. A course designed to acquaint the student with the nature and problems of language acquisition in persons who are deaf and hard of hearing. Various theories, methods, and materials for the teaching of language are covered. *A practicum is included. Sign-up deadlines are involved. Check with your adviser.*

SED SPEECHREADING AND AUDITION/
556. THREE CREDITS

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

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

This course is designed primarily for teachers of the deaf and hard of hearing; however, teachers in other areas of special education could benefit from the course. Presentation and discussion center on current topics, trends, and issues influencing the total curriculum for teachers of students who are deaf and hard of hearing. The course updates professionals in the field on current information and resources on

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 exceptional children and youth. Some attention is given to the nature and scope of special education programs and services, community resources, and rehabilitation.

SED INTRODUCTION TO EARLY CHILDHOOD
502. SPECIAL EDUCATION/THREE CREDITS

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

SED IDENTIFICATION AND ASSESSMENT OF
503. PRESCHOOL SPECIAL NEEDS CHILDREN/
THREE CREDITS

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

SED PRESCHOOL SPECIAL NEEDS CURRICULUM
504. AND CLASSROOM MANAGEMENT/
THREE CREDITS

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

EDU CLASSROOM MANAGEMENT/
505. 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 DIRECTED STUDENT TEACHING:
512g. EDUCABLE MENTAL DISABILITIES /
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 ADEPT/Student Teaching Orientation and the oral communication workshops are required. The student teacher will be evaluated using the state-adopted ADEPT evaluation. In addition, the student must prepare a comprehensive paper relating the role of instructional theory to the student teaching experience. 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.

EDUCATION (Cont'd)

Courses

Special Education: Educable Mentally Disabled (Cont'd)

SED CONSULTATIVE COLLABORATION SKILLS

530. SPECIAL EDUCATION TEACHERS/ THREE CREDITS

As the field of special education changes to incorporate the concepts of mainstreaming, inclusion, and less reliance on pull-out programs, the role of the special education teacher is being redefined. This course is designed to explore consultative collaboration, various models for its implementation, needed communication skills, effective instructional practices, and modification of instruction/materials/evaluation methods to meet the needs of students through collaborative models.

SED TRENDS AND ISSUES IN SPECIAL EDUCATION/

534. 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 AUGMENTATIVE COMMUNICATION:

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

This course is designed to acquaint the student with methods and materials to enhance and elicit interactive communication with handicapped students. This course introduces methods, materials, and techniques for engineering an interactive symbolic communication classroom. The student will learn about current trends, technology, and software.

SED SPECIAL TOPICS IN SPECIAL EDUCATION/ 570. THREE CREDITS

SED EDUCATIONAL DIAGNOSTICS FOR 576. 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 with mental, learning, emotional, and hearing

disabilities.

SED REMEDIAL READING/THREE CREDITS

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

SED INTRODUCTION TO THE MENTAL

580. DISABILITIES (Psychology of Mental Retardation)/ THREE CREDITS

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

SED PRACTICUM IN INSTRUCTION OF

582a. EXCEPTIONAL CHILDREN: MENTAL DISABILITIES/THREE CREDITS

Prerequisite: SED500. This course is designed to acquaint students with the characteristics, behavior, and learning styles of mental disabilities. Observation and participation at The Charles Lea Center and/or public schools are required. *Sign-up deadlines are involved. Check with your adviser.*

SED EDUCATIONAL PROCEDURES FOR 586. EDUCABLE MENTAL DISABILITIES/ THREE CREDITS

Prerequisites: SED 500, SED 580, SED 582a. The curriculum and techniques of teaching are studied in relation to teaching students with mental disabilities.

SED METHODS OF TEACHING THE TRAINABLE 588. MENTAL DISABILITIES/THREE CREDITS

Prerequisites: SED 500, SED 580, SED 582a. The

Special Education: Learning Disabilities/Emotional Disabilities/Orthopedical Disabilities

- SED INTRODUCTION TO EARLY CHILDHOOD
502. SPECIAL EDUCATION/THREE CREDITS
See Special Education: Educable Mental Disabilities Section for course description.
- SED IDENTIFICATION AND ASSESSMENT OF
503. PRESCHOOL SPECIAL NEEDS CHILDREN/
THREE CREDITS
See Special Education: Educable Mental Disabilities Section for course description.
- SED PRESCHOOL SPECIAL NEEDS CURRICULUM
504. AND CLASSROOM MANAGEMENT/
THREE CREDITS
See Special Education: Educable Mental Disabilities 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 \$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 ADEPT/Student Teaching Orientation and the oral communication workshops are required. The student teacher will be evaluated using the state-adopted ADEPT evaluation. In addition, the student must prepare a comprehensive paper relating the role of instructional theory to the student teaching experience. 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 ORTHOPEDICAL
581. DISABILITIES AND HEALTH-IMPAIRED
CHILDREN/ THREE CREDITS
An introduction to children with health and orthopedic disabilities and the causes and characteristics of disabilities.
- SED PRACTICUM IN INSTRUCTION OF
582b. EXCEPTIONAL CHILDREN:
LEARNING DISABILITIES/THREE CREDITS
Prerequisites: SED 500, SED 595, SED 596. This course provides students an opportunity to observe and work with children with learning disabilities. *Sign-up deadlines are involved. Check with your adviser.*
- SED PRACTICUM IN INSTRUCTION OF
582c. EXCEPTIONAL CHILDREN:
EMOTIONAL DISABILITIES/THREE CREDITS
Prerequisites: SED 500, SED 597, SED 598. This course provides students an opportunity to observe and work with children, with emotional disabilities. On-campus seminars are included. *Sign-up deadlines are involved. Check with your adviser.*
- SED PRACTICUM IN INSTRUCTION OF
582d. EXCEPTIONAL CHILDREN: ORTHOPEDICAL
DISABILITIES/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 children with orthopedic disabilities. Field trips to area institutions and on-campus seminars are included. Grading is on a pass/fail basis. *Sign-up deadlines are involved. Check with your adviser.*
- SED EDUCATIONAL PROCEDURES FOR THE
584. ORTHOPEDICAL AND HEALTH
DISABILITIES/THREE CREDITS
An introduction to management techniques and educational methods and materials used with children with the orthopedical disabilities.
- 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 EMOTIONAL
597. DISABILITIES/THREE CREDITS
An introduction to children with emotional disabilities; causes and characteristics of neuroses and psychoses; and related learning problems, retardation, and cultural disadvantage.
- SED EDUCATIONAL PROCEDURES FOR THE
598. EMOTIONAL DISABILITIES/THREE CREDITS
An introduction to methods of therapy, management techniques, and educational materials used with children with emotional disabilities. *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.

ENGLISH

Courses

ENG TOPICS IN MEDIEVAL LITERATURE/

500. THREE CREDITS

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

ENG WORLD LITERATURE/THREE CREDITS

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

ENG TOPICS IN RENAISSANCE STUDIES/

510. THREE CREDITS

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

ENG ADOLESCENT LITERATURE/THREE CREDITS

515. Designed especially for students preparing to teach at the secondary school level. A combination method and subject matter course planned to evaluate and read the literary works which best relate to the high school student's experience and training.

ENG SHAKESPEARE/THREE CREDITS

520. A study of Shakespeare's major plays.

ENG EIGHTEENTH CENTURY STUDIES/

530. THREE CREDITS

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

ENG NINETEENTH-CENTURY

540. 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

550. 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/

560. THREE CREDITS

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

ENG TWENTIETH-CENTURY POETRY/

565. THREE CREDITS

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

ENG WOMEN WRITERS/THREE CREDITS

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

ENG SPECIAL TOPICS IN LITERATURE/

580. THREE CREDITS

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

ENG GENRE STUDIES/THREE CREDITS

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

ENG ADVANCED COMPOSITION/THREE CREDITS

591. A study of the principles of rhetoric, syntax, and modern usage. Emphasis in writing assignments will be on expository forms. Assigned readings from the classical and modern rhetoricians.

ENG CREATIVE WRITING: POETRY/

592. THREE CREDITS

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

ENG CREATIVE WRITING: FICTION/

593. THREE CREDITS

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/

596. THREE CREDITS

A linguistic approach to the study of English grammar with concentration on traditional, structural, and transformational grammars. *Offered in alternate years.*

ENG SPECIAL TOPICS IN WRITING/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*

FOREIGN LANGUAGES

Courses

French

FRE ADVANCED FRENCH CONVERSATION FOR

515. 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 an oral expose on a specific aspect of French culture not dealt with in class.

FRE LA FRANCE CONTEMPORAINE/

516. THREE CREDITS
A study of several aspects of contemporary France through discussion and through the reading of various texts.

FRE FRANCOPHONE LITERATURE OF AFRICA AND

517. THE CARIBBEAN/THREE CREDITS
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/

519. THREE CREDITS
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.

Spanish

SPN ADVANCED SPANISH GRAMMAR/

540. THREE CREDITS
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

541. PROFESSIONS/THREE CREDITS
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

565. ABROAD/THREE CREDITS
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

HISTORY

Courses

I. American History

- HIS AFRICAN-AMERICAN HISTORY/
506. THREE CREDITS
A survey of African-American history from colonial times to the present.
- HIS THE COLONIAL AND REVOLUTIONARY 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,
522. 1876-1920/THREE CREDITS
A study of the United States from 1876 to 1920. Topics covered include the growth of big business, the Populist Movement, Imperialism, Progressivism, and World War I.
- HIS AMERICA BETWEEN THE WARS, 1919-1945/
540. THREE CREDITS
A study of the United States from the end of World

II. European History

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.
- HIS TSARIST RUSSIA/THREE CREDITS
510. A study of the beginnings of Russian history and of the Tsarist period to 1894.
- HIS THE RUSSIAN REVOLUTION AND THE SOVIET UNION/THREE CREDITS
511. A study of the background and progress of the 1917 revolutions and the origins and history of the Soviet Union.
- HIS ENGLISH HISTORY TO 1714/THREE CREDITS
518. A survey of the history of England from the beginning through the end of the Stuart Dynasty.
- HIS ENGLISH HISTORY, 1714 TO THE PRESENT/
519. THREE CREDITS
A survey of the history of England from the beginning of the Hanoverian Dynasty to the present.
- HIS RENAISSANCE AND REFORMATION/
551. THREE CREDITS
A survey of European history from 1350 to 1648.
- HIS THE AGE OF THE ENLIGHTENMENT/
552. THREE CREDITS
A survey of European history from 1648 to 1789.
- HIS THE MIDDLE AGES/THREE CREDITS
561. This course is a survey of the developments that shaped European history during the Middle Ages, primarily from 1000 onward. The major emphasis of the course

War I through the end of World War II.

- HIS CONTEMPORARY AMERICA, 1945 TO THE PRESENT/THREE CREDITS
541. A study of the United States from the end of World War II to the present. *Crosslisted with POL 541.*
- HIS WOMEN IN AMERICAN HISTORY/
545. THREE CREDITS
A study of major themes in the lives of women through the span of American history.
- HIS AMERICAN FOREIGN POLICY/
555. THREE CREDITS
A study of the institutions and functioning of American foreign policy/national security decision making as well as of selected topics of Cold War 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

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/
563. THREE CREDITS
Lectures, readings, and discussion of the political, diplomatic, social and intellectual history of Europe in the twentieth century. The first part covers the period from the Paris Peace Conference (1919) to 1939; the second part covers the period from 1939 to the present.
- HIS PROBLEMS IN BRITISH HISTORY/
565. THREE CREDITS
Several topics will be selected for study in depth. Among these will be the historical evolution of the British parliamentary system, the Irish question in British history, and an investigation of the current political and economic situation. The selection of topics will vary during successive offerings.

HISTORY (CONT'D)

Courses

III. Non-Western History

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

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

HIS ISLAMIC AND MIDDLE EAST POLITICS/

HIS THE VIETNAM EXPERIENCE/THREE CREDITS
575. *Crosslisted with American History.*

IV. Advanced Study

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

HIS 591. SPECIAL TOPICS IN HISTORY/THREE CREDITS
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

MATHEMATICS/COMPUTER SCIENCE

Mathematics

MTH 501. FUNDAMENTAL CONCEPTS I/THREE CREDITS

A study of algebra, geometry, and analysis, designed to give M.Ed. candidates the proper background for taking additional courses in the fields.

MTH 502. FUNDAMENTAL CONCEPTS II/THREE CREDITS

A continuation of MTH 501.

MTH 508. DISCRETE MATHEMATICS/THREE CREDITS

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

MTH 510. INTRODUCTION TO LINEAR ALGEBRA/
THREE CREDITS

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

MTH 511. ABSTRACT ALGEBRA/THREE CREDITS

A study of abstract algebraic structures.

MTH 521. FOUNDATIONS OF GEOMETRY/
THREE CREDITS

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

MTH 522. INTRODUCTION TO ANALYSIS/
THREE CREDITS

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

MTH 523. PROBABILITY AND STATISTICS/
THREE CREDITS

A study of probability, distributions, sampling distribution theory, estimation and tests of statistical hypothesis.

MTH 599. SPECIAL TOPICS IN MATHEMATICS

Each offering covers a special topic in mathematics.

A laboratory fee is required.

Computer Science

See semester schedule for specific topics.

CSC 503. COMPUTER APPLICATIONS FOR TEACHERS/
THREE CREDITS

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

CSC 504. COMPUTER APPLICATIONS FOR
MATHEMATICS TEACHERS/THREE CREDITS

Prerequisite: None. An introduction to the various mathematical software packages used in mathematics. *Lectures and laboratory. A laboratory fee is required.*

NSC BIOLOGY FOR TEACHERS/THREE CREDITS

511. This course allows students to experience an updated review of major biological concepts while practicing design and management of secondary level teaching plans for biology topics and lab activities. The course will examine the history, philosophy, and interrelationships among the sciences. 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 EVOLUTIONARY BIOLOGY/THREE CREDITS

516. *Prerequisite: Genetics or permission of the instructor.* A survey of the theory, history, and principals of evolutionary biology. Both macroevolutionary and microevolutionary topics are covered, as well as the importance of the principals of evolution in biology curricula. Readings will be taken from a wide variety of texts, including primary literature.

NSC MODERN CHEMISTRY/THREE CREDITS

521. The structure and reaction of atoms and molecules. This course is designed to emphasize concepts in chemistry for secondary science teachers. *Offered in alternate years.*

NSC CONSUMER CHEMISTRY/THREE CREDITS

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

NSC ENVIRONMENTAL CHEMISTRY/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

POLITICS

Courses

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.

POL SPECIAL STUDIES IN THE POLITICAL PROCESS/THREE CREDITS

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

POL THE PRESIDENCY AND THE FEDERAL BUREAUCRACIES/THREE CREDITS

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

POL ELECTIONS AND POLITICAL PARTIES/THREE CREDITS

530. 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

decisions, and political campaigns.

POL ANCIENT, MEDIEVAL, AND RENAISSANCE POLITICAL THEORY/THREE CREDITS

510. A survey of the major works in the Western tradition of political thought from Plato to Machiavelli.

POL EARLY MODERN AND MODERN POLITICAL THEORY/THREE CREDITS

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

POL SELECTED TOPICS IN POLITICAL THOUGHT/THREE CREDITS

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

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 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

IV. Comparative Government and Politics

POL THE POLITICS OF RUSSIA AND THE FORMER SOVIET UNION/THREE CREDITS

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

POL COMPARATIVE GOVERNMENT AND POLITICS/THREE CREDITS

565. A comparative political analysis of ideologies, systems,

V. Advanced Study

appreciation and analysis of non-Western culture and political systems.

POL CONSTITUTIONAL LAW/THREE CREDITS

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

POL 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 PRESENT/THREE CREDITS

541. 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/THREE CREDITS

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

POL AMERICAN POLITICAL THOUGHT/THREE CREDITS

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

POL GENDER AND POLITICS/THREE CREDITS

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

and a survey of post World War II American foreign relations. *Crosslisted with HIS 555.*

POL THE VIETNAM EXPERIENCE/THREE CREDITS

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

institutions, politics, and current affairs of selected Western and non-Western nations.

POL ISLAMIC AND MIDDLE EAST POLITICS/THREE CREDITS

570. An introduction to the comparative and developmental politics of the Middle East and the larger Islamic community. Emphasis will be on sensitivity to and

PSYCHOLOGY

- PSY PSYCHOLOGY OF WOMEN/THREE CREDITS
502. *Prerequisite: PSY 100.* A study of gender comparisons in behavior. Selected topics include theories of female development; femininity, masculinity, and androgyny; gender comparisons in personality, adjustment, abilities, achievement, motivation, language, biological influences, sexuality; violence against women; and cross-cultural perspectives.
- PSY SOCIAL SCIENCE STATISTICS/
THREE CREDITS
503. *Prerequisite: PSY 100.* A study of the statistical techniques commonly used in the analysis of data in economics, politics, psychology, and sociology. Students will become familiar with the use of computers in data analysis. *Same as SOC 503.*
- PSY ABNORMAL PSYCHOLOGY/THREE CREDITS
504. *Prerequisite: PSY 100.* A study of the changing meanings of the concept of abnormal behavior and the accompanying changes in methods of treatment.
- PSY COUNSELING AND PSYCHOTHERAPY/
THREE CREDITS
510. *Prerequisite: PSY 100.* 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: PSY 100.* This course will provide an examination of the influence on human behavior of such operant phenomena as positive reinforcement, extinction, aversive conditioning, and cognitive control. Text materials will place some emphasis on application through token economies in educational and other institutional settings. Lecture materials will stress clinical procedures such as desensitization, assertive training, modelling, and self control. Students will plan a behavior modification program to modify some aspect of their own behavior.
- PSY 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.

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.

Courses

- 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: PSY 100.* 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 THEORIES OF PERSONALITY AND
EMOTIONAL DISTURBANCES/THREE CREDITS
580. *Prerequisite: PSY 100.* The study of development and behavior through the life span. *Offered fall and spring terms.*
- 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

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- REL HISTORY OF RELIGION IN AMERICA/
THREE CREDITS
520. 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

Courses

SOC SOCIAL SCIENCE STATISTICS/

503. THREE CREDITS
Same as PSY 503.

SOC SOCIAL PROBLEMS AND DISORGANIZATION/

510. THREE CREDITS

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

SOC SOCIAL PSYCHOLOGY/THREE CREDITS

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

THEATRE

THR SPECIAL TOPICS IN DRAMATIC LITERATURE/

505. THREE CREDITS

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

THR AN INSTITUTE IN CREATIVE DRAMA FOR 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

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 Petrie School of Music has had a prominent role on campus, in the region, and in the country. From the early part of this century, Twichell Auditorium has hosted internationally recognized musicians and musical organizations and festivals.

ACCREDITATION

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

MISSION

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

ADMISSION PROCEDURES

Enrollment in all graduate programs at Converse College is coeducational.

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

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

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

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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 Music Admissions to make these arrangements.

AREA ADMISSIONS REQUIREMENTS

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

Performance: An audition (twenty minutes minimum).

Piano Pedagogy: An audition (twenty minutes minimum).

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 degree in their undergraduate program will be required to fulfill the undergraduate piano requirement at Converse.

PROBATION IN PERFORMANCE

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

LANGUAGE REQUIREMENTS

Remedial work in foreign languages may be required of vocal, instrumental, theory, composition, and music history majors if their undergraduate transcripts show a deficiency.

Requirements:

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

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

SPECIAL GRADUATE STATUS

Students wishing to enroll for graduate credit but not seeking degree candidacy may file

an application for Special Graduate Student status by submitting college transcripts and the appropriate application. Applicants accepted to this status may register for graduate credit in any course offered by the Petrie School of Music, subject to the

following conditions:

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

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

TRANSFER CREDIT

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

ASSISTANTSHIPS

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

Application for the following fall term will be reviewed beginning January 15. The awarding process will continue until all assistantships have been awarded. 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

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to satisfy all degree requirements. The student and the faculty adviser together select the student's Master's Committee.

MASTER'S COMMITTEE

Each graduate student appoints a Master's Committee, which oversees the thesis and comprehensive examination process.

COURSE LOAD

The normal full load for a graduate student is 6 hours during the fall or spring term (4 during the winter term). The maximum load is 9 hours during the fall or spring term (6 during the winter term).

ENSEMBLE PARTICIPATION

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

DIRECTED INDEPENDENT STUDIES IN MUSIC

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

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

APPLICATION FOR GRADUATION

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

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

submitted to the Office of the Dean.

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

GRADUATION REQUIREMENTS

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

1. A grade lower than B- will not count for graduate program credit in any course within the Major Area, including the Graduate Ensemble.
2. A grade lower than C- will not count present on the candidate's transcript will not count toward graduation except by specific permission of the Music Curriculum Committee.
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
5. At least half of all credits must be at the 600 level.

COMPREHENSIVE EXAMINATIONS

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

The Comprehensive Examination consists of two parts:
length.

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

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

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

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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 Twitchell Auditorium, an excellent 1500 seat concert hall which serves not only the School and the College but also the upstate region.

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

COURSE OFFERINGS

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

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

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

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 organists, this means *Organ 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. Ensemble participation is recom-
mended but will not count toward elec-
tives.*

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.

O P E R A

WORKSHOP I /
ONE CREDIT

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

502. OPERA WORKSHOP II/
ONE CREDIT

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

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and arias.
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.

504. OPERA WORKSHOP IV /
ONE CREDIT
Prerequisite: MUA 501 or permission of instructor. A continuation of MUA 501, this course provides advanced work on character building and techniques that show the student how to be more engaged and committed to the music and the plot. Students will learn how to

make a resume, professional standards that are expected in the profession, auditioning and the expectations of employers when hired. Successful completion of the course results in a mock professional audition.

680. GRADUATE 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 /
691. 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) appropriate performance area faculty). Enrollments are limited by available resources. Open to all Converse students.)
2. Elective Performance Studies (Requires approval of the

Consult the appropriate section of the Catalog for lesson fees.

ENSEMBLES AND CHAMBER MUSIC (MEN)

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

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.

The Petrie School of Music

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 PERFORMANCE / ONE CREDIT
Prerequisite: Graduate status, permission of the instructor. An opera performance course designed for the graduate student. This course is required of all vocal majors who have auditioned and obtained a role

DEPARTMENT OF MUSIC EDUCATION AND PEDAGOGY (MEP)

Dr. Patricia Foy, *Chair*

MASTER OF MUSIC DEGREE IN MUSIC EDUCATION

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

Required courses in Music:

MUE 611: Foundations of Music Education	3 hours
MUE 621: Research in Music Education.....	3 hours
MUE 623: Methods and Materials Seminar in Music Education ...	3 hours
MUE 695: Graduate Thesis.....	3 hours
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	MUA 221, 223: Diction	2 hours
MUE 361,363: Conducting I, II..	4 hours	MUE 311: General Music K-12..	3 hours
MUE 321-352: Instrumental		MUE 411: Choral Methods.....	3 hours
“tech” courses	3 hours	MUE 422: Music Practicum	3 hours
MUA 111-113, 211-213: Voice Class		Total hours	25 hours
(for keyboard majors)	4 hours		

Required Courses in Music:

MUE 611: Foundations of Music Education	3 hours
MUE 621: Research in Music Education	3 hours
MUE 623: Methods and Materials Seminar in Music Education ...	3 hours
MUE 695: Graduate Thesis.....	3 hours
MUE 660: Directed Student Teaching: Music Education ...	12 hours
Total hours in Major area	24 hours

MPS 600: Performance Studies ..	2 hours
MEN: Ensemble.....	2 hours
MUH 600: Graduate Seminar (one term).....	0 hours
MUH: Graduate elective in Music History.....	3 hours
MUT: Graduate Music Theory....	3 hours
PSY 580: Human Growth and Development	3 hours

Total hours in supportive area . 13 hours

Music Electives..... 3 hours

Graduate Course Requirements:*

Ensemble participation is recommended but will not count toward electives.

Total Graduate Credits for degree..... 37 hours

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

** 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 **62 hours**

Final Requirements:

1. Comprehensive examination
2. Master’s Thesis
3. PRAXIS II Examinations
 - Music: Content Knowledge
 - Music: Concepts and Processes

The Petrie School of Music

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

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

Entrance Requirements

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

Prerequisite Courses:

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 1 hour

MUE 311: General Music K-12.. 3 hours

MUE 412: Instrumental
Methods..... 3 hours

MUE 611: Foundations of Music
Education 3 hours

MUE 621: Research in Music
Education 3 hours

MUE 623: Methods and Materials
Seminar in Music Education ... 3 hours

MUE 695: Graduate Thesis..... 3 hours

MUE 660: Directed Student
Teaching: Music Education... 12 hours

Total hours in Major area 24 hours

MPS 600: Performance Studies .. 2 hours

MEN: Ensemble..... 2 hours

MUH 600: Graduate Seminar
(one term)..... 0 hours

MUH: Graduate elective in
Music History..... 3 hours

MUT: Graduate elective in
Music Theory** 3 hours

PSY 580: Human Growth and
Development 3 hours

**Total hours in supportive
area 16 hours**

Music Electives..... 3 hours

MUE 422: Music Practicum 3 hours

Total hours 24 hours

Graduate Course Requirements:*

Required Courses in Music:

*Ensemble participation is recommended
but will not count toward electives.*

Total Graduate Credits for
degree..... 40 hours

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

** If the student's undergraduate cur-
riculum did not include a course in
orchestration, this course must be
MUT 542: Orchestration.

**Grand Total Hours for
Program 61 hours**

Final Requirements:

1. Comprehensive examination
2. Master's Thesis
3. PRAXIS II Examination

MASTER OF MUSIC DEGREE IN PIANO PEDAGOGY

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

Required Courses in Music:

MUE 671: Performance Practices
& Practicum in
Piano Pedagogy I 2 hours
MUE 672: Performance Practices
& Practicum in
Piano Pedagogy II..... 1 hour
MUE 673: Performance Practices
& Practicum in
Piano Pedagogy III... 2 hours
MUE 674: Piano Pedagogy
Journal Club..... 2 hours
MUH 553: Piano Literature 3 hours
Total hours in Major 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 541: Advanced Analysis
MUT 542: Orchestration
MUT 543: Adv. Harmony &
20th Century Idioms

**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.

The Petrie School of Music

MUSIC EDUCATION (MUE)

570. MUSIC EDUCATION FOR THE ELEMENTARY CHILD / THREE CREDITS
Objectives, methods, and materials for teaching music in the elementary school. Designed for the general classroom teacher.
611. FOUNDATIONS OF MUSIC EDUCATION / THREE CREDITS
An overview of the philosophical, historical, psychological, sociological, and pedagogical foundations of music education in the United States.
621. RESEARCH IN MUSIC EDUCATION / THREE CREDITS
Quantitative and qualitative research procedures.
623. METHODS AND MATERIALS SEMINAR IN MUSIC EDUCATION / THREE CREDITS
A survey of methods and materials, current advanced trends and techniques.
660. DIRECTED STUDENT TEACHING: MUSIC EDUCATION / NINE CREDITS
Prerequisites: Admission to the Teacher Education Program in Music Education; completion of all music education courses required for the degree, MUA 203 or MUA 213, minimum undergraduate GPA of 2.5 and permission of the department. The student teaching of music in the public schools under the supervision of a music faculty member. This course includes a weekly seminar and conferences with the director of music teacher education and the cooperating teacher. Discussions and criticisms accompany the elementary and/or secondary school observation and teaching. A minimum of 12 weeks of directed teaching is required for certification.
661. ADVANCED CHORAL CONDUCTING / THREE CREDITS
Prerequisite: MUE 363. Concentration on score reading and conducting of vocal works.
663. ADVANCED INSTRUMENTAL CONDUCTING / THREE CREDITS
Prerequisite: MUE 363. Includes score reading and conducting of instrumental ensembles.
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)

- | | |
|--|--|
| <p>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.</p> | <p>571. ORGAN LITERATURE /THREE CREDITS
<i>Prerequisites: MUH 211 and MUH 212.</i> A survey of the literature for the instrument.</p> |
| <p>501. BIBLIOGRAPHY / THREE CREDITS
<i>Prerequisite: Graduate or Honors Program status.</i> A survey of basic reference materials in the field of music, with an introduction to the techniques of research.</p> | <p>572. HISTORY OF PERFORMANCE PRACTICE / THREE CREDITS
<i>Prerequisites: MUH 211 and MUH 213.</i> A survey of the Early Music Movement and selected topics in applied performance practice.</p> |
| <p>531. MUSIC OF THE ROMANTIC ERA / THREE CREDITS
<i>Prerequisites: MUH 211 and MUH 213.</i> An examination of Western music in the 19th Century.</p> | <p>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.</p> |
| <p>533. MUSIC OF THE TWENTIETH CENTURY / THREE CREDITS
<i>Prerequisites: MUH 211 and MUH 213.</i> An examination of Western music in the 20th Century.</p> | <p>602. PEDAGOGY OF MUSIC HISTORY/ THREE CREDITS
<i>Prerequisites: Passing the music history placement test or successfully completing MUH 411 (History Review).</i> This course will examine issues and ideas involved with the teaching of music history and music appreciation at the college level.</p> |
| <p>541. MUSIC OF THE MIDDLE AGES & RENAISSANCE/ THREE CREDITS
<i>Prerequisites: MUH 211 and MUH 213.</i> A topics seminar in Western music to 1600.</p> | <p>660. OPERA LITERATURE/THREE CREDITS
<i>Prerequisites: MUH 211 and MUH 213.</i> A survey of opera from the Baroque to the present.</p> |
| <p>543. MUSIC OF THE BAROQUE & CLASSIC ERAS / THREE CREDITS
<i>Prerequisites: MUH 211 and MUH 213.</i> A topics seminar focusing on Western music from 1600 to 1800.</p> | <p>661. CHAMBER MUSIC LITERATURE / THREE CREDITS
<i>Prerequisites: MUH 211 and MUH 213.</i> A survey of the literature for small instrumental ensembles from the Baroque to the present.</p> |
| <p>551. SONG LITERATURE / THREE CREDITS
<i>Prerequisites: MUH 211 and MUH 213.</i> A survey of standard art song literature from the Sixteenth Century to the present, with emphasis on both music and poetry.</p> | <p>680. DIRECTED INDEPENDENT STUDY/ ONE TO THREE CREDITS
<i>Prerequisite: Approval of the Music Curriculum Committee.</i> Projects of independent study approved by the area faculty and the Music Curriculum Committee.</p> |
| <p>553. PIANO LITERATURE /THREE CREDITS
<i>Prerequisites: MUH 211 and MUH 213.</i> A survey of the literature for the contemporary pianist.</p> | <p>695. GRADUATE THESIS IN MUSIC HISTORY/ TWO CREDITS
<i>Prerequisites: MUH 501.</i> A weekly meeting of the advisor and student to create a scholarly research paper in an area of the student's competence.</p> |
| <p>563. ORCHESTRAL LITERATURE/ THREE CREDITS
<i>Prerequisites: MUH 211 and MUH 213.</i> A survey of the literature for large and small orchestras from the Baroque to the present.</p> | |

The Petrie School of Music

MUSIC MEDIA (MMD)

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 THE PRIVATE STUDIO / ONE CREDIT
Prerequisite: MUE 303 for Piano Pedagogy majors. An examination of the ways that current hardware and software can aid and expand the services of the private teaching studio. Topics include computers, related education and business software, electronic musical instruments, sound systems, physical setup and wiring, electrical considerations, and purchasing strategies.
605. MUSIC SOFTWARE FOR TEACHER S/ THREE CREDITS
Prerequisite: None. An introduction to current software that can be used by public school teachers. Through demonstrations, coaching, consultations, and homework assignments, the student will experience hands-on use of a word processor for professional writing, a spreadsheet for grading and financial records, a database for cataloguing, communications for Internet and World Wide Web use, a combined music notation/sequencing program for composing, arranging, and accompanying, a multimedia program for educational presentations; and marching band charting software. Enrollment will be limited by the available number of workstations.
680. DIRECTED INDEPENDENT STUDY / ONE TO THREE CREDITS
Prerequisite: Approval of the Music Curriculum Committee. Projects of independent study (including additional major composition study) approved by the faculty and the Music Curriculum Committee.

MUSIC THEORY AND COMPOSITION (MUT)

472. GRADUATE MUSIC THEORY REVIEW/ ONE CREDIT
Prerequisites: Graduate Music Theory Placement Exam. A review of undergraduate music theory for entering graduate students.
531. COUNTERPOINT / THREE CREDITS
Prerequisites: MUT 203 and MUH 213. Analysis, listening, and writing short exercises. Includes musical styles from 1450 to the present.
533. FORM AND ANALYSIS / THREE CREDITS
Prerequisites: MUT203 and MUH213. 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 popular music from the late Nineteenth Century to the present. Analysis supported by listening, theory, and small compositions.
680. DIRECTED INDEPENDENT STUDY / ONE TO THREE CREDITS
Prerequisite: Approval of the Music Curriculum Committee. Projects of independent study approved by the faculty and the Music Curriculum Committee.
681. GRADUATE COMPOSITION/ ONE TO THREE CREDITS
Prerequisites: Passing the graduate music theory placement exam. This course provides creative work for the student who is not majoring in composition on a level that is suitable for graduate credit.

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

THE CONVERSE COLLEGE

BOARD OF TRUSTEES

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Columbia, South Carolina

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Spartanburg, South Carolina

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Spartanburg, South Carolina

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Atlanta, Georgia

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Spartanburg, South Carolina

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Charlotte, North Carolina

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Spartanburg, South Carolina

Mary Emily Jackson Vallarino '65 (1997)

Surfside Beach, South Carolina

Agnes Binder Weisiger '63 (1996)

Charlotte, North Carolina

Kurt Zimmerli (1983)

Spartanburg, South Carolina

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THE BOARD OF TRUSTEES

Ex officio members

Nancy Oliver Gray
President, Converse College

Ann Pletcher
Faculty Senate, Faculty Representative

McCarroll Sibley Clancy '71
President, Converse College Alumnae Association

Don & Wanda Bailey
Co-Chairs, Parents' Advisory Council

Jane Marion
President, Student Government Association

LIFE TRUSTEES

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Spartanburg, South Carolina

Julia Jones Daniels '53 (1994, 2002)
Raleigh, North Carolina

Lucy S. Kuhne '66 (1979, 2000)
Greenville, South Carolina

Broadus R. Littlejohn, Jr. (1965, 1993)
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

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

THE PRESIDENTS OF CONVERSE COLLEGE

***Benjamin F. Wilson**
(1890–1902)

***Robert Paine Pell**
(1902–1932)

***Edward Moseley Gwathmey**
(1933–1955)

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

Robert T. Coleman, Jr.
(1961–1989)

Ellen Wood Hall
(1989–1993)

Sandra C. Thomas
(1994–1998)

Nancy Oliver Gray
(1999–)

*Deceased

ADMINISTRATION

Nancy Oliver Gray, B.A., M.Ed.
President

Haven L. Hart, B.A., M.Ed.
Dean of Students

John Hegman, B.S., M.B.A.
Vice President for Finance and Administration

Susan G. Ikerd, B.A., M.A.
Vice President for Enrollment Management

Thomas R. McDaniel, B.A., M.A.T., M.L.A., Ph.D.
Senior Vice President and Acting Dean of Graduate Studies

Heather Patchett, B.A., M.A.T.
Vice President for Institutional Advancement

Jeffrey H. Barker
Vice President for Academic Affairs and Dean of the College of Arts and Sciences

Joseph H. Hopkins, Sr.
Dean of the Petrie School of Music

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)
L.H.D., Presbyterian College. (2002)

Thomas R. McDaniel

senior vice president and acting dean of graduate studies

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)

Phillip E. Highsmith

Charles A. Dana professor emeritus of physics

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

William J. Kimball

professor emeritus of English

B.S., Rutgers University;
M.S., Middlebury College;
Ph.D., Pennsylvania State University. (1965, 1987)

Melba L. Long

professor emerita of art

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

Martha T. Lovett

*dean of graduate studies and special programs emerita
and associate professor emerita of education*

B.A., James Madison University;
M.A., Cleveland State University;

Ph.D., Bowling Green State University. (1986, 2002)

Nathaniel F. Magruder

associate professor emeritus of history

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

John P. Martin, Jr.

associate professor emeritus of special education

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

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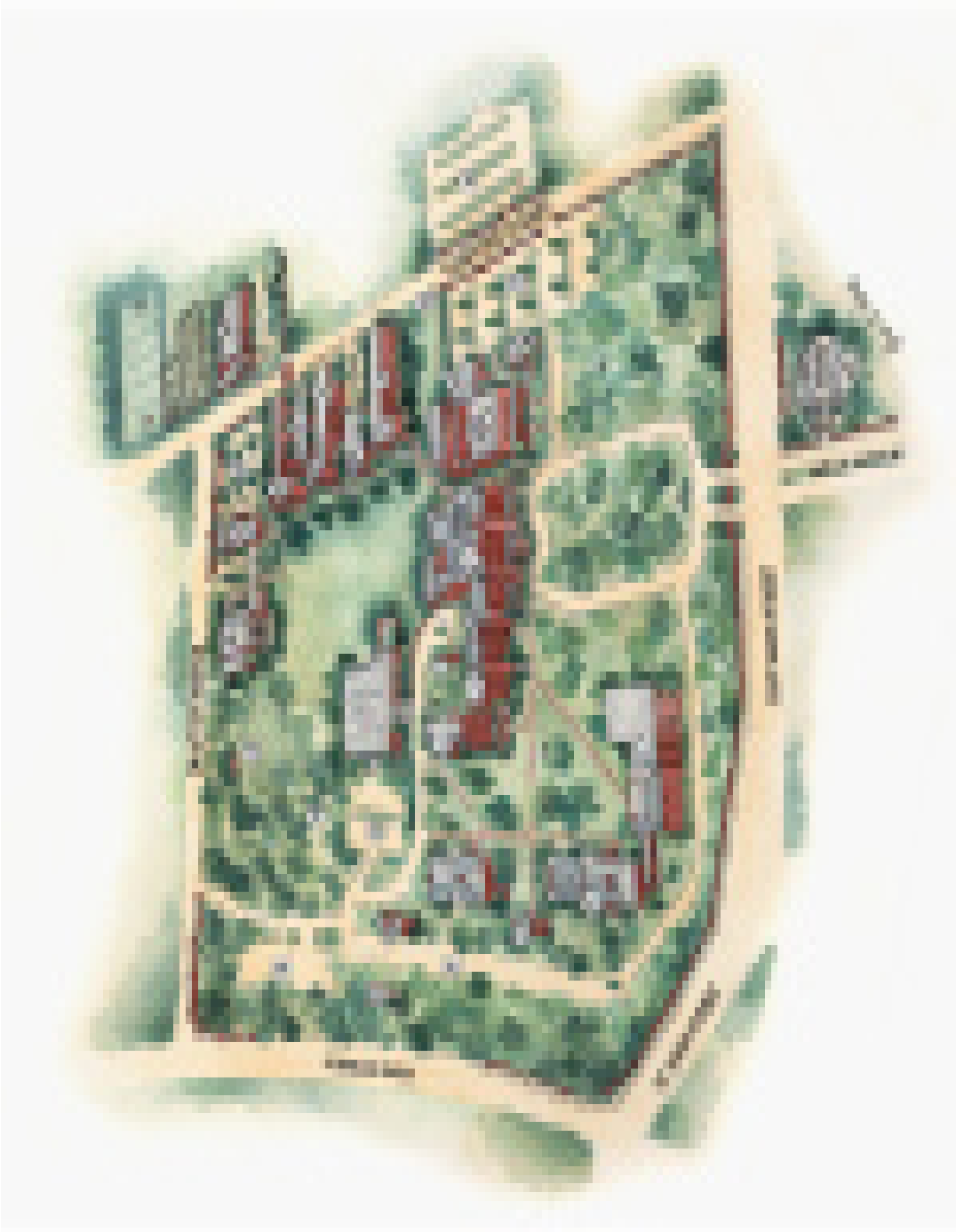
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CONVERSE
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MAP LEGEND

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