

Converse College
Undergraduate Catalog
2001-2002



CONVERSE COLLEGE CALENDAR 2001-2002

FALL TERM, 2001

Registration—Abbreviated classes (mini classes) for classes that meet on Monday - Friday from 8:30 am - 4:00 pm will be held from 12:00 (noon) to 3:55 pm. Evening classes begin at 6:00 pm			Mon., Sept.	10
Regular Schedule for Day classes begin at 8:30 am			Tues., Sept.	11
Late registration begins			Tues., Sept.	11
<i>Late registration fee of \$50 will be charged.</i>				
Drop/Add, no fee			Mon.–Tues., Sept.	10-11
Drop/Add, fee, \$20 per change begins			Wed., Sept.	12
Last day to add classes			Thurs., Sept.	13
Formal Opening Convocation			Tues., Sept.	18
Last day to receive 80% refund			Mon., Sept.	17
Family Weekend			Fri.–Sun., Oct.	5-7
Last day to receive 30% refund			Tues., Oct.	9
Mid-term grading period ends			Fri., Oct.	19
Fall Break holidays begin at the end of classes on Wed.			Thurs.–Fri., Oct.	25-26
Fall Break holidays end at first class period, 8:30 am			Mon., Oct.	29
Advisement for Winter and Spring '02 Terms			Thurs., Nov.	1
			–Thurs., Nov.	15
Last day to withdraw without automatic WF			Fri., Nov.	9
Advisement forms due in Registrar's Office			Mon., Nov.	19
Thanksgiving Holidays begin at end of classes on Tues.			Wed.–Fri., Nov.	21-23
Thanksgiving Holidays end at first period class, 8:30 am			Mon., Nov.	26
Last day for seniors to apply for May graduation			Fri., Dec.	7
Last day to register early for Winter and Spring Term '02 for Converse II and graduate students			Fri., Dec.	7
Fall Term classes end			Fri., Dec.	7
Reading Day			Mon., Dec.	10
Fall Term examinations			Tues.–Fri., Dec.	11-14
Christmas Holidays begin at end of examinations			Fri., Dec.	14

WINTER TERM, 2002

Registration—Evening classes begin at 6:00 pm			Mon., Jan.	7
Day classes begin at 8:30 am			Tues., Jan.	8
Late registration begins			Tues., Jan.	8
<i>Late registration fee of \$50 will be charged.</i>				
Drop/Add, no fee			Tues., Jan.	8
Drop/Add, fee, \$20 per change			Wed., Jan.	9
Last day to add classes			Thurs., Jan.	10
Last day to receive 80% refund			Mon., Jan.	14
Last day for 30% refund			Tues., Jan.	22
Last day to register early for Spring Term '02 for Converse II and graduate students			Thurs., Jan.	31
Last day to withdraw without automatic WF			Fri., Feb.	1
Winter Term classes end			Fri., Feb.	8
Reading Day			Mon., Feb.	11
Winter Term examinations			Tues.-Wed., Feb.	12-13
Winter Break			Thurs.-Fri., Feb.	14-15

SPRING TERM, 2002

Registration—Evening classes begin at 6:00 pm	Mon., Feb.	18
Day classes begin at 8:30 am	Tues., Feb.	19
Late registration begins	Tues., Feb.	19
<i>Late registration fee of \$50 will be charged.</i>		
Drop/Add, no fee	Mon.-Tues., Feb.	18-19
Drop/Add, fee, \$20 per change begins	Wed., Feb.	20
Last day to add classes	Thurs., Feb.	21
Last day to receive 80% refund	Mon., Feb.	25
Last day to receive 30% refund	Tues., March	19
Mid-term grading period ends	Fri., March	29
Spring Break Holidays begin at end of classes	Fri., March	29
Spring Break Holidays end at first period class, 8:30 am	Mon., April	8
Last day to withdraw without automatic WF	Tues., April	9
Advisement for Summer and Fall Terms '02	Thurs.-Thurs., April	11-25
Founder's Day	Thurs., April	18
May Day/Awards Day	Sat., May	4
Deadline for early mail-in registration for Summer '02	Fri., May	10
Spring Term classes end	Fri., May	17
Spring Term examinations	Mon.–Thurs., May	20-23
Commencement Weekend:		
Baccalaureate 5:00 pm, Twichell Auditorium	Fri., May	24
President's Reception for Seniors and Parents (TBA)		
Commencement Exercises, 9:30 am, Twichell Auditorium	Sat., May	25
Brunch on the front lawn immediately following		

VISITORS

Converse College welcomes visitors. Administrative offices in Wilson Hall, Carmichael Hall, Blackman Music Hall, and the Carnegie Building are open from 8:30 a.m. to 5:00 p.m. Monday through Friday. (Summer hours: 8:00 a.m. – 5:00 p.m.; College closes at 1:00 p.m. on Fridays.) Those who wish an interview with members of the staff are urged to make appointments in advance of their visit. Telephone **(864) 596-9000**.

Converse College, 580 E. Main Street, Spartanburg, SC 29302-0006.
 Postmaster: send address changes to Converse College, 580 E. Main Street, Spartanburg, SC 29302-0006,
 attention: Director of Communications.

CONVERSE COLLEGE

CATALOG 2001-2002

Table of Contents

Converse College Calendar	2
The Founder's Ideal	5
The College	6
Admissions	13
Fees and Financial Assistance	17
Academic Life	24
Academic Regulations	32
The College of Arts and Sciences	40
Non-Departmental Courses	114
Interdisciplinary Programs	115
Career and Pre-Professional Programs	116
The Petrie School of Music	122
The Register	138
The Board of Trustees	138
Administration	141
The Faculty	145
The College of Arts and Sciences	145
The Petrie School of Music	147
The Alumnae Association	149
The Directory for Correspondence	149
Index	150

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



Signature of Authorized Official

Name: Nancy Oliver Gray, M.Ed.

Title: President

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.

The Founder's Ideal

“It is my conviction that the well-being of any country depends much upon the culture of her women, and I have done what I could to found a college that would provide for women thorough and liberal education, so that for them the highest motives may become clear purposes and fixed habits of life; and I desire that the instruction and influence of Converse College be always such that the students may be enabled to see clearly, decide wisely, and to act justly; and that they may learn to love God and humanity, and be faithful to truth and duty, so that their influence may be characterized by purity and power.”

“It is also my desire and hope that Converse College be always truly religious, but never denominational. I believe that religion is essential to all that is purest and best in life, here and hereafter. I wish the College to be really, but liberally and tolerantly, Christian; for I believe that the revelation of God in Christ is for salvation; and I commend and commit the College to the love and guidance of God, and to the care, sympathy, and fidelity of my fellowmen.”

—Dexter Edgar Converse

The College

MISSION

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

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

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

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

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

Goals for Converse students include the development of their

1. knowledge of academic disciplines within the liberal arts
2. linguistic, quantitative, and analytical skills
3. skills necessary to live in a technologically-sophisticated society
4. career and pre-professional skills
5. understanding of their place in the global community
6. individual abilities and talents
7. self-awareness, self-confidence, and integrity
8. effective citizenship

THE EDUCATION OF WOMEN

Converse College believes that one of the best ways to help women realize their potential for constructive and creative living is to bring them together in small groups in which their special educational needs and expectations can receive the attention of the entire College. By emphasizing the intellectual and personal growth of each individual student, Converse seeks to prepare women for informed and responsible decision-making, reasoned and humane action, and significant and influential achievement. This goal for Converse women was first expressed by Dexter Edgar Converse, one of the founders of the College. He asked that the "instruction and influence of Converse College" enable the students "to see clearly, decide wisely, and to act justly" and that their education help them to "learn to love God and humanity, and be faithful to truth and duty, so that their influence may be characterized by purity and power."

THE FOUNDING OF THE COLLEGE

Converse College had its beginning on March 22, 1889, when thirteen of Spartanburg's leading citizens met to explore a proposal to establish a college for women. Among the men present was Dexter Edgar Converse, a pioneer in South Carolina's cotton textile industry. A native of Vermont, with a daughter of college age, he was keenly aware of the need in the South for a college for women which would provide a thorough and liberal education.

These citizens agreed to form a stock company and raise enough money through private subscription to buy the site and main building of old St. John's College. Within eighteen months these goals were achieved, and on October 1, 1890, the College, named for Mr. Converse, began its first academic session.

From its opening, Converse was operated as a private stock company supported mainly by Mr. Converse. On February 25, 1896, however, the stockholders voluntarily relinquished their stock and claims upon the property and the College, by special act of the South Carolina legislature, was incorporated as an eleemosynary institution with a self-perpetuating board of trustees. Thus, Converse College was established as an absolute and permanent gift to the cause of higher education for women.

ACCREDITATIONS AND AFFILIATIONS

Since its founding, Converse has become one of the leading colleges for women in the South. At the time of its admission in 1912, Converse was the only college in South Carolina that held membership in the Southern Association of Colleges and Schools. Admitted to the American Association of Colleges and Universities in 1915, Converse is a founding member of that organization. Converse College is accredited by the Commission on Colleges of the Southern Association of Colleges and

Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4501) to award degrees at Levels II and III (Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Bachelor of Music, Master of Music, Master of Liberal Arts, Master of Education, and Educational Specialist). Refer to **section on Academic Regulations** for more information.

Converse was also the first South Carolina college with graduates admitted to membership in the American Association of University Women, as well as the first to have a chapter of Mortar Board, the national honor society for seniors. It is a member of the Southern University Conference and the Women's College Coalition. The Converse College School of Music is a charter member of the National Association of Schools of Music. The professional programs in the Division of Education are approved by the South Carolina State Department of Education under standards developed by the National Association of State Directors of Teacher Education and Certification. Through NASDTEC's reciprocity agreements, Converse graduates in education find it easy to gain certification in more than half of the states in the country. In addition, the Converse program for teachers of the deaf is accredited by the Council on Education of the Deaf. The documents relating to Converse College accreditation are on permanent reserve in the Mickel Library. Anyone desiring to review these documents may do so during the College's normal operating hours.

The College

CAMPUS LIFE

Time outside the classroom is as essential to Converse life as the hours spent in study. Students participate in organizations that provide a unique support structure within the College's environment. The offices which comprise the Campus Life team include Counseling Services, Health Services, Campus Safety, the Chaplain's Office, Student Activities, Residential Life and Judicial Programs, Athletics, the Converse College Institute for Leadership, Leadership Programs and Orientation, and the Concierge.

The Honor Tradition: Built on trust and responsibility, the principles of Converse's Honor Code encompass all aspects of student life. A student signifies her acceptance of the responsibility to uphold the system by signing the Honor Pledge. Cases of Honor Code violation are handled on an individual basis by the Honor Board, which the student body elects from its own ranks each year. See the College's *Student Handbook* for a statement of the principles of the Honor Code, the Honor Pledge, and a detailed outline of Honor Board case procedures. Also see the *Student Handbook* or contact the Dean of Students for policies and regulations concerning student conduct.

Student Government: Elected by the student body, the Student Government Association ensures student self-government. The association represents the diverse interests of the Converse community and provides a link between the student body and the College administration. The Student Life Board is an instrumental part of SGA and serves as a deliberating team to evaluate, inform, discuss, research, and establish solutions to student and campus concerns. In addition to the Honor Board, a few of the most active campus organizations chartered by the Student Government Association constitution include:

- **Day Student Association**, which meets regularly in the Day Student Lounge, to

plan events and discuss issues which meet the needs of the Day Student.

- **Student Activities Committee**, which organizes campus activities such as dances, coffeehouse entertainment, lectures, movies, and other special events
- **Student Christian Association**, which works to create an atmosphere in which a student may exercise her individuality and act upon her spiritual beliefs as a member of the Converse community
- **Athletic Association**, which sponsors competitive activities and fitness programs on campus, such as intramural sports, faculty-student games, and the Walk, Run, Jog Program.
- **Student Volunteer Services**, which encourages student involvement in community volunteer agencies
- **Civitas Council**, which interprets and preserves social regulations and residence hall policies and hears cases involving violations of those regulations and policies

A yearly student activities fee of \$200 includes, but is not restricted to, class dues, school calendar, yearbook, and admission to programs presented by the Palmetto Players, Tarpon-Sharks Aquatic Club, the Converse Dance Ensemble, and the Student Activities Committee.

Residential Life and Judicial Programs: Converse is a residential college and views on-campus living as an integral part of a student's growth and education. Traditional, unmarried, undergraduate students must reside in College residence halls unless they live with a parent or guardian within a 35 mile radius of the College.

Each residence hall has a staff that is responsible for working with residents to ensure a clean, safe living and learning environment. Resident Counselors are graduate and Converse II level students who live in each building and oversee the management of the residence hall. Each floor is staffed with a Community Advisor who is an undergraduate student. The staff

facilitates the development of a community through programming, community builders and student interactions. Discipline in the residence halls is handled through Civitas Council, a judicial board comprised of representatives from each class as well as the Office of Residential Life and Judicial Programs. A member(s) of the Residential Life Staff is on-call when the Residence Halls are open.

Each year, upperclassmen select rooms through a lottery within each class. Assignments for new students are based on a Roommate Preference Card. The Director of Residential Life and Judicial Programs hand pairs each student and places the pairs in designated first year buildings. All policies and procedures governing the residence hall are in the *Student Handbook*.

Judicial Programs include the Honor Board and Civitas Council. These student judicial boards are comprised of students elected from each class. Honor Board has jurisdiction over Honor Code violations, and Civitas Council has jurisdiction over Community Values violations. For a detailed description of case procedures and jurisdiction, see the *Student Handbook*.

Montgomery Events & Information

Desk: The Events & Information Desk, located in the lobby of the Montgomery Student Activities Building, serves as a welcome center for current and prospective students, faculty, and staff. At the desk, the staff provide the necessary resources to make campus life a more productive and enjoyable experience. Whether one needs to order flowers, make travel arrangements, send or receive a fax, or obtain local movie listings, the staff at the Events & Information Desk is available for assistance.

Religious Life: The Chaplain's Office effectively serves as the leader of religious life at Converse College. However, it is just one of the many places which exists to help and serve students and the Converse Community.

The Student Christian Association provides opportunities for worship, fellowship, reflection, and service. A weekly fellowship meets on Mondays at 8:31 pm, offering a time of singing, study, and sharing with guest speakers and each other. SCA also offers a spring break mission trip.

Other religious organizations include the Baptist Student Union, the Presbyterian Student Association, the Canterbury Club (Episcopal), the Newman Club (Catholic), and the Wesley Fellowship (United Methodist). Converse students who wish to form an organization to meet their spiritual needs may do so by meeting with the Chaplain. (See p. 10, Chaplain's Office for additional information on services provided in the area of Religious Life.)

Student Activities: The Student Activities Office serves as a resource for students and student organizations that are planning events on campus. Big Sis/Li'l Sis Week, 1889 Week, Family Weekend, and May Day are all planned with assistance from this office. The office also advises student organizations on various fund-raising projects. The Student Activities Committee (SAC) sponsors a wide variety of entertainment, including dances, parties, comedians, lectures, variety performers, and weekend events.

The College

WELLNESS CENTER

The staff at the Wellness Center believes staying healthy is critical to achieving academic success. Students can find help for good nutrition, exercise, self-knowledge, pastoral issues, relaxation, personal hygiene, medical issues, sexual responsibility, interpersonal relationships, alcohol and drug awareness, and study habits. The Center has three divisions: Counseling Services, Health Services, and Chaplain's Office. The Center is located in Andrews Hall and is open Monday through Friday, 8:30 am to 5:00 pm.

Chaplain's Office: The Office of the Chaplain seeks to provide opportunities for students to pursue their own faith tradition and deepen their understanding of spirituality and services. Through worship, study, fellowship and outreach a student may integrate personal reflection and social action embodying the Founder's Ideal "see clearly . . . to act justly, and be faithful . . . to God and humanity." The Chaplain is available for personal counseling as well as counseling for those students interested in pursuing a career in ministry. The programs and projects offered by the Office of the Chaplain are planned in conjunction with the Student Christian Association and the Student Religious Life Council. The Religious Life Council, an ecumenical group made up of Spartanburg chaplains and campus ministers representing several denominations, meets regularly to discuss issues and themes related to ministry to college students. They are instrumental in identifying local churches that meet a student's needs.

Counseling Services: Counseling Services provides individual counseling for students and offers outreach programs and workshops designed to educate students on issues related to emotional well-being. Two counselors are available for individual counseling Monday - Friday, 8:30 am to 5:00 pm. Appointments are necessary and may be made through extension 9595. Counseling sessions are available at no extra charge to traditional undergraduate boarding and day

students. If a referral is made off campus to a local psychiatrist or psychotherapist, the cost is the responsibility of the student and/or her family. Students who frequently make appointments, but do not attend without calling to cancel, may be referred off campus for any future counseling needs. The counselors also provide a variety of educational programs designed to meet the Wellness needs of the campus.

Health Services: The Health Services offers an outpatient service for evaluating health problems with treatment for minor illnesses or injuries. Referrals are made to local physicians or specialists for treatment of more serious health problems. The staff includes the Director of Health Services, a registered nurse, who is available during the Wellness Center hours of 8:30 am - 5:00 pm, Monday - Friday. A nurse practitioner is available at the Health Services during special hours. Appointments are advisable. **A nominal fee is charged for appointments with the nurse practitioner on campus, over-the-counter medications, allergy injections, laboratory work, and special medical supplies. All students must submit a completed health form to the Director of Health Services prior to entrance.** This information is essential to the staff when administering medical care. The medical history enables the staff to assist the student in the prevention of future health problems. Also, it is strongly advised that all students have health insurance while attending Converse College. The Wellness Center Library is open during regular hours. Books, magazines, and articles are available on a variety of physical and mental health subjects. These materials may be checked out by students, faculty, and staff.

SEPARATION FROM THE COLLEGE

A student who wishes to separate from the College must secure a separation form from either Counseling Services or the Registrar's Office. Any student wishing to separate will begin the process by participating in a confidential exit interview with a member of the Counseling Center Staff. After completing the procedures prescribed by the separation form, the student must return it to the Registrar's Office. There are three categories of separation from the College: Leave of Absence, Withdrawal, and Administrative Withdrawal.

Leave of Absence: A student in good standing may discontinue her studies at Converse for a minimum of one academic session and a maximum of one year for one or more of the following reasons: financial considerations, travel plans, medical reasons, personal reasons, or alternate schooling. If, after a leave of absence of one calendar year a student does not subsequently enroll, the student will automatically be withdrawn from the College. To be granted a leave of absence, appropriate documentation must be provided prior to separation from the College. Students who are granted a withdrawal will receive grades of "W" for incomplete course work. To receive grades of "W" the appropriate form must be submitted prior to the last day of classes. Students who leave the College without following the appropriate procedures will receive grades of "F" for incomplete course work.

Withdrawal: A student who wishes to withdraw from the College unconditionally may do so following submission of a completed separation form. Students who are granted a withdrawal will receive grades of "W" for incomplete course work. To receive grades of "W" the appropriate form must be submitted prior to the last day of classes. Students who leave the College without following the appropriate procedures will receive grades of "F" for incomplete course work.

Students who are granted a withdrawal or who automatically withdraw after a leave of absence of one calendar year must reapply to the College through the Office of Admissions.

A withdrawal or leave of absence from the College may negatively impact a student's financial aid eligibility if the student has not completed a sufficient number of hours. For further information, contact the Financial Aid Office.

Administrative Withdrawal: The College reserves the right to suspend, expel, or enforce the withdrawal of any student whose academic standing is unsatisfactory, who violates the Honor Code, who persistently violates College regulations, or whose influence, by word or deed, is determined to be injurious to the best interest of the student body or the institution. A student who is administratively withdrawn will receive WS in all classes in which she is enrolled.

The College, upon the advice of its professional staff, may require a student to withdraw temporarily from the College for medical or psychological reasons. In these cases, the student will be encouraged to seek professional care. Such action is not taken for punitive reasons but because the welfare of the individual and the community mandates this procedure.

LOCATION

Converse College is located in Spartanburg, South Carolina, near the Blue Ridge Mountains and the Great Smokies to the west and South Carolina's coast to the east. Spartanburg is within easy driving distance of nature trails, picnic and camping areas, sandy beaches, and ski resorts. It is also a center for the visual, performing, and related arts, including performances sponsored by the Music Foundation and the Little Theatre and exhibits sponsored by the Art Association and The Gallery. Students may attend the annual concert series and dramatic productions sponsored by these organizations and may participate in the programs planned by the organizations for the Arts Council.

The College

Several distinguished colleges and universities are in the region, including Davidson, the University of North Carolina, Duke, Emory, Georgia Tech, the University of Georgia, Clemson, Presbyterian, Sewanee, the University of South Carolina, Furman, and the Citadel. Wofford College is located in Spartanburg one mile from the Converse campus.

THE CAMPUS

Located in downtown Spartanburg, the Converse College campus consists of twenty-seven buildings on seventy acres. The buildings include Carmichael Hall, with classrooms, offices, and a lecture hall, Kuhn Science Hall, the Montgomery Student Activities Building, Blackman Music Building, and the Milliken Fine Arts Building, which contains art studios, classrooms, laboratories, offices, and a gallery. The oldest building on campus, Wilson Hall, houses administrative offices, formal parlors, a theatre, residence hall rooms, and a central dining room.

The Mickel Library houses more than 200,000 books, recordings, scores, microforms and audio-visual (AV) materials, and seats 240 students. In addition to the circulation, reference, and browsing areas, the library has a large music library, a curriculum resource center (CRC), a media services department, a microform area, study carrels, and a special collections/archives department. A catalog of the library's collections and a number of periodical indexes with full-text journal articles are available on library computers and the campus computer network. The library currently maintains to 717 periodical subscriptions in print or microform.

Converse College, according to its stated purpose, is an independent liberal arts institution, with a professional School of Music. The Mickel Library exists to support the programs of the College. The mission of the library, therefore, is to serve the informational needs of the Converse community by providing undergraduate and graduate students, faculty, and staff with

timely access to academic books, periodicals, musical scores and recordings, and other media in support of the curriculum and by instructing students in the methodology of library research.

Twichell Auditorium, the primary concert and lecture hall, seats approximately 1,500 persons and contains soundproof practice rooms and teaching studios with pianos and organs which supplement the facilities in Blackman Music Hall. Blackman houses a 340-seat recital hall, a rehearsal hall, and a recording studio, in addition to over 50 practice rooms, studios, and classrooms,

The Montgomery Student Activities Building houses Sneakers, the campus grill, the campus bookstore, the chapel, the gymnasium, an exercise room with Nautilus equipment, the swimming pool, the dance studio, classrooms, and various offices. Other buildings on campus include the Cabin, Gee Design Building, Ezell Building, the Wellness Center, Carnegie Building, and seven residence halls.

Admissions

Converse College seeks to enroll, in its undergraduate programs, academically well-prepared students who have demonstrated their potential to complete the requirements for graduation with reasonable success. Admission to Converse is based on the applicant's academic and personal qualifications as judged by high school or college GPA, SAT or ACT scores, and qualitative information gleaned from extracurricular records, a graded writing sample, staff insights from counseling interactions or a personal interview and a teacher recommendation. Freshman applicants with a high school GPA of at least 3.0 on a 4.0 system and a SAT score of 1000 or an ACT score of 22 and favorable qualitative credentials are normally approved for admission. Transfer students should have a college GPA of at least a 2.5 and favorable qualitative credentials. The Converse College Admissions Committee meets regularly to consider for admission those students who because of mitigating circumstances do not meet these minimum admission standards.

Detailed admissions information and application forms are available from the Office of Admissions. The priority deadline for submitting an application for regular admission is March 1. Early decision/early action admission deadlines are November 15 and December 1, respectively. More information on these programs are available from the Office of Admissions. The Admissions Committee will begin to review completed applications in September, and applicants can expect to receive admissions notification within two weeks after their applications have been made complete. All applicants accepted for admission are expected to complete satisfactorily their senior year in high school work and are required to present a satisfactory medical report prior to enrollment.

Although a personal interview is not specifically required, interested students are encouraged to visit the campus and talk with

an admissions counselor. Contact the Admissions Office to make arrangements for campus visits. Appointments are available Monday-Friday from 9:00 am - 4:00 pm. Saturday appointments are available from 9:00 am - 1:00 pm, except during holiday weekends and the summer months.

SECONDARY SCHOOL PREPARATION

The Admissions Committee believes that students who present a strong academic program of at least 20 solid high school units have a greater chance for success in meeting the requirements of the Converse College curriculum. Accordingly, the pattern of courses offered by each applicant is important in consideration of the application. The Admissions Committee will calculate the applicant's grade point average based on grades earned in college-prep academic courses taken in high school. The secondary school program should include at least four academic courses each year. Because course offerings vary within the secondary schools, the committee does not attempt to specify all courses but recommends that the following 12 units be included in the high school program for each applicant:

English	4
Foreign language	2
<i>(in one language)</i>	
Algebra	2
Geometry	1
History	1
Science	2

Additional units should be elected from the above areas of study.

Applicants whose secondary school program is somewhat irregular will not be denied consideration for admission. Records of such students, however, should reflect high achievement and aptitude.

Admissions

CREDENTIALS REQUIRED

1. A completed application for admission form and a non-refundable application fee of \$35.
2. An official secondary school transcript or a copy of the General Education Development (GED) transcript showing satisfactory completion of that program must be presented.
3. An official record of scores on the Scholastic Aptitude Test (SAT) or the American College Testing (ACT) Program. Each applicant is responsible for arranging to take the tests and for requesting CEEB or ACT offices to send to Converse College the results of all tests taken. Students whose first language is one other than English should submit scores from the Test of English as a Foreign Language (TOEFL). A minimum score of 550 is required.
4. A graded writing sample.
5. A teacher recommendation.
6. Before registering for classes, an official secondary school transcript showing that the student has graduated from high school.

Note: International students must also submit a Declaration and Certification of Finances form.

ADVANCED PLACEMENT

Converse College participates in the Advanced Placement Program administered by the College Entrance Examination Board and the International Baccalaureate Program. In accordance with a long-standing practice, advanced placement without credit is also offered in some subjects.

HEALTH FORMS

Entering students are required by state law to submit a completed health form prior to enrollment in the College. These forms must be received by the Campus Life office at least one month before the student arrives on the campus. Students will not be allowed to register without a health form on file.

ADMISSION OF TRANSFER STUDENTS

For admission by transfer from another institution, students must submit a completed application for admission form, a non-refundable \$35 application fee, and credentials as indicated below:

1. Applicants who have not completed 30 hours of college work must submit official transcripts of college records and an official transcript of high school record including SAT or ACT scores.
2. Applicants who have completed 30 or more hours of college work must submit official transcripts of college records.

The transcript of courses taken at another college should reflect a high quality of work. No credit is transferable for work below C–grade. In general, the applicant should present an average of C or better. A 2.5 *cumulative* grade-point average is required for admission to a teacher education program.

Students offering transfer credit in music should refer to **page 126**. Transfer music credits for those pursuing majors in music will remain tentative until students have taken examinations in theoretical and historical studies to determine whether equivalent standards have been met.

SPECIAL STUDENTS

The Committee on Admissions will consider applications from students who wish to enroll in courses on a limited basis. Upon admission they will be classified as Special I or Special II students.

Special I: Those who are degree candidates, but who are unable to enroll on a full-time basis. To be considered for acceptance as a degree candidate, the applicant must submit all credentials required of regular applicants.

Special II: Those who wish to take one or two courses, not as degree candidates, but as visiting or temporary day students. Such students will ordinarily be high-school students whose capabilities have been

confirmed by their principals and guidance counselors, or college-age individuals who have not qualified for admission as degree candidates.

READMISSION OF FORMER STUDENTS

A student whose enrollment at the College has been interrupted is not automatically readmitted. Students desiring to be considered for readmission should write to the Director of Admissions for an application form.

ADMISSIONS REQUIREMENTS AND REGULATIONS FOR INTERNATIONAL STUDENTS

Converse College encourages the enrollment of students from other countries. After reading this information, if you need additional information or have questions, please contact: Converse College, Office of Admissions, 580 E. Main Street, Spartanburg, South Carolina 29302. Phone: 864-596-9040, FAX 864-596-9225, or e-mail info@converse.edu

The following information relates to international students seeking to earn either a Bachelor's or Graduate Degree from Converse College.

Admission of international students is based on academic credentials and English proficiency of the candidate. Students must also submit proof of financial means to study in the United States by completing the Declaration and Certification of Finances Form. The United States Immigration and Naturalization Service requires financial verification for international students requiring or currently holding a student visa in order for a U.S. university or college to issue the immigration document (I-20). An I-20 is an immigration document used for the purpose of visa issuance outside the United States or for the immigration process "notification transfer" for students already in the United States.

Eligibility for admission is based on the applicant's total academic record, including

grades, test results, academic courses, and overall academic performance. Converse College admission standards require the equivalent of graduation from a U.S. secondary college preparatory program and an average grade of "B" on all academic courses. Applicants who have completed university-level work overseas must have earned satisfactory grades on all such university-level work attempted and be in good standing.

Each applicant must present "official" secondary (high school) or postsecondary (college or university) credentials, certificates, or diplomas. Official documents must bear authoritative signatures, seals and/or stamps. These should be sent directly by the institution responsible for issuing such documents. In cases where it is impossible for these credentials to be sent from the institution, or if only one set of originals is available to students, applicants should forward an "attested" copy of the original. The attestation must be done by a proper institution official or by the Ministry of Education in the home country.

Converse College requires that all international academic documents (secondary or post secondary transcripts, marksheets, certificates, leaving examination results, etc.) be formally evaluated by an independent evaluation service. Applicants may choose one of the following services:

Educational Credential Evaluators, Inc., P. O. Box 17499, Milwaukee, Wisconsin 53217; World Education Services, Inc., P. O. Box 745, Old Chelsea Station, New York, NY 10113; or Josef Silny & Associates, Suite 241, 1320 South Dixie Highway, Coral Gables, FL 33146-2911.

International applicants whose native language is not English are required to take the TOEFL (Test of English as a Foreign Language). Converse College requires a minimum score of 550. SAT I results may also be submitted for consideration but are not required. Students who are proficient in English may enroll immediately in the

Admissions

regular courses that are offered by the College.

In addition to meeting the regular admission requirements, international applicants needing a student visa (F-1) must show ability to meet financial obligations of tuition, fees, and living expenses before an I-20 and an acceptance letter will be issued. Current (less than one year old) letters of financial support must accompany the Financial Affidavit which is included with the application for admission. Having sufficient funds for the cost of living and educational expenses is required by U.S. Immigration regulations. Undergraduate international students with (F-1) visas are required to carry a full course load (twelve semester hours or four courses). The Declaration and Certification of Finances form must be submitted prior to an offer of admission being made.

International students on non-immigrant visas are not eligible for state or federally-funded loans or scholarships in the United States. Limited scholarships may be available from the college based on athletic ability, musical talent, and academic credentials.

Health and accident insurance is mandatory for all international students on non-immigrant visas enrolled at Converse College. Proof of insurance is required before the student can be admitted.

Converse College provides the following services for international students:

- International Student Orientation Program
- Airport pick up, from the Greenville/Spartanburg International Airport
- Confidential counseling services
- Academic advising

Fees and Financial Assistance

FEES

The Catalog statement is considered sufficient notice of the time and terms of payment. Statements, however, are sent as reminders and for the convenience of parents and guardians. Fees must be paid promptly at the times specified.

RESIDENT STUDENTS

Comprehensive Fees \$21,990
Includes tuition, student activity fee, and room and board of \$5,140. Room and board fee includes local telephone service, parking permit, telecable, microfridge.

Schedule of Payments:

Non-refundable reservation fee (applies to tuition) \$300
For new students, due on or before May 1
For returning students, due on or before April 1
(*Interest will be charged if not paid by April 1.*)

Tuition Due Dates:

Fall and Winter Terms due September 1 \$13,194
Spring Term due February 1 \$ 8,796
\$21,990

For students entering at Winter Term
(January 2002), due December 15, 2001 \$13,194

COMMUTING STUDENTS

Comprehensive Fees \$16,850
Includes tuition and student activity fee.

Schedule of Payments:

Non-refundable reservation fee
(applies to tuition) \$300
For new students, due on or before May 1
For returning students, due on or before April 1

Tuition Due Dates:

Fall and Winter Terms due September 1 \$ 10,110
Spring Term due February 1 \$ 6,740
\$ 16,850

For students entering at Winter Term
(Jan. 2002), due December 15, 2001 \$10,110

NOTE: Tuition and fees must be paid in full by the due date for a student to be eligible to enroll for the term. A \$100 late fee per term will be added to any student account not paid in full by September 1 and February 1. All financial aid must be completed and approved, with any remaining balance paid by the due date, in order to avoid this late fee. All Key Resource 9-Month Payment Plan accounts must be up-to-date to avoid this fee. Interest will accrue at a rate of one and one-half percent per month on any past due balance. Any questions, please call the Business Office at (864) 596-9032.

A student may matriculate for the Fall and Winter Terms or the Winter and Spring Terms only. No refund will be granted to a student who matriculates for the Fall and Winter terms and does not register for the Winter Term.

The non-refundable reservation fee is applicable to tuition for the upcoming year only. If a student elects not to return to Converse College, the fee will be forfeited and will not apply toward tuition for the previous year.

The College accepts *VISA*, *Mastercard*, and Discover Card for payments of tuition and fees. For more

information, contact the Business Office at (864) 596-9032.

SPECIAL FEES

Converse II tuition (per hour) \$220
Graduate student tuition (per hour) \$225
Part-time undergraduate tuition (per hour) \$540
Converse II and Graduate student registration fees \$ 20
Late registration fee \$ 50
Graduation fee (May) \$115
Application fee \$ 35
Drop/Add fee, per course \$ 20
Directed Independent Study (per hour) \$245
Transcript fee \$ 5
Audit fee (per class) \$115
Private Room Fee (annual) \$750
Super Single Room Fee (annual) \$1000

All boarding students will maintain a damage deposit of \$100 with the Business Office. This fee will be refunded upon the student's separation from the College after the room has been inspected and no damage noted.

College of Arts and Sciences:

Special fees for laboratory, studio, computer program, and other courses involving additional expenditures will be charged as specified in the course listings. Laboratory fees are designed to cover the partial cost of supplies or equipment associated with certain classes. The fee income is included in the general operating fund that pays for instructional supplies.

The Petrie School of Music Fees:

Full-time undergraduate music major

Fall Term \$200
Winter Term \$100
Spring Term \$200

Fee for students in the College of Arts and Sciences (non-music major), Converse II, graduate students, and special students for one hour lesson per week

Fall Term \$400
Winter Term \$200
Spring Term \$400

Fee for students in the College of Arts and Sciences (non-music major), Converse II, graduate students, and special students for one half-hour lesson per week

Fall Term \$200
Winter Term \$100
Spring Term \$200

Professional Education Fee: The fee is applied to cover printing, supply, travel, administrative, and faculty costs of the programs in education. It is charged to students enrolled in teacher training programs, and it is billed and payable when you do your student teaching \$ 35

Equitation Fees

Fall and Spring Terms (per term) \$522
Individual Lessons (per lesson) \$ 23

Fees and Financial Assistance

Off-Campus Study-Travel Fees

Students participating in study-travel programs conducted by another institution will pay Converse the actual cost of the program plus an administrative fee (currently \$500 for spring and fall terms. \$250 for summer and winter terms). When Converse receives a bill from the other institution, Converse will bill the student the cost of the other institution's program as well as the administrative fee. Converse will remit payment to the other institution only after payment in full has been received from the student.

Students participating in a study-travel program with a Converse College professor must pay the costs of the program, in addition to normal tuition and fees. Deadlines for payment of the appropriate fees will be announced by the professor.

SPECIAL PROVISIONS

Refund of Fees:

1. Only tuition and board (meal) fees are eligible for refund.
2. If a student, after registration, is dismissed from the College, she/he is not entitled to any refund of fees, or cancellation of any sum due and payable to the College.
3. All students withdrawing within one week (seven days) following Fall or Spring registration will be refunded 80% of tuition and board fees. Converse II and graduate students withdrawing within one week (seven days) following Winter or Summer registration will be refunded 80% of tuition and board fees.
4. All students withdrawing prior to the end of the fifth week (35 days) after Fall or Spring registration will be refunded 30% of tuition and board fees. Converse II and graduate students withdrawing prior to the second week (14th day) after Winter or Summer registration will be refunded 30% of tuition and fees.

The appropriate paperwork for withdrawal must be filed with the appropriate officials prior to a refund being granted. Please contact the Registrar's Office for details.

5. All students withdrawing after the fifth week of the Fall or Spring semesters are not entitled to a refund of tuition and board fees. Converse II and graduate students withdrawing after

the second week of the Winter or Summer semesters are not entitled to a refund of tuition and board fees.

6. No refund will be granted to an undergraduate student who matriculates for the Fall and Winter terms and elects not to register for the Winter term.

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

Delinquent Accounts: Until all tuition, fees, and other charges of the student are paid in full, Converse College:

1. will not provide a diploma or transcript
2. reserves the right not to allow a student to enroll in a new term, participate in graduation exercises, or register the student's course grade on the transcript

Miscellaneous: Students desiring to register for less than a full course of study should consult the Business Office for rates and terms.

Required college textbooks and supplies, plus general and personal toiletries and other items, may be purchased at the College Bookstore in the Montgomery Student Activities Building. The College Bookstore honors *VISA, MasterCard, American Express, Discover*, cash, and personal checks. Students may charge purchases in the Bookstore on a declining balance account. Please contact the Bookstore for details.

A service fee of \$20.00 is assessed each time a check is presented to the College which is subsequently returned for insufficient funds.

Washing machines and dryers are available on campus and may be used by the students at a nominal charge.

The College does not carry insurance on the personal belongings of students and therefore cannot be responsible to students for losses incurred by theft, fire, water, or other damage.

SCHOLARSHIPS AND FINANCIAL ASSISTANCE

Converse College has always been committed to helping qualified students finance a Converse education through a combination of aid based on financial need and academic merit or musical talent. Our alumnae, trustees, and friends of the College have been generous in their support of the excellent scholarship programs that Converse provides. We encourage prospective students and their parents to contact our Office of Financial Assistance (864) 596-9019 to explore any forms of aid that might be available to them. Approximately eighty percent of the student body receives financial assistance of some sort, and we are pleased to be able to offer that level of support for our students.

Converse College awards merit-based scholarships for academic ability and musical talent. Listed below are some of the merit and need-based scholarships available at Converse College. Other publications list additional grants, loans, and assistance sources that might be helpful to you. You may wish to visit the U.S. Department of Education Website at www.ed.gov/studentaid in order to learn more about these types of assistance.

CONVERSE COLLEGE ACADEMIC AND MUSICAL TALENT SCHOLARSHIPS ACADEMIC MERIT SCHOLARSHIPS

Converse offers several competitive merit-based scholarships to outstanding young women. The awards described below are offered through our annual on-campus scholarship competition which is held in the late fall (usually November or December). These awards are based solely on academic ability and personal qualifications. Minimum qualifications for these scholarships for the 2001-02 year included the following: a minimum combined SAT score of 1100 (or 24 composite on the ACT), and a 3.5 cumulative high school grade point average.

The Mary Elizabeth Dowling Able Scholarship:

Established through the estate of E. Gordon Able, this scholarship is given to an outstanding student whose overall performance in academics and extracurricular activities is worthy of recognition and support through this award.

The Bowden Scholarship:

The Bowden Scholarship is given to outstanding students whose overall performance in academics, school activities, and community involvement merit recognition and support through this prestigious award.

The Virginia Turner Self Scholarship:

Funded by the Self Foundation of Greenwood, SC, this scholarship is a memorial to Virginia Turner Self, '41. A Virginia Turner Self Scholarship is awarded each year to one student in each class and is renewable. A candidate must be nominated by her high school official, a Converse staff member or an alumna of Converse. This scholarship is awarded on the basis of merit alone.

The Robert T. Coleman, Jr. Scholarship:

Established by Converse alumnae, trustees and other friends, this scholarship honors Dr. Coleman, the fifth president of Converse College, whose tenure spanned the twenty-eight years from 1961 to 1989. Candidates for this scholarship will be judged on intelligence, personal integrity, and capacity for leadership.

The Mary Helen Dalton Scholarship:

Established by Mary Helen Dalton '46, this scholarship is awarded to students who exhibit exemplary character, good academic achievement, and outstanding leadership characteristics. Preference will be given to students from Lovett or Westminster Schools in Atlanta and Charlotte Country Day School.

The Betty Heath Johnson Scholarship:

The Betty Heath Johnson '40 Scholarships are awarded each year to students who have demonstrated exemplary character, superior academic ability, and leadership potential. The scholarships have been endowed by George Dean Johnson, Jr. and his wife, Susu '65, and Stewart Heath Johnson and his wife Ann.

The Justine V. R. Milliken Scholar Awards:

Milliken Scholars are chosen each year and must be nominated by their high school official or Converse staff and alumnae. All candidates attend an on-campus competition for interviews and additional evaluation.

Fees and Financial Assistance

The Walter S. Montgomery, Sr. Scholarships:

These scholarship awards are granted each year, and are renewable for three years on condition of high academic standing and good campus citizenship. They are provided by an endowed fund established by Provident Sources of Chattanooga, Tennessee, in honor of the late Mr. Walter S. Montgomery, Sr., a life-long patron of the College and former Life Member of its Board of Trustees.

The Converse College Presidential Scholarship:

This scholarship is awarded to **South Carolina residents only**. Minimum qualifications include a score of at least 1350 on the SAT (30 on the ACT) and a 3.75 cumulative high school grade point average. Students receiving this scholarship will be awarded a full tuition scholarship from a variety of sources, including any need-based grant for which they qualify.

Converse College Trustee Scholarship:

Any student who scores a minimum of 1100 on the SAT (24 ACT) **and** has a 3.5 or higher grade point average will be awarded a Trustee Scholarship valued at \$11,000.

MUSIC MERIT AWARDS

The Petrie School of Music offers a number of awards each year to entering students. Amounts of these awards vary based on musical talent. An audition is required in order to be considered for scholarship aid and admission to the Petrie School of Music.

The Daniel Music Scholarships:

Up to ten awards are given each year to freshmen who demonstrate superior musical ability and choose to study for the Bachelor of Music degree. Candidates audition before a faculty committee and show other evidence of academic capability.

The Petrie School of Music Scholarships:

Several awards are given each year to incoming students who show exceptional promise as musicians. Students must be planning to major in music or double major in music and another field.

OTHER MERIT-BASED AND NEED-BASED SCHOLARSHIPS

The College has a number of other merit and need-based scholarships available for award to qualified students. The Office of Scholarships and Financial Assistance will automatically consider these sources of funding when putting together financial aid packages. Following is a list of these scholarships which currently have at least \$10,000 in their endowment:

Hazel B. Abbott Memorial Scholarship
The Susie Mathews Abney Scholarship
Aeolian Music Club Scholarship
Alice Fitzgerald Lockhart Bates Scholarship
Belk General Scholarship
Sandra Sherard Bethea Scholarship
Claudia Howell Bissell Music Scholarship
Jane Love Bratton Endowed Scholarship
Faith Courtney Burwell Music Scholarship
The Jean Stafford Camp '43 Scholarship
Louise B. Carlisle Gavel Scholarship
The Agnes Callison Page Carstarphen '62 Endowed Scholarship
The Marion Rivers Cato Endowed Scholarship Fund
The Lillian Caldwell Cecil Endowed Scholarship
Rebecca Gilbert Chancellor Scholarship
Anne Morrison Chapman Study Abroad Experience
Min Murray Haselden Cheves Memorial Scholarship
Class of 1938 Scholarship
Clifton-Converse Foundation Scholarship
Close Scholarship in Deaf Education
Mary Chambless Dryer Cloud Scholarship
Kathleen Elura Jones Copeland Scholarship
Annabel Hamilton Cribb Scholarship
Sara Gossett Crigler Scholarship
Crescent Scholarship
Edward S. and Irene W. Croft Scholarship
Antoinette Walker Denny Scholarship
Margaret Andrews Helmus Eagan Scholarship
W. Hayward Ellis Memorial Theatre Scholarship
Faculty Memorial Scholarship
Felder Frederick Forbes Scholarship
Fullerton Foundation Scholarship
Mary Wilson Gee Scholarship

Fees and Financial Assistance

The Marsha H. Gibbs Endowed Scholars Fund
Virginia Mae McCall Gore Scholarship
Eva Gentry and Mack Hall Griffin Scholarship
The Vernon B. Hallman and Everiell Ivey
Hallman '38 Scholarship Fund
Hamilton-Jones-Powers Memorial Scholarship
Mary Anderson Craig Harris Scholarship Fund
Louise Salley Hartwell Scholarship
Mildred Johnston Hay Scholarship
Martha Jane McWhite Heath Scholarship
Florence Andrews Helmus Music Scholarship
Florence Andrews Helmus Scholarship
Neville Holcombe Americanism Scholarship
Elsa Ezell Holman Scholarship
Mary Emily Platt Jackson Music Scholarship
John Edward Johnston Scholarship
Lola Rosborough Johnston Scholarship
Rose Montgomery Johnston Scholarship
Julia B. Klumpke Scholarship
Jean Harris Knight Scholarship
Ada Smith Lancaster Endowed Scholarship
Serena Lee Scholarship
Louise Williamson Winslow Lewis Scholarship
R.J. Little Family Scholarship
Evelyn Hicks Littlejohn and Broadus Richard
Littlejohn, Sr. Scholarship
Wallace W. and Nelia Willard Littlejohn
Scholarship
Genevieve Parkhill Lykes Memorial Scholarship
Robert L. Maclellan Music Scholarship
Robert L. Maclellan Undergraduate Merit
Scholarship
The Beatrice and Thomas Maybank Endowed
Scholarship
Evelyn Johnston Mims Scholarship
Betty James Montgomery Scholarship
Rose Cornelson Montgomery Scholarship
Radiana Pazmor Scholarship from
PI KAPPA LAMBDA
Elizabeth Patterson Perrin Scholarship
Martha Phifer Memorial Scholarship
Caroline M. and Robert O. Pickens, Jr.
Scholarship
Frank Platt Scholarship Fund
Sara Routh Plyler Scholarship
Alice Freeze Poole Scholarship
Margaret F. Porter Scholarship
Nancy McCall Poynor Endowed Scholarship
Presidential Leadership Scholarship
Henry Edmund Ravenel Scholarship
Callie Rainey Music Scholarship
Retired Faculty Scholarship
Strom Thurmond and Holly Richardson
Public Service Scholarship
H. McLeod and Mildred Kimberly Riggins
Merit Scholarship
Martha Robinson Rivers Scholarship
Camille Chappell Sample Memorial Scholarship
Mary F. Smith Memorial Scholarship
South Carolina State Fair Endowed Scholarship
Glenn C. Stables Scholarship
Mary Andrews Stables Scholarship
Lynn Stephens Scholarship
Alice A. Suiter Scholarship
Mr. and Mrs. Thomas Howard Suitt, Sr.
Scholarship Fund
Algernon Sydney Sullivan Foundation
Scholarship
Nancy Reep Tait Voice Scholarship
Paul Calvert and Josephine Alexander Thomas
Music Scholarship
The Bradley-Turner Foundation Endowed
Scholarship
E. Craig Wall, Sr. and Mazie Howard Wall '31
Scholarship
Lucie Lorenz Watkins Scholarship
Eugenia Tinsley Webb Scholarship
John Wiley and Rowena Eaddy Williams
Scholarship
S. Clay Williams Music Scholarship
Winged Victory Scholarship
Carolyn Worth Music Scholarship
Frances Council Yeager Scholarship

OUTSIDE SCHOLARSHIPS

Converse College also awards scholarships which are funded annually by individuals, foundations, and corporations to provide merit or need-based support to qualified students. Following is a list of the annual scholarships funded during 2000-2001.

Central Carolina Bank Leadership Scholarship
Coca-Cola First Generation Scholarship
Dorothy Horner Colvin Piano Scholarship
Extended Stay America Scholarships (2)
First Federal Bank of Spartanburg Scholarship
Peggy Thomson Gignilliat Music Scholarship
James R. Hilton Memorial Piano Scholarship
Henry Janiec Symphony Scholarship Fund
Mary Hart Law Scholarship
Music Foundation of Spartanburg Scholarship
Olney Scholarships
Palmetto Statesmen Scholarship
Theodore Presser Music Scholarship
D.L. Scurry Foundation Scholarship
Spartanburg County Foundation Scholars
Spartanburg Philharmonic Music Club
Walter Spry Piano Scholarship
Mary Mildred Sullivan Scholarship
United Commercial Travelers Scholarship
Lettie Pate Whitehead Foundation
Scholarship

SOUTH CAROLINA FINANCIAL AID OPPORTUNITIES

The State of South Carolina offers several financial aid programs to residents who are attending in-state colleges and universities.

S.C. Tuition Grants Program:

This is a need-based grant program for SC residents who attend one of the 20 in-state private colleges or universities on a full-time basis. To qualify, the student must meet the academic criteria of the program: rank in the upper 75% of high school class, or score 900 on the SAT (19 on the ACT). The applicant must also show need as determined by filing the Free Application for Federal Student Aid. The deadline for applying is June 30th.

S.C. Palmetto Fellows Scholarship:

These scholarships are awarded by the SC Commission on Higher Education to academically outstanding SC residents who attend an in-state college or university. Need is not a factor, however, the student must meet the academic criteria of the program and apply by January 15th of her senior year. Additional information and applications are available through the high school guidance office.

S.C. LIFE Scholarships:

Available to SC residents who attend an in-state college or university. Students must score a minimum of 1100 on the SAT (24 ACT) and have a 3.0 (on a 4.0 scale) cumulative grade point average at high school graduation. Need is not a factor.

S.C. Teachers Loan Program:

Residents who plan to teach in the public sector in SC upon graduation from college may apply for this loan. Students must meet the academic criteria of the program. Need is not a factor.

FEDERAL FINANCIAL AID PROGRAMS

Converse College participates in the following federal financial aid programs: The Federal Pell Grant Program, the Federal Supplemental Grant Program, the Federal Perkins Loan Program, the Federal Work Study Program, and the Stafford Loan and Parent Loan Programs. Details on each of these programs are available on the U.S. Department of Education's website at: www.ed.gov/studentaid. In order to qualify for any of the federal programs, the student and her family must file the Free Application for Federal Student Aid. The paper version of this form is available beginning in December in the high school guidance office, or the form may be filed electronically at: www.fafsa.ed.gov.

NOTE:

Federal regulations require that colleges limit federal funds to those students who are in good academic standing and making satisfactory progress. For the full-time student, satisfactory progress requires the student to earn a minimum of 24 semester hours per academic year, and maintain a cumulative grade point average above the disqualification level listed on **page 34** of the 2000-01 *College Catalog*. The requirement of hours earned will be prorated for the part-time student based on the student's enrollment status (half-time, three-quarter time, etc.). Moreover, College policy restricts the awarding of campus-based federal aid to a maximum of five years to full-time students. Students who can document extenuating circumstances may appeal the withdrawal of aid by filing a written request with the Director of Financial Assistance within ten days of receipt of notification of ineligibility for financial aid.

Academic Life

THE CURRICULUM

To prepare students for full participation in their society, Converse College offers a coherent academic program that encompasses a variety of educational experiences. All students complete a sequence of general education courses which provide instruction in language and writing, analysis and problem solving, and physical coordination to develop knowledge, understanding, and appreciation of Western culture and introduce the disciplines of liberal learning. All students also complete either a double major, a major and a minor, or a single major. Students concentrate on these areas of study in the last two years of their college work. Students may choose majors from the disciplines within the liberal arts or from career-related areas that have their foundations in one or more of these disciplines.

An outstanding feature of the Converse curriculum is the double major, which most students have the opportunity to complete in the regular four-year academic program. In a double major, students may choose two subjects within the liberal arts or may choose a traditional discipline and a career-related program. Thus, students interested in an area directly related to career preparation also have the opportunity to study one of the liberal arts subjects in depth, and students interested in more than one of these liberal arts subjects have a structure whereby they may pursue sophisticated and specialized work within two of these disciplines.

THE ACADEMIC CALENDAR

The academic year is divided into three terms of 13 weeks, 6 weeks, and 13 weeks. Students normally take 12 semester hours the first term, 6 semester hours the second (winter term), and 12 semester hours the third.

The six-week term enables students to engage in internships, participate in a study/travel program, devote the term to an intensive study of a single subject, or, if they

prefer, enroll in the regular courses of the curriculum which are provided in adequate number and variety.

THE CONVERSE II PROGRAM

Converse College has a special program, Converse II, designed to meet the needs and interests of adult women. Under the auspices of the program, women may enter or return to college to complete undergraduate degrees, earn second undergraduate degrees, or enrich themselves personally or professionally. Outstanding features of the program are the simplified application procedure, special fee rate, no SAT or entrance test scores required, day and evening classes, career counseling, and individualized academic advisement. The Converse II program is an integral part of Converse College—the teaching faculty and the academic requirements for the degree are the same for both traditional-aged and Converse II students.

Converse II students may complete requirements for the General Education Program and majors in business administration and accounting in the evening.

Any woman who is a high school graduate and who is at least 24 years old, or has her 24th birthday prior to the beginning of the semester for which admission is requested, is eligible to apply. Steps in the application process include submitting an application and fee, submitting high school or previous college transcripts, having a personal interview with the director, and being approved by the Undergraduate Admissions Committee.

Each admitted applicant is assigned one of three classifications:

1. degree candidate
2. Special II student
(*not a degree candidate*)
3. provisional student
(*degree candidate*)

Degree candidates may be full-time or part-time and may enroll in any major course of study, subject to departmental criteria.

There are no time limits on graduation, but the student must maintain the academic standards set forth in the “Academic Regulations” section of the *Student Handbook* and in this catalog. Special II students (non-degree candidates) may take courses for credit or may audit courses. Students who only audit classes need not submit previous transcripts. Provisional students are those applicants whose high school record is below that of students usually accepted. Students who have college work will be admitted as provisional students if their grade point ratio falls slightly below 2.5. Both high school graduates and students who have had college work and are being considered for provisional status must show maturity and motivation that would indicate potential for success at Converse. For these candidates, successful completion of their first four courses with a minimum 2.0 average is required in order to continue as degree candidates. Provisional students may repeat 2 of these first four courses. If at the end of the first 6 courses a 2.0, or C average, is not attained, the student will not be allowed to return. Normally, three of these four initial courses must be courses which complete Converse GEP (General Education Program) requirements.

Once accepted into Converse II, women may, with departmental approval, enroll in any of the courses and degree programs available at the College. When Converse II students complete at least 60 semester hours of work at Converse, they may graduate “with honors” when grade point ratios are 3.5 or above. Academic regulations are the same for Converse II students as for other students, and it is the student’s responsibility to know and fulfill curriculum requirements.

Converse II students are eligible to apply for federal and state grants as well as a variety of loan programs. Certain restrictions apply to students receiving financial assistance such as a minimum number of credit hours enrolled per semester and classification as a full degree candidate. For fees and financial assistance see the Converse II section of the *Student Handbook*.

Those Converse II students interested in residing in the residence halls during their time of study should contact the Director of Converse II for further information.

CAREER AND PRE-PROFESSIONAL PROGRAMS

The faculty of Converse College believes that studies in the liberal arts provide the best preparation for career and pre-professional training. In addition, the College offers majors in selected career-related areas and a number of programs that provide the foundations for particular occupations. These programs are not intended to be substitutes for technical education or for graduate professional training. Rather, they provide introduction to the essential knowledge and basic skills of the vocation.

These programs are offered in the conviction that the liberal arts provide the most practical preparation for all of life. The programs, therefore, consist of a set of liberal arts courses which are organized in a sequence or pattern having relevance to a recognized occupation or vocation.

To enrich these programs, as well as the career-related majors, most departments offer internships in which students earn academic credit for study and work at a business, a government office, a service agency, or another organization within the profession. Many of the internships are offered in locations other than Spartanburg. Since the studies in the classroom are primarily theoretical, the internship brings theory and practice together, thereby enriching the educational process.

The career and pre-professional programs are described in this catalog beginning on page 129, following the course listings for the departments of the College of Arts and Sciences.

THE OFFICE OF CAREER SERVICES

The Office of Career Services offers career counseling to Converse students and alumnae. Through individual and group counseling, interest assessment, and topical seminars, the staff helps students identify their values, abilities, and interests. Students are encouraged to make decisions and set

Academic Life

goals that move them toward rewarding and satisfying futures. The office maintains information about current career data and graduate schools, as well as listings of part-time, full-time, and summer jobs.

The Office of Career Services also provides workshops on resume writing, interviewing skills, and job search techniques. Each senior may place a resume and letters of recommendation on file to be sent, by request, to prospective employers or to graduate schools. Recruiters representing government, education, and business periodically visit campus to interview seniors who meet their employment needs.

Students are encouraged to begin to use the Office of Career Services in their freshman year.

INTERNSHIPS

Internships, work experiences which earn academic credit under the direction of a faculty member, are extremely valuable for career decision-making and in providing career related experience. Internships must be arranged by Career Services and/or the student's faculty director.

Interested students must attend an internship planning session sponsored by Career Services. At this meeting, students will be familiarized with procedures and receive an approval card and a handbook.

Prior to being placed in an internship, a student *must* meet departmental requirements and be approved by the appropriate departmental faculty director. The faculty director assumes the responsibility of determining the student's eligibility and awarding academic credit. Eligible students then work with Career Services so that a proper match between student and agency occurs.

Although every attempt will be made to locate an internship for each eligible student, Converse College does not guarantee placement. A listing of agencies providing internships is maintained in Career Services.

Although each department determines the final arrangement between hours worked and credit earned, it is generally necessary to

work 200 hours or full-time to earn the maximum amount of credit available. At the end of the internship, each student will be evaluated by the site supervisor. In turn, the student will evaluate the placement in terms of its educational value.

Most internships are not paid. Transportation costs and expenses of a personal nature are borne by the student.

ACADEMIC REGULATIONS FOR INTERNSHIPS

Internships are limited to juniors and seniors who have a 2.0 cumulative grade point ratio and who have completed, prior to approval, at least 12 semester hours at Converse College. Departments may stipulate additional requirements and prerequisites. In some cases, sophomores who have met the other prerequisites and who have the consent of the faculty director may petition the appropriate academic dean for permission to intern.

All internships are graded on a pass/fail basis. A student may apply a maximum of 12 semester hours of internship credit toward graduation.

PROGRAMS FOR STUDY ABROAD

France: The Converse College Study Abroad Program in France offers to qualified students, through a cooperative program with the Institute for American Universities, the opportunity to study in Avignon or Aix-en-Provence. All instruction is in French in the Avignon program. Some instruction is in English in the Aix-en-Provence Program. Students live in private homes in these cities in the culturally rich region of Provence. Some instruction is in English in the Aix-en-Provence program. Participants normally earn 15 hours of credit per semester, and their grades and credits are recorded at full value.

Spain: The Converse College Study Abroad Program in Spain offers to qualified students opportunities to study in Madrid and Toledo through cooperative arrangements with Saint Louis University

in Spain and the Toledo International Program of Spanish Language, Latin American, and European Studies respectively. Students may spend one semester or one year in Spain. Their grades and credits are recorded at full value.

Costa Rica: The Converse College Study Abroad Program in Costa Rica offers to qualified students opportunities to study in San Jose through cooperative arrangements with the University of Kansas. Students may spend one semester or one year in Costa Rica. Their grades and credits are recorded at full value.

England: As a regular feature of the academic program, Converse offers its students the opportunity to participate in a winter term in London. A new program of course work and travel is designed for each term, but certain features remain constant. Converse faculty members accompany the group and teach the courses.

Other Opportunities: Arrangements can be made for study in other countries throughout the world, including Asia, Australia, the Caribbean, Latin America, and Europe.

Winter-Term Travel: In addition to the programs described above, Converse offers a number of opportunities during the six-week winter term beginning in January for off-campus study.

Students are encouraged to see Dr. Jeri King, Director of International Studies, to learn more about study opportunities abroad.

ACADEMIC COUNSELING

Academic advisers help students adjust to college life by guiding them in choosing academic programs, helping them plan schedules, and conferring with them concerning problems. Upon entering Converse, students are assigned to academic advisers who schedule conferences with them at regular intervals and are available at other times for consultation.

Faculty advisers are available particularly during preregistration and registration periods to offer assistance in selecting

courses, deciding which major fields students might select, and arranging reasonable schedules. **The final selection of courses and schedules, however, is the responsibility of the student, not of her adviser.** Students, therefore, must exercise great care in registering to avoid enrollment in classes not necessary for graduation, courses which have been previously completed, and subjects for which there are prerequisites which have not been completed. Moreover, the student is responsible for planning her college work in such a way as to include courses which are not offered each term or each year.

Upon selecting a major, the student confers with the chair of the major department for academic advice. If the student chooses a double major, the chair of either department may serve as academic adviser.

WRITING CENTER

Located on the second floor of the library in Suite 204, the Writing Center provides assistance to all students seeking to build their writing skills. The Writing Center is dedicated to providing academic support to the needs of student writers across the curriculum. In addition, any students who wish to enhance their skills, independent of specific course work, or have a friendly reader for their newest poem, essay or story, can find assistance in the Center.

The Writing Center offers assistance with learning prewriting strategies, understanding the writing process, developing a thesis, strengthening the focus of a paper, including supporting details, creating effective introductions, recognizing strengths and needs, and identifying and correcting grammatical errors.

The Writing Center provides students with one-on-one tutoring, small group workshops focusing on specific topics, reference books, handbooks, professional writing texts which may be checked out, Macintosh computers, creative writing, and English as a second language assistance. While the Center cannot provide a proofreading/editing service or a guarantee of better grades, it will

Academic Life

serve as a caring and concerned trial audience for what students have written.

The Writing Center is open Monday through Friday, 9:00 am to noon, Monday through Thursday, 1:15 pm to 5:00 pm.

ACADEMIC SUPPORT CENTER

The Academic Support Center, located on the third floor of Mickel Library, was established to help students improve academic performance and to develop skills that will help them succeed both inside the classroom and in life beyond college. Through individualized counseling, seminars, and Converse 101: Strategies for Success, students can develop academic and social skills in areas such as: critical thinking, how to study and use academic resources, how to take notes and tests, how to set goals and stay motivated, how to manage time and money, how to get along with and grow in relationships with others, how to stay healthy physically and emotionally, and how to avoid stress. Referrals to departmental tutors are available. Students with documented disabilities may apply for academic accommodations through the Center (see “Academic Policies on Disabilities”).

Converse 101 is a one-semester, one-credit course open to first-semester freshmen, designed to help them make the transition from high school to college successfully. Students on academic probation are required to take Converse 101 as part of their probationary contracts.

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

THE NISBET HONORS PROGRAM

Co-directors: Dr. Laura Brown and Dr. John Theilmann

Although Converse has offered some honors courses in the past, the Nisbet Honors Program began in 2000 when Converse alumna Marian McGowan Nisbet '62 and her husband Olin established an endowment to support a full Honors Program. Our program seeks to offer the academically gifted student the challenge and community in which she may grow to her full potential. The Honors Program includes opportunities to do independent research with faculty mentors, to take honors courses with other academically gifted students, to meet nationally known visiting scholars, and to meet socially to discuss intellectually challenging topics.

One of the most unusual features of the Nisbet Honors Program is its emphasis on interdisciplinary learning. Our interdisciplinary seminars have two faculty from different fields in the classroom throughout the entire course, and students learn how different branches of learning approach the tasks of collecting and interpreting evidence, indeed, of making sense of our complex world.

Admission to the program is competitive and is by invitation only. A select number of entering freshmen are invited into the program based on their outstanding high school performance and their potential for success in college. Students who do well once they have begun their studies at Converse are also considered for the program; freshmen and sophomores must earn at least a 3.3 GPA after taking 12 hours at Converse to be invited to apply.

Requirements:

To graduate from the Honors Program at Converse, a student must meet a number of challenges that will equip her for graduate study and for a variety of fulfilling careers.

Achievement:

She must continue to perform well in her academic courses. Students who consistently achieve a GPA below 3.0 or who

receive below a B- in two or more honors courses may be asked to leave the program.

Coursework:

She must take the following courses:

- **Freshman Honors Seminar** (or if the student enters after her freshman fall, another honors course to replace it)
- **Interdisciplinary Honors Seminar** (Students who successfully complete a Freshman Honors course take these small interdisciplinary courses. Professors from different fields team-teach these courses. Recent offerings include “The American Musical: Psychological and Political Perspectives,” “The History of Disease,” and “Human Sexuality and the Literature of Love, Marriage, and Birth.”)
- **Junior Honors Seminar** (HON 399)
- **Senior Honors Seminar** (HON 499)
- Either a **Senior Honors Thesis** or two more honors experiences (these could include two additional honors courses, a year-long honors course and an honors directed independent study, or some combination of the above)

Because the Nisbet Honors Program is interdisciplinary and aims to give students a broad base of knowledge, students will not be allowed to take all of their coursework in only one department or with only one professor.

In addition to the Nisbet Honors Program, Converse College recognizes women who achieve academic excellence in a number of ways.

Honors at Entrance: Students who because of their academic record in high school and their test scores receive named scholarships are awarded honors at entrance.

Class Honors: The three students with the highest average in each of the returning classes are designated annually as Class Honor Students based on the previous year’s GPA.

Dean’s List: Eligibility for the Dean’s List, prepared at the end of each fall and spring term, is based on the following criteria:

1. The student must be full-time
2. The student must have no incomplete grades in that term
3. First year freshman must have a 3.4 GPA in that term
4. All other full-time students must have a 3.6 GPA in that term

Graduation with Honors: Students graduate with “academic distinction” from Converse according to the following criteria:

1. *cum laude*, GPA of 3.5 but less than 3.75
2. *magna cum laude*, GPA of 3.75 but less than 3.90
3. *summa cum laude*, GPA of 3.90 and above

These standards refer to the Converse grade point average. To qualify, a student must have a minimum of 60 hours of work at Converse or in Converse programs.

Other honors accorded graduating seniors include the Elford C. Morgan and the Pi Kappa Lambda Awards for the highest cumulative average earned, respectively, by a student in the College of Arts and Sciences and a student in The Petrie School of Music.

HONORARY ORGANIZATIONS

Alpha Lambda Delta: Alpha Lambda Delta is a national honor society for the recognition of high academic achievements in the freshman year. To be eligible for Alpha Lambda Delta, the student must have a cumulative average of not less than 3.5 and carry a full class load through the short term of the freshman year.

Alpha Psi Omega: Alpha Psi Omega is a national honorary fraternity in Theatre Art. Candidates for admission must be active members of the Palmetto Players and demonstrate outstanding and continual contributions to the Theatre Program at Converse.

Academic Life

Converse Scholars: Members of the rising junior class are designated each year as Converse Scholars. To be eligible, students must rank in the top 15 percent of the class. Selection is based on academic rank, educational values, personal qualities, and citizenship. The purpose of the organization is to recognize students who have distinguished themselves academically and whose academic pursuits, personal interests, and activities demonstrate an understanding of the liberal arts.

Delta Omicron: Delta Omicron is a professional music fraternity whose purpose is to encourage the highest possible scholastic attainment, excellence of individual performance, and appreciation of good music, to create and foster fellowship through music, to develop character and leadership, and to give material aid to worthy music students. Membership is open to freshmen, sophomores, juniors, seniors, and graduate students of outstanding scholarship and musicianship.

The Gamma Sigma Society: The Gamma Sigma Society is the honorary scholarship society of the College of Arts and Sciences of Converse College. The purpose of the Society is to encourage scholarship among the students of Converse College and to honor by election to membership in the Society those seniors, not to exceed ten percent of the graduating class, who have demonstrated superior scholastic attainment throughout their entire college course. To be eligible for election, students must be candidates for a bachelor's degree in the liberal arts and sciences. Criteria for selection to Gamma Sigma are based on the Phi Beta Kappa standards.

Kappa Delta Epsilon: Kappa Delta Epsilon is a national honorary organization in education. Its purpose is to promote the cause of education by fostering: 1) a spirit of fellowship; 2) high standards of scholastic attainment; and 3) professional ideals among members. Membership in the Gamma Chi Chapter of

Converse College is by invitation to undergraduate applicants who have a major or minor in education; at least 45 semester hours; and a GPA of 3.5 or better.

Mortar Board Gavel Chapter: Mortar Board is a national honor society of college seniors whose purpose, in part, is "to support the ideals of the university, to advance a spirit of scholarship, to recognize and encourage leadership, and to provide the opportunity for a meaningful exchange of ideas as individuals and as a group." Qualifications for membership in Mortar Board include outstanding leadership, scholarship, and service. All juniors with a cumulative scholastic average of 3.0 or above are considered for membership. Selection and tapping of new members occurs in the spring of their junior year.

Phi Sigma Iota: Phi Sigma Iota is a national foreign language honor society. Its primary objectives are the recognition of above average ability and attainments in languages and literature, the stimulation of advanced work and individual research in this field, and the promotion of a friendship and understanding between our nation and the nations using these languages. Students eligible for membership must meet the following requirements: Junior or Senior standing (Sophomore in exceptional circumstances); a curriculum with an emphasis in foreign language; at least a "B" average in their entire college work as well in all courses in language; and completion of at least one course in foreign language at the third-year level or beyond. Membership is by faculty recommendation and invitation.

Pi Gamma Mu: The purpose of Pi Gamma Mu is to improve scholarship in the social sciences and to provide an equal opportunity for an exchange of ideas between individuals involved in the various fields of social science. New members are voted on by present members. Only students with at least twenty semester hours of social sciences with an average grade therein of not less than "B" are

considered for membership.

Pi Kappa Lambda: “Strive always for the beautiful” is the motto of Pi Kappa Lambda National Music Honor Society. Membership is by invitation to those faculty members, graduate students, seniors, and juniors in the field of music who show outstanding leadership and scholarship. Graduating seniors in The Petrie School of Music whose averages in all subjects rank among the upper one-fifth of the class and juniors whose averages in all subjects rank among the upper one-tenth of the class are eligible for election.

Student Marshals: Student Marshals are chosen from the rising junior class each year on the basis of academic excellence. They are among the most honored students on campus. They officially represent the college in the formal ceremonies of the academic year, including Formal Opening Convocation, Founder’s Day, Awards Day, Baccalaureate, and Commencement, where they add order and dignity to the proceedings. In addition, marshals serve at other functions such as the Festival of Lessons and Carols, Senior Assembly, certain required assemblies, and Honor Emphasis Assembly.

Theta Alpha Kappa: Theta Alpha Kappa is the national honor society for Religious Studies and Theology. It promotes excellence in the study and teaching of these fields and seeks to bring students, teachers, and writers of Religious Studies and Theology together both intellectually and socially. Membership is open to students who have completed 12 hours in religion or related courses, who have a cumulative grade point average of at least 3.0, who have a grade point average of at least 3.5 in religion courses, and who are in the upper thirty-five percent of their class.

Academic Regulations

Converse College offers the degrees of Bachelor of Arts, Bachelor of Fine Arts (visual arts only), Bachelor of Music, and Bachelor of Science. Students may complete two degrees; however, this is usually a complicated and demanding process. Students planning to earn two degrees should talk with their advisers as soon as they know they want to seek two degrees.

It is the responsibility of each student to know and meet the requirements for the completion of her degree.

REQUIREMENTS FOR THE BACHELORS DEGREE

Important Notice: In addition to the academic and residence requirements described below, the College requires as a condition for the awarding of any diploma the payment of all fees and fines owed to the Business Office and the performance of any obligation, such as an exit interview, connected with a student loan.

Residence: To be eligible for the bachelor's degree, the student must complete no fewer than the last 42 semester hours of course work at Converse. To be eligible for graduation with honors, students must have completed a minimum of 60 semester hours credit at Converse College.

Exceptions: Upon approval of the appropriate dean, a student may be permitted to complete up to six of the last 42 hours at another accredited institution—ordinarily this exception does not apply to students who have earned a total of only 42 hours of course work at Converse. In addition, a student who will have a total residence of at least two academic years at Converse will be required to complete only the last 30 hours at the College and, upon approval of the appropriate dean, may be permitted to complete six of the last 30 hours at another institution.

QUANTITY AND QUALITY OF WORK

The requirements for the bachelor's degree include the completion of a minimum of 120 semester hours and a cumulative grade point

ratio of at least 2.0 on the number of hours attempted. In addition, the student must have at least a 2.0 G.P.A. in her major and in her second major or minor if she has elected these options. Students also must complete assessment instruments during their freshmen and junior years. **It is the student's responsibility to know and fulfill curriculum requirements.**

Students may count no more than two DIS courses toward hours for graduation. Exceptions to this regulation must be approved by the appropriate dean.

EARLY COMMENCEMENT PARTICIPANTS

Under certain conditions, students who have not completed the degree requirements are allowed to participate in graduation exercises. The following regulations govern this privilege:

1. A student must be present and participate in the graduation ceremony.
2. Only students who lack no more than four hours to meet the minimum hours requirement for the degree are eligible. Students must arrange to take the remaining hours during the summer immediately following the graduation exercises in which they participate. Note: The current rule that a student may take no more than 6 of the last 30 or 42 hours of course work at another institution would, of course, apply to all students petitioning under this policy.
3. To qualify for early commencement, a student must have achieved a grade-point ratio of 3.00 by the end of the spring term.
4. In case of illness or emergency, students may appeal to a committee comprised of the president of Faculty Senate, the student's academic adviser and the appropriate academic dean.
5. In the official commencement program, the early commencement candidates are identified with an asterisk and a statement appears at

*NOTE: From time to time, minor changes are made in academic requirements outlined in this catalog. Converse College students are expected to comply with such modifications.

the end of the roster of graduates defining the status of these students. The statement is worded: "Early commencement participants who will complete their requirements during the summer."

6. The early commencement graduates receive blank diplomas at the May exercises. Contingent upon the completion of all requirements, they receive their official diplomas at the end of the summer with the date of the summer commencement appearing on the diploma.
7. An early commencement student who fails by the end of the summer to achieve the required grade-point ratio or fails to meet the required number of hours for graduation, is automatically disqualified from receiving the official diploma until the academic deficiencies are removed. Ordinarily this means that such students are not eligible to receive their official diplomas until the following May.
8. A student who applies for early commencement does so with the understanding that she must be present and participate in the graduation ceremony. Participation in the exercises is regarded by the College as ceremonial and symbolic. Students may not consider themselves graduates of the College in any legal or official sense until the Registrar of the College has certified that the students have met all the requirements for graduation.
9. Students who participate in early commencement cannot be recognized as qualifying for honors at graduation.

MASTERS AND EDUCATIONAL SPECIALIST DEGREES

Converse College offers the degrees of Master of Education, the Master of Arts in Teaching, the Master of Liberal Arts, the Master of Music, and Educational Specialist. Requirements for the these degrees are in the Graduate Catalog.

GRADES AND QUALITY POINTS

Grades for undergraduates are recorded in the following terms:

Grade	Quality pts. earned
A Excellent	4.00
A-	3.75
B+	3.25
B Good	3.00
B-	2.75
C+	2.25
C Satisfactory	2.00
C-	1.75
D+	1.25
D Passing	1.00
D-75
F Failure	0

Other Symbols

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

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 listed on an incomplete contract form which may be obtained from the Registrar's Office. Incomplete grades are updated and posted on transcripts monthly.

When a student withdraws from a course, a grade of **W** may be given only in special circumstances and only with the approval of the Registrar and the appropriate academic dean.

In courses designed to be graded **pass/fail**, no quality points are granted for passing, while a grade of fail will be regarded as hours attempted and failed.

A student will be allowed to retake any course in which she has earned a deficient grade (**D** or **F**) at Converse, subject to the following conditions:

1. The student may retake a course no more than two times.

Academic Regulations

2. The student must take the course at Converse to receive any benefits provided by these regulations in grade average.
3. The course must be retaken before the student has successfully completed more than two courses for which it is a prerequisite.
4. The student will not be permitted to take an overload during any term in which she retakes a course.
5. The grade and quality points earned in the retaken courses will be entered upon the student's record; however, no grade will be removed from a student's record. Quality points and credit hours earned in the course retaken will be substituted for the quality points and credit hours earned in the course with the deficient grade.
6. A course retaken will count against a student once.

Students receive a grade report at the end of each term. Freshmen also receive a report at the end of the first six weeks (midterm) of the fall term.

AUDIT

Definition: The purpose of auditing a class is to allow a student to study in a class without the pressure of grades, while indicating on her transcripts that she has attended and participated in the class.

Qualifications and Restrictions: Full-time students may audit one course per term by obtaining permission from the instructor and their academic adviser. Non-enrolled women may register to audit up to two classes per term at the end of the drop/add period by obtaining the permission of the instructors and the Registrar. Audited classes do not count toward a student's academic class load.

Auditing students must also pay all fees for laboratory classes or classes with additional materials fees. Students taking courses for credit will have priority over auditors when space is limited.

A student who wishes to change from credit to audit or audit to credit in a course may do so only during the drop/add period at the beginning of the term.

Requirements: Auditing students are required to fulfill the same attendance requirements in the course as enrolled students. Beyond attendance, instructors may require an auditor to participate in whatever requirements of a course which they determine constitute adequate participation. Instructors and auditors will stipulate by contract at the beginning of the term the amount of work that will be required. The form for the contract may be obtained from the Registrar's Office.

Transcripts: Students who successfully complete an instructor's requirements will receive an "X" on their transcripts. Uncompleted audits will not appear on a student's transcript.

AMOUNT OF WORK

The normal load for a student in the College of Arts and Sciences is twelve semester hours in the fall and spring terms and six semester hours in the winter term. With the adviser's approval, a student may also take two courses which carry less than two hours credit each. The load for the Bachelor of Music Program is determined by the curriculum in which the student is registered. Although the total number of hours varies, the music major's curriculum is worked out in such a way as to be comparable for all students at the given level. A regular student will be required to enroll in no fewer than nine semester hours in the fall and spring terms and no fewer than three semester hours in the winter term, unless specifically exempted from this requirement by the appropriate academic dean. **Any student who seeks such an exemption must submit a petition to this effect no later than three weeks before the beginning of the term in question.**

OVERLOADS

Students may take more than the normal number of hours in the fall and spring terms in accordance with these regulations:

1. With the approval of the adviser and a cumulative grade point ratio at Converse of at least 2.25, a junior or senior may add no more than six hours as an overload.
2. With the approval of the adviser and a cumulative grade point ratio at Converse of at least 2.5, a freshman or a sophomore may add no more than three hours as an overload.

Students must have their adviser's approval for overloads in all terms. To overload in Winter Term, students must also have the approval of the appropriate dean.

Any exceptions to the foregoing regulations must be sought by petition, endorsed by the academic advisor, to the Curriculum Committee of Arts and Sciences or of The Petrie School of Music, whichever is appropriate.

UNDERGRADUATE STUDENTS ENROLLING IN GRADUATE COURSES

Undergraduate students desiring to enroll in graduate courses prior to completion of the undergraduate degree must meet the following criteria:

1. The student must have senior class standing.
2. The student must have a cumulative G.P.A. of 3.0 or better.
3. Space must be available in the course.
4. Permission of the instructor must be obtained.
5. An undergraduate student is limited to a total of no more than three graduate courses.

The student may obtain the appropriate form from the Registrar's Office. The form must be completed and approved before the student can be registered in the course.

LIMITATION IN ONE SUBJECT

If a student takes more than 42 hours in one discipline, the hours over 42 will not count toward hours for graduation. *Exception:* This limitation will not apply to a unified program offered with the approval of the General Faculty.

WOFFORD COLLEGE COOPERATION

In some cases Converse students may take courses at Wofford College, a neighboring institution in Spartanburg, as part of their undergraduate degree programs. The cooperative arrangement allows both colleges to enrich the educational opportunities of their students. The cooperation is limited, however, and no student at one institution may complete a major program offered only at the other institution. Possibilities for cross-enrollments can be discussed with departmental advisers or the Registrar at Converse.

Since the objectives and programs of the two institutions differ during the winter term and the summer session, the normal student exchange is suspended during these terms. Converse students may not enroll in Wofford Interim courses or summer courses except when the two Colleges jointly sponsor such courses. Normally, students at one college may not complete a Directed Independent Study (DIS) course at the other college.

COURSES AT OTHER INSTITUTIONS

During the academic year, students in residence at Converse will be allowed to take courses at other institutions with the approval of their adviser, the Registrar, and the appropriate academic dean. Grades earned in these courses will not affect the grade-point ratio earned at Converse College. Students taking courses at other institutions while in residence at Converse are governed by the overload regulations on **page 33** in the catalog. These students must also meet the residence requirements for the bachelor's degree as stated on **page 34** in the catalog.

Academic Regulations

ACCELERATION

Although the Converse baccalaureate degree normally requires four academic years of study, a student may complete the program in three and one-half or even three years by taking additional courses beyond the normal load and during summer school. The student who wishes to accelerate should consult her academic adviser and the Registrar.

THE THREE-YEAR DEGREE

Students who wish to complete the requirements for the B.A. degree in three years will receive encouragement and guidance from the Converse faculty and administration. The three-year degree is not a scaled-down education. It has the same components as the traditional four-year program. It differs only in the pace of the student's work.

Eligibility:

Any student who is able to maintain a satisfactory academic average is eligible, but obviously the more capable and highly motivated student will adjust more easily to the accelerated pace of study.

The Plan:

<i>Year</i>	<i>Fall Term</i>	<i>Winter Term</i>
First	4 courses Physical Ed.	2 courses
Second	4 or 5 courses	2 courses
Third	5 courses	2 courses
<i>Year</i>	<i>Spring Term</i>	<i>Summer</i>
First	4 courses Physical Ed.	4 courses*
Second	5 courses	2 or 3 courses
Third	4 courses	

*May be taken at any accredited college.

This plan involves an overload of course work during only two or three terms of the college experience. In addition, it requires one full schedule and one part schedule of summer courses, at least some of which may be taken at another college, if the student prefers. As outlined above, the plan is only a guide. It may be altered to suit the purposes of the individual student. Students who complete college courses in the summer before entry into the freshman class, or who receive credit by Advanced Placement, will

proceed through the three-year program with greater ease and convenience. For example, these students may find it possible to avoid all, or part, of the overloads, or may choose to eliminate at least some of the summer study. Summer work before the freshman year should be undertaken upon the advice of the Registrar.

CLASSIFICATION REQUIREMENTS

Class Standing	Min. Hrs/Quality Pts
For Sophomore Class	24/48
For Junior Class	56/112
For Senior Class	87/174 & 2.0 avg.

ACADEMIC STANDARDS

The academic standards for continued "good standing" are determined in accordance with the following criteria:

Semester hours attempted	Probation if cum. GPA less than
1-24	1.40
25-56	1.60
57-86	2.00
87 and up	2.00
Semester hours attempted	Poss. disqualification if cum. GPA less than
1-24	1.25
25-56	1.50
57-86	1.75
87 and up	1.75

A student placed on academic probation three times can be disqualified. Probation lists will be prepared at the end of each fall and spring term.

The academic status of the student will be identified as satisfactory or unsatisfactory only during the fall and spring terms. In every other respect, the work of the short term will count in the same way as that of the long terms. Any student who fails to meet the minimum academic requirements outlined above will be placed on academic probation during the following term.

Note: Students cannot be removed from probation by credits earned in any summer school other than the Converse summer session. They may, however, earn credits at any approved summer school for the purpose of advancement to the next class.

Academic Disqualification:

Students placed in academic disqualification status are not eligible to continue their studies at Converse College, either in the summer or the regular session. Students are academically disqualified for failure to meet the academic standards (see page 34) or being placed on probation for three times. When there is evident cause for mitigation of this penalty, the provost, after consultation with the appropriate dean, may relieve students from academic disqualification.

TRANSFER OF CREDITS FROM OTHER INSTITUTIONS

Courses taken in the summer school of another institution will be credited toward the degree provided:

1. The courses to be taken are approved in advance by the student's adviser and the Registrar of Converse College. It is the responsibility of the student to provide the adviser with a catalog from the institution and, to guarantee approval in advance, to submit the request before the last day of classes in the spring term. After that date students who take work at other institutions do so at their own risk.
2. The summer school is fully accredited.

No credit will be given for any such course in which a student makes below a C-, nor will such work be acceptable toward satisfaction of degree requirements. Grades transferred from the summer school of another institution will not affect the grade-point ratio earned at Converse College and will not be used to remove a student from probation.

Converse participates in a number of cooperative programs with other institutions. Therefore, the College will accept by transfer from these institutions at full quality point value, and in other respects as if taken at Converse, any course for which Converse has charged tuition or which has been integrated into a Converse degree program.

SUMMER SESSION

Converse College operates three summer sessions, two of five weeks each, and one three-week term. Courses offered are chosen largely on the basis of student demand. Special fees are in effect for the summer session.

Graduate level courses are also offered in The Petrie School of Music and in the Master of Education, the Master of Liberal Arts, and the Educational Specialist programs.

Courses taken in the Converse summer school are in all respects credited as if taken during the regular academic year. Converse students will be placed on, or removed from academic probation in accordance with the standards of the fall term of the academic year, provided that they attend the Converse summer session for both terms, taking the regular course load of two courses per term. The summer session bulletin is published in late March and is available in the Registrar's Office.

OTHER REGULATIONS

Converse College reserves the right to add or drop programs and courses, change fees, change the calendar, and institute new requirements when such changes are necessary. Every effort will be made to minimize any inconveniences for students caused by such changes. Suitable substitutions will be allowed for required courses which have been withdrawn. Any difficulties arising from changes in published dates, requirements, or courses should be brought to the attention of the Dean of the College of Arts and Sciences or the Dean of The Petrie School of Music.

POLICY ON STUDENTS' RECORDS

In the handling of student records, Converse College complies with the provisions of the Family Educational Rights and Privacy Act of 1974. Information about this policy can be found in the *Student Handbook*.

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

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.

ADMISSIONS

Students are admitted to Converse on the basis of academic credentials and additional information submitted to the Admissions Office. A student who feels a disability makes achieving representative scores on the SAT or ACT Tests unlikely may apply through a high school guidance counselor for accommodations on these tests.

Applicants are not required to disclose any disability on their applications for admission to Converse. Once admitted, however, a student seeking reasonable academic accommodations for a disability should immediately contact the Director of Academic Support at (864) 577-2028 to obtain an accommodation form. Students seeking physical accommodations for a disability should contact the Dean of Students at (864) 596-9614 upon notification of acceptance in order that reasonable provisions can be made before their arrival on campus. Converse II or graduate students should contact the Dean of Graduate Studies & Special Programs for physical accommodations.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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

We do not provide transportation for students to classes off campus.

Testing to determine the need for accommodations is the student's

Academic Regulations

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

Students should submit a completed Request for Accommodations Form with supporting documentation to the Director of Academic Support at least thirty days prior to the first day of class in order to allow time for review and consultation, as needed, with the student, professors, counselors, psychological consultants, and the Director of Health Services, to prepare an appropriate accommodation plan, and to secure available support services. This deadline is for administrative purposes only and does not preclude admission to programs or services. In addition, the student is responsible for providing the Director of Academic Support with a class schedule each term, so that a new accommodation plan can be generated. All information regarding students with disabilities, including accommodations for them, is confidential and will be communicated only to faculty and administrative personnel who have a justifiable reason to have the information.

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 and initiate the student grievance procedure as outlined in the *Student Handbook*.

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 *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, Civitas Council, and alcohol and drug abuse cases. The Campus Life Office in the Montgomery Student Activities Building can provide students copies of the *Student Handbook* and additional information about procedures. The Graduate Office in the Ezell Building has the *Graduate Student Handbook*, which outlines policies graduate students should follow.

CAMPUS SAFETY AND SECURITY

In accordance with Title II of Public Law 101-542, known as the Crime Awareness and Campus Security Act of 1990, Converse College provides information relating to crime statistics and security measures to prospective students, matriculated students, and employees. This information is published annually and can be obtained from the Department of Public Safety.

Further information about campus safety and security can be obtained either from the Office of Campus Life, (864) 596-9016, or the Director of Public Safety, (864) 596-9061.

The College of Arts and Sciences

GENERAL EDUCATION PROGRAM

The General Education Program, which is required for the Bachelor of Arts, Bachelor of Fine Arts, and Bachelor of Science degrees, is a carefully designed plan of study which provides the Converse graduate with a broad foundation in the liberal arts. Students who complete this program should be able to

1. solve problems using skills of quantitative and qualitative analysis
2. take a variety of ideas and put these together to develop a logical, coherent thesis
3. demonstrate effective oral communication
4. demonstrate effective written communication
5. demonstrate improvement in physical coordination
6. demonstrate knowledge of the development of ideas and culture in human development
7. exhibit an understanding of their place in the global community
8. experience and understand the role of technology in society
9. demonstrate knowledge and understanding of a variety of modes of reasoning, methodologies, ideas, and values in various disciplines

Internships and courses designed primarily to prepare students for certification or professional examination are not included in the GEP.

Courses that are available for general education credit and which may also be taken for credit in the major, minor, or a career preparation area may be used to satisfy both requirements, **but a course may not be used to satisfy more than one requirement within the General Education Program. The exception to this is the Writing Intensive Courses.**

GEP requirements in place at the time a student is admitted will be valid for a period of eight

years from the date of the last time of enrollment.

Category I: Skills (to develop skills in analysis, synthesis, communication, and physical coordination) Each student must meet the skills requirements listed below by completing the specified course or by exemption as described.

English—English 101: Composition

Exemption and Placement: Students will be exempted from English 101 by demonstrated proficiency.

Writing Intensive Courses

Each student must select one writing intensive course from the courses listed below:

Economics 201
Economics 202
History 201
History 306
History 345
History 408
History 421
History 422
History 440
Religion 100
Religion 110
Sociology 100
Sociology 302

Introduction to Foreign Language and Culture

—The equivalent of two years at the college level of foreign language. This may be satisfied in the following manner:

1. Students must possess upon entrance or achieve at Converse, a competence equal to that achieved by completing the first year of the college level of a foreign language.
2. Students must attain a second-year level of proficiency in the language. This second requirement will be met by the successful completion of the 202 course in the language.

Exemption and Placement: The following students will be exempted from the requirement:

1. Students who have satisfactorily completed a four-year high school

proficiency level in one language validated by a test and oral interview

2. Students who have scored a 4 or better on the Advanced Placement Test in Foreign Language
3. Students who complete English 98 and 99: English as a Second Language

Students who have satisfactorily completed three years of high school foreign language or two years as either juniors or seniors may be placed in the intermediate level courses. Placement in intermediate level courses will be contingent upon successful completion of a placement preview examination. A student may opt to move to a level lower than (below) the one she has been initially placed in, but no credit will be granted for work performed at the lower level and the student will be considered as auditing the course. Students scoring a 3 on the Advanced Placement Test will be placed at the 201 level. If a student speaks a language other than English as her native language, she may use it as her foreign language if she can produce documentation of having received instruction in that language. Acceptable documentation is defined as a letter from a school official and a transcript.

Mathematics—MTH 105 or higher

Exemption and Placement: Students may be exempted from the mathematics requirement by demonstrated proficiency.

Computer Literacy—CSC 101

Exemption and Placement: Students may be exempted from Computer Science 101 by demonstrated proficiency. Students majoring in music may satisfy this requirement by taking MMD 101: Music Technology and Research. **Students who have successfully passed any 200 level computer science course are exempted from Computer Science 101 and must have the approval of the Chair of the Department of Mathematics, Physics, and Computer Science to take Computer Science 101.**

Physical Education—Two courses chosen from different areas (team sports, individual sports, and dance). Beyond the two required activity courses, additional courses may be taken every term. However, only two of these additional courses will count toward the total of 120 hours required for graduation.

Exemption Policy: Students 24 years of age or older at the time of admission to Converse are excused from the physical education requirement.

Public Speaking—Theatre 120

Exemption: Students will be exempted from Public Speaking by demonstrated proficiency.

Exemption will be based upon fulfilling one of the conditions listed below:

1. the completion of a public speaking course with a grade of B or better in high school
2. verification of participation in a debate team with a letter by the coach of the team
3. passing a proficiency test during orientation

Category II: Ideas and Culture 150, 151

IDC 150 and IDC 151 are a year-long course required of all Converse students in the College of Arts and Sciences.

Ideas and Culture 150

A chronological investigation of events and concepts that have shaped humanity until the 1500's. While incorporating history, art, architecture and music, the course focuses mainly upon primary texts of religion, philosophy and literature. *This course is required of all students to meet the Category II GEP requirement. Offered during fall term; must be completed by the end of the sophomore year.*

Ideas and Culture 151

A chronological investigation of event and concepts that have shaped humanity from the 1500's until the present. While incorporating history, art, architecture and music, the course focuses mainly upon primary texts of religion, philosophy, science, and literature. *This course is required of all students to meet the Category II GEP requirement. Offered during spring term; must be completed by the end of the sophomore year. The successful completion of IDC 150 is a prerequisite for enrolling in IDC 151.*

Category III: Studies in the Disciplines (to introduce students to a variety of disciplines, modes of reasoning, methodologies, ideas, and values)

Students are required to take the specified number of three- or four-hour general education

College of Arts and Sciences

courses from each of the five academic areas listed below. At least two courses from different academic areas must be at the 200 level or above. Courses that count for GEP credit are marked with an asterisk (*). Applied courses are not available for GEP credit. Any course cross-listed with a course that meets a GEP requirement in Category III may be taken for GEP credit under its cross-listed title. **Within each academic area, each course must be in a different discipline.** The academic areas from which the 200 level GEP courses may be taken are listed as follows:

Fine Arts—Two courses from Art Appreciation or History, Music Appreciation, American Popular Music, or Music History, Introduction to Theatre, the Living Theatre, or Theatre History, History of Dance, or Studies in Film.

Humanities—Two courses from history, philosophy, religion, Introduction to Women's Studies, or Cultural Convergence.

Literature—One literature course to be selected from English or foreign language (in translation or upper level literature course in the language). Literature in translation courses used to satisfy the foreign language and culture requirement MAY NOT be used to satisfy the literature requirement.

Natural Sciences and Computer Science—Two laboratory courses from two of the following disciplines: astronomy, biology, chemistry, computer science, geology, or physics.

Social Sciences—Two courses from economics, politics, psychology, or sociology.

CREDIT BY EXAMINATION

The Advanced Placement Tests of the College Entrance Examination Board: Converse grants credit to students who submit acceptable scores (3 or above) from Advanced Placement Tests. The specific conditions for each subject will be explained by the Director of Advising.

International Baccalaureate:

Converse grants credit to students who submit acceptable scores on the International Baccalaureate examination. The specific conditions will be explained by the Director of Advising.

General Limitations and Conditions on Credit by Examination:

Converse will grant no more than 30 semester hours of credit by examination to any student.

THE DOUBLE MAJOR

A double major consists of course requirements for the major in each of two academic subjects. Four or fewer courses that are cross-listed or that are required for both majors may count toward the satisfaction of the major requirements in the two majors.

MINORS

Departments may offer one or more minor programs that students may elect in addition to the required major and the general education program. Minors consist of a minimum of 18 semester hours in a planned program of study within a given department. Refer to the portion of the catalog devoted to the departments for specific information about minor programs offered. The College permits interdisciplinary minors, which require a minimum of 21 semester hours in planned programs between two (or more) departments. To fulfill requirements in the majors or minors, any course taken at another institution must be approved by the department chair responsible for the particular major or minor.

ELECTIVES

Elective courses are those which are taken, not to satisfy the requirements of the general education program, the major, or the minor, but to make up the 120 hours necessary for the bachelor's degree. Students choose these courses according to their own preferences from the general curriculum. Students who plan to seek admission to graduate professional schools, such as law or medicine, should consult the section titled "Career and Pre-Professional Programs," on page 116.

FRESHMAN HONORS SEMINARS

In the fall semester of each year, the College offers several courses designed for academically qualified freshmen and organized according to the format of a seminar. The subject matter of each course comes from within an academic discipline and is of such a nature as to satisfy a general education requirement within that discipline. While the format of the course and the nature of the assignments may differ from typical freshman courses, the approach to the subject matter is introductory. Thus, students are not expected to have any special preparation in the subjects. Enrollment in a single seminar is limited to 12 to 15 students, and assignments and class meetings are designed to elicit student participation in a variety of intellectual processes.

During the summer prior to their freshman year, students are invited, on the basis of their academic qualifications, to enroll in a seminar. These incoming freshmen are asked to indicate their preferences from among several seminars and are placed in one of the courses according to these preferences.

The Freshman Honors Courses are identified by the number 199 in the course listings of each department that offers an honors course for freshmen.

ALTERNATE YEAR COURSES

Some courses are offered only in alternate years. As they plan ahead to take any particular course, students should confer with the department chair to confirm the date when the course will next be offered.

COURSES OF INSTRUCTION KEY TO THE NUMBERING SYSTEM

- 100-199. Introductory courses
- 200-299. Intermediate courses
- 300-499. Advanced courses
- 500-699. Graduate courses
- 101:102. Indicates a course for which credit is not given unless the work of two terms has been completed.
- 101-102. Indicates a course for which credit for one term may be given but which may not be entered after the first term.
- 101, 102. Indicates a course which may be entered in any term.

**The asterisk indicates a course that is offered for credit toward satisfaction of General Education requirements.*

- 400/500. Indicates a course offered for both undergraduate and graduate credit.

A student may enter a course at a level higher than that normally permitted her class with the permission of her major professor or academic adviser and the instructor of the course.

The College reserves the right not to offer courses for which the enrollment is fewer than five.

Any student applying for academic accommodation under Section 504 must apply to the Director of the Academic Support Center before the beginning of instruction.

DEPARTMENT OF ART AND DESIGN

MAYO MAC BOGGS, *chair, adviser in studio art*

MERILYN FIELD, ATR, *director of art therapy*

FRAZER S. M. PAJAK, AIA, *co-administrator of interior design program*

DONN BRITTEN PING, ASID, *co-administrator of interior design program*

TERESA PRATER, *adviser in studio art*

SUZANNE SCHUWEILER-DAAB, *director of art history*

DOUGLAS E. WHITTLE, *adviser in studio art*

DAVID ZACHARIAS, *adviser in art education*

The mission of the Department of Art and Design at Converse College is to provide students with a creative liberal arts environment where they can develop their talents as artists, designers, historians, and educators. The department provides a broad range of creative experiences which call upon the students to utilize many forms of visual and non-verbal communication while forcing them to expand their problem-solving skills. It is our philosophy that the search for new and original solutions of visual and conceptual dilemmas will enhance their ability to excel in other, more traditional, academic subjects and careers.

Beyond training the student in the practice of her art, the department also fosters professional development through the inclusion of internships, exhibitions, liberal arts, and membership in professional organizations in the requirements for the degree. This type of preparation, both aesthetic and practical, best serves Converse students as they prepare for careers beyond the classroom. There will be a meeting of all art and design majors on the first Tuesday of October each year. This meeting will inform the major of the mission, programs and policies of the Art and Design Program.

The department offers both the Bachelor of Arts Degree and the Bachelor of Fine Arts Degree. For the B.A. degree, students may choose a concentration in art history, art therapy, studio art, or art education. The B.F.A. degree is a professional degree in studio art, or interior design. Early declaration of a major is encouraged because of the rigorous requirements of the programs. A minor is offered in studio art and art history.

Due to its nature, the Department of Art and Design maintains its own departmental policies and procedures. A handbook detailing specific policies and procedures is issued upon declaration

of major. A signed statement of understanding and endorsement of the department's policies by the student is required and kept in the student's permanent file.

All students majoring in the Department of Art and Design must take Art and Design 415: Senior Seminar during the fall term of their senior year. This course is designed to help students learn about marketing and commercial aspects of the visual and applied arts through lectures, demonstrations, and assignments. Credit does not apply toward the major. All art and design students must attend 80% of the gallery exhibitions each year during their major. The Art and Design faculty will review the attendance record each semester.

An arts management career program is available, in conjunction with the Theatre Department, for the student who wishes to pursue an arts and business career alternative. (Refer to page 118 for description)

THE BACHELOR OF ARTS DEGREE PROGRAM

Students in the B.A. degree program have the option of concentrations in art history, studio art, art education, or art therapy. Students majoring in studio art must complete 36 hours of course work. Students in art history must complete 36 hours of course work. The art therapy major must complete 39 hours of course work in art and 15 hours of 200 level or above course work in psychology and special education. Students majoring in art education must complete the required education courses along with 40 hours of course work in studio art. Art education students will need to consult with their adviser for the education requirements. Students with majors in areas other than art may consult the department chair for guidance in a double major or a minor in the history of art or studio art.

ART HISTORY

Upon graduation, the art history major should possess the following:

1. a broad understanding of art history. A comprehensive exam during the spring term of their senior year will be given to qualify for graduation.
2. the skills and knowledge to compete successfully in the job market and in graduate and foreign studies programs

The art history major is offered jointly by Converse College and Wofford College. Converse art history majors should expect to take at least two art history courses on the Wofford campus. The program requires a total of thirty-six semester hours as follows:

Art 201-202: Introduction to History of Western Art	6 hours
Art 111: 2-D Design, Art 112: 3-D Design, or Art 113: Drawing I.	3 hours
Art 308: Museum Internship or Art 307/317	3 hours
Aesthetics or Art Historiography (taught at Wofford)	3 hours
At least seven courses which must include at least six of the following areas	21 hours
Ancient and Classical Art	American
Medieval	Nineteenth Century
Baroque and Rococo	Non-Western Art
Italian Renaissance	Twentieth Century
Special Topics	
TOTAL HOURS	36 hours

Students in the art history major are urged to take their electives in such liberal arts areas as philosophy, history, religion, humanities, or classics and have a strong background in French, Italian, German, or Spanish. A museum or gallery internship is recommended in addition to the major requirements. A double major is a possible option with an art history major.

Art history minor: The requirements for a minor in art history consist of a minimum of 18 semester hours including Introduction to the History of Western Art (Art 201-202), plus four additional upper-level art history courses in four different subject areas (not including art history travel programs or museum internships).

*100. ART APPRECIATION/THREE CREDITS

Elective and GEP credit. An introduction to the visual arts. Introduces the student to the major art movements and artists. Lecture and discussion on the materials, forms, and processes of art with the aim of giving insight into the functions and content of art objects. Course content may vary. *May not be applied to major in art.*

*201. INTRODUCTION TO HISTORY OF WESTERN ART I/THREE CREDITS

Major credit, elective credit, GEP credit. Required for all art majors. Prerequisite for all art history courses. A survey of the painting and sculpture of the Western world from the Prehistoric through Medieval periods.

*202. INTRODUCTION TO HISTORY OF WESTERN ART II/THREE CREDITS

Major credit, elective credit, GEP credit. Required for all art majors. Prerequisite for all art history courses. A survey of the painting, sculpture, and architecture of the Western world from the Renaissance to the present periods.

*199. FRESHMAN HONORS SEMINAR/THREE CREDITS

GEP, elective credit. Offered periodically in rotation with seminars in other disciplines. A study of a selected subject within the discipline which will vary from term to term. The course is designed to encourage student participation in the intellectual processes through class discussion, research and writing, special projects, problem solving, and evaluation and defense of positions. When the subject matter duplicates that of another course, credit toward graduation will be granted for only one of the courses.

*200. MYTHIC IMAGES IN WORLD ART/THREE CREDITS

GEP, major, minor, and elective credit. A survey of world mythology as interpreted in paintings, sculpture, and altarpieces. This may include examples of the native art of Mesoamerica, North America, Africa, and Asia. The content of this course will vary.

206. AMERICAN ART/THREE CREDITS

Major credit, elective credit. A study of American art from the colonial period to the 1930's.

240. ORIENTAL ART/THREE CREDITS

Major credit, elective credit. A survey of the art of the Orient, including major periods and examples in China, India, and Japan studied against their cultural and historical background. *Taught at Wofford.*

285. HISTORY OF ARCHITECTURE AND INTERIOR DESIGN/THREE CREDITS

Major credit, elective credit. A historical survey of architecture, concepts of interior space, the great periods of furniture design, and allied crafts from ancient Egypt to present using the historical period as a background for comparison with contemporary architecture, furniture, new materials, methods of manufacture and present day needs. *Cross-listed with Interior Design 285.*

301. ANCIENT AND CLASSICAL ART/THREE CREDITS

Major credit, elective credit. A study of the greatest of the ancient art traditions, that of Greece, against a background of its Egyptian and Near Eastern origins. The course concludes with a brief treatment of the art of the Etruscans and a more extensive examination of Roman painting, sculpture, and architecture. *Taught at Wofford.*

302. MEDIEVAL ART/THREE CREDITS

Major credit, elective credit. Prerequisites: Art 202, 301. The art of Europe from 150 to 1400 A.D. The course encompasses early Christian sculpture, painting, and manuscript illumination, the art of the Invasions, the Carolingian Renaissance, and the Romanesque and Gothic eras. It is intended to take the student from Roman to Renaissance art. *Taught at Wofford.*

303. ITALIAN RENAISSANCE/THREE CREDITS

Major credit, elective credit. A study of the major art of the Italian Renaissance, intended to give background and develop appreciation for this significant era. *Taught at Wofford.*

Department of Art and Design

304. BAROQUE AND ROCOCO ART/THREE CREDITS
Major credit, elective credit. A study of the arts of Western Europe during the seventeenth and early eighteenth centuries emphasizing the similarities and differences of art forms in Italy, Spain, the Lowlands, France, England, and Germany. *Taught at Wofford.*

305. NINETEENTH-CENTURY ART/THREE CREDITS
Major credit, elective credit. A study of the major developments of nineteenth-century European painting and sculpture within the context of social, cultural, and political developments.

306. TWENTIETH-CENTURY ART BEFORE 1945/
THREE CREDITS
Major credit, elective credit. A study of the major developments in the visual arts from early 1900 to 1940.

307. ART HISTORY TRAVEL PROGRAM/
THREE OR SIX CREDITS
Elective credit unless major credit is approved by the Art History program director. No prerequisites. This program offers the student the opportunity to travel to major art centers and critically observe and evaluate major works of art and the environments in which they are made, displayed, and sold. *Additional travel costs will be incurred by the student. Offered during winter term.*

308. MUSEUM INTERNSHIP/THREE OR SIX CREDITS
Major credit, elective credit. Prerequisites: Art 201, 202. This program offers the student the opportunity to work in a major museum or art auction house such as the Corcoran Gallery in Washington, D.C., the High Museum in Atlanta, Georgia, Sothebys in New York City, and the Mint Museum in Charlotte, North Carolina. The students learn the various phases of curatorship and gain exposure to major works of art through exhibitions and private collections of the museum.

309. TWENTIETH-CENTURY ART SINCE 1945/
THREE CREDITS
Major, minor, or elective credit. A study of the major developments in the visual arts from 1945 to the present.

310. HISTORY OF AMERICAN ARCHITECTURE/
THREE CREDITS
Major credit, elective credit. A study of American architecture from the seventeenth century to the post-modern period. *Taught at Wofford.*

*315. WOMEN AND ART/THREE CREDITS
GEP, major, minor, and elective credit. This course selectively studies the art and lives of women artists. Theories concerning representations of women will also be discussed.

400. SPECIAL TOPICS IN ART HISTORY SEMINAR/
THREE CREDITS
Major credit, elective credit. Prerequisites: Art 201 and 202 or permission of instructor. This is a directed reading and discussion seminar that will center around a selected topic in art history or theory. *Since the content will vary, this course may be taken more than once for credit.*

411. ART HISTORIOGRAPHY/THREE CREDITS
Major credit, elective credit. Prerequisite: At least one course in art history, or permission of the instructor. An exploration of the theory and methodology of art history, intended to develop critical thinking skills, to further the student's ability to write persuasively about art, to develop research and bibliographic skills, and to cultivate an awareness of some of the approaches employed by historians of art, including biography, connoisseurship, style criticism, iconology, and feminist criticism. *Taught at Wofford.*

490. DIRECTED INDEPENDENT STUDY IN SPECIAL
TOPICS/ONE, TWO, or THREE CREDITS
Prerequisite: permission of art history professor. An independent course of advanced study of a topic not covered in any other course, under faculty guidance and instruction. *May be repeated for credit.*

STUDIO ART

The studio art major is expected to

1. have a thorough understanding of the artistic principles of creativity, design, color, form, and the technical skills to produce art
2. have an understanding of the professional and educational opportunities in their chosen field
3. have competed in local, regional or national juried art competitions
4. be able to demonstrate her understanding of their work through written and verbal communication
5. understand the role of the artist in a historical sense
6. have an understanding of the artist/designer/educator's role in today's society
7. be able to compete successfully for professional opportunities in the job market and in graduate and foreign studies programs.

Thirty-six hours of course work are required for the major with emphasis on the practice of art, as specified below:

Required Courses:

Art 201-202: Intro. to History of Western Art	6 hours
Art 111: 2-D Design	3 hours
Art 112: 3-D Design	3 hours
Art 113: Drawing I	3 hours
Art 120: Printmaking I	3 hours
Art 130: Ceramics I	3 hours
Art 150: Sculpture I	3 hours
Art 170: Painting I	3 hours
Art 213: Drawing II	3 hours
Two courses selected from these beginning, intermediate, and advanced studio courses	6 hours
Painting	Printmaking
Graphic Design	Sculpture
Photography	Drawing
Ceramics	Artist Books
TOTAL HOURS	36 hours

Two studio hours per week are required for each semester hour of credit given during the fall and spring terms. During the winter term and the summer term the pace is accelerated to require a total number of studio hours equivalent to those required during fall and spring terms. A double major is a possible option with a B.A. degree in studio art. An internship is recommended as part of the major.

Students majoring in the practice of art must have an exhibition of their work during the senior year.

Studio art minor: Students electing studio art as a minor must complete a minimum of 18 hours of course work. Students must take Art 111, 112, 113, and Art History 201 and 202 before taking additional art courses.

111. 2-D DESIGN/THREE CREDITS

Required for major. Prerequisite for all art courses for art majors. An introduction to the 2-D concepts of visual organization through the study of composition, lines, shape, value, figure-ground relationships, texture, spatial illusion, and color theory. *Lab fee—\$20.00.*

112. 3-D DESIGN/THREE CREDITS

Required for major. Prerequisite for all art courses for art majors. An introduction course that investigates the handling of real space through the study of form, structure, texture, and surface. Historical and contemporary issues are explored in various media. *Lab fee—\$20.00.*

113. DRAWING I/THREE CREDITS

Required for major. An introduction to the discipline of drawing. Development of student skills leading to an understanding of the structure of forms on the picture plane, figure-ground relationships, line, value, and texture. Studio problems of visualization, composition, and analysis in various media. *Lab fee—\$20.00.*

120. PRINTMAKING I/THREE CREDITS

Required for major. Prerequisite: Art 113. An introduction to the discipline of printmaking concentrating on the technical aspects of relief and intaglio. *Lab fee—\$30.00.*

123. PRINTMAKING: LITHOGRAPHY/THREE CREDITS

Major credit, elective credit. A printmaking course investigating the techniques of aluminum plate lithography, with emphasis on black and white and color printing processes. There will be field trips to regional museum print collections. *Lab fee—\$30.00.*

124. GRAPHIC DESIGN I/THREE CREDITS

Elective credit. A beginning course in layout design. Students will complete projects dealing with graphic visualization, packaging, and layout. *Lab fee—\$20.*

130. CERAMICS I/THREE CREDITS

Major credit, elective credit. An introduction to ceramic processes, including historic and contemporary concepts of form as related to functional and non-functional concerns. Students will gain experience in basic forming processes, including the development of conceptual and technical skills for the artistic control of problem solutions. *Lab fee—\$30.00.*

140. PHOTOGRAPHY I: BLACK AND WHITE/THREE CREDITS

Major credit, elective credit. A beginning course designed to equip the student with the technical skills needed for a practical and aesthetic experience in the developing and printing of black-and-white photography. The student will develop, print, and dry mount a portfolio of assigned photographs. An SLR 35mm camera with manual override is required. *Lab fee—\$40.00*

150. SCULPTURE I/THREE CREDITS

Required for major. An introduction to the discipline of sculpture. Study and experimentation with traditional and contemporary concepts of form. Lectures, demonstrations, and assigned studio problems familiarize the student with the properties of structure and the nature of materials and forming processes. *Lab fee—\$30.00.*

170. PAINTING I/THREE CREDITS

Required for major. An introduction to the discipline of painting. Emphasis on the exploration of painting properties, materials, techniques, and color theory through specific formal problems. *Lab fee—\$30.00.*

212. ARTIST BOOKS/THREE CREDITS

Major credit, minor credit, elective credit. A course designed to introduce the student to the book as an art form. A creative exploration of the artist book through various uses of medium, techniques, and styles. Students will receive a working knowledge of various techniques of bookbinding, folding, and the incorporation of text. Both traditional and contemporary approaches will be explored. *Lab Fee—\$20.00.*

213. DRAWING II/THREE CREDITS

Major credit, elective credit. Prerequisite: Art 113. This course examines drawing as a creative process, focusing on the study and representation of objects and natural forms in problems of visualization and composition and the exploration of images in various media using figurative and non-figurative subject matter. *Lab fee—\$20.00.*

220. PRINTMAKING II/THREE CREDITS

Major credit, elective credit. Prerequisite: Art 120. A beginning course in the processes of printmaking which includes the use of intaglio and relief. The student will explore the range of possibilities inherent in the medium and develop a familiarity with the graphic process and its tools and materials. *Lab fee—\$30.00.*

224. GRAPHIC DESIGN II/THREE CREDITS

Prerequisites: 124. Emphasis will be on learning to use the computer as the main tool in graphic communication and exploring industry software including drawing, paint, and desktop publishing, and photo manipulation programs. Design fundamentals in the area of formal organization and aesthetics will be an integral part of all assignments. *Lab fee: \$30.*

230. CERAMICS II/THREE CREDITS

Major credit, elective credit. Prerequisite: Art 130. An in-depth course in the basic wheel thrown and hand-building processes of ceramics with formalized study of the mixing and application of glazes. Students gain experience in firing, oxidation, and reduction kilns. *Lab fee—\$30.00.*

240. PHOTOGRAPHY II: BLACK AND WHITE/THREE CREDITS

Major credit, elective credit. Prerequisite: Art 140. A course which provides a specific program of instruction for the more advanced student in photography. The course deals with the appreciation of knowledge gained in Art 140s to the investigation of advanced photographic technique and the development of individual style. *Lab fee—\$40.00.*

250. SCULPTURE II/THREE CREDITS

Major credit, elective credit. Prerequisite: Art 150. This course provides an introduction to casting techniques in non-ferrous metals, explorations of the creative use of form, texture, and patination, and the extension of form through the use of paint, wood, and plastics. *Lab fee—\$30.00.*

270. PAINTING II/THREE CREDITS

Major credit, elective credit. Prerequisite: Art 170. The study of the characteristics of various painting materials, including supports, grounds and pigments, binders, and vehicles. The student is encouraged to explore individual problems in color-space projection, and figurative and non-figurative painting experiences. *Lab fee—\$30.00.*

313. DRAWING III/THREE CREDITS

Major credit, elective credit. Prerequisite: Art 213. This course emphasizes drawing as personal expression by encouraging a creative synthesis of aesthetic and manual skills. Explorations in contemporary forms and approaches to drawing. *Lab fee—\$20.00.*

317. STUDIO ART AND DESIGN TRAVEL PROGRAM/SIX CREDITS

Major credit, elective credit. This program offers the student the opportunity to travel to major art and design centers to observe, evaluate, and absorb the culture and art within the environment and to produce art as a result of those experiences. Programs are now offered to New York City, New Mexico, Greece, and various locations in Europe. *Additional travel costs will be incurred by the student. Offered during winter and summer terms.*

Department of Art and Design

320-321. PRINTMAKING III/THREE CREDITS EACH

Major credit, elective credit. Prerequisite: Art 220. An intermediate course emphasizing the unique and individual application of printmaking processes and the development of student's ideas and working procedures so that they bear a meaningful relationship to one another. *Lab fee—\$30.00 per term.*

330-331. CERAMICS III/THREE CREDITS EACH

Prerequisite: Art 230. Major credit, elective credit. An advanced investigation in the process and possibilities of clay, glazes, and firing methods. *Lab fee—\$30.00.*

350. SCULPTURE III/THREE CREDITS

Major credit, elective credit. Prerequisites: Art 250 or permission of instructor. Lost-wax casting in the production of sculpture. Students will produce forms in wax, make and fire refractory molds, and cast in non-ferrous metals. *Lab fee—\$30.00.*

351. SCULPTURE III/THREE CREDITS

Major credit, elective credit. Prerequisites: Art 350 or permission of instructor. Construction utilizing such processes as metal welding, brazing, wood lamination, plastic forming, and casting in fiberglass and resin. Students will work in combinations of materials processes in solving conceptual and technical problems. *Lab fee—\$30.00.*

360. SPECIAL TOPICS IN STUDIO ART AND DESIGN/THREE CREDITS

Major credit, elective credit. Prerequisites: Art major or permission of instructor. A course designed to provide an in-depth study of an art or design process, subject matter, or technique. *Since the content will vary, it may be taken more than once for credit.*

370-371. PAINTING III/THREE CREDITS EACH

Major credit, elective credit. Prerequisite: Art 270. Figure-ground relationships in two-dimensional and three-dimensional composition through the use of oils, acrylics, and mixed media; experimentation with various technological changes and surface treatments in the solution of formal and expressive problems. *Lab fee—\$30.00.*

395. COMMERCIAL INTERNSHIP IN ART AND DESIGN/THREE OR SIX CREDITS

Prerequisites: Art 111, 112, 113, 140, or Des 124. This course is a program of "on the job" experience in cooperation with various local business establishments in such areas as advertising, layout, photography, illustration, graphic design, and textile design.

413. DRAWING IV/THREE CREDITS

Major credit, elective credit. Prerequisite: Art 313. Experimental approaches to drawing. Emphasis on personal initiative and discipline in defining and executing problems. *Lab fee—\$20.00.*

415. SENIOR SEMINAR/ONE CREDIT

Required course for all art and design majors, excluding art history. A course to assist seniors in developing career preparation skills such as portfolio presentation, documentation, framing and matting techniques, gallery and exhibition preparation, professional writing skills in resume writing, job search letters and graduate/job applications. This course will begin in the fall term and end with a senior exhibition and critique. Credit does not apply toward the individual major.

420-421. PRINTMAKING IV/THREE CREDITS EACH

Major credit, elective credit. Prerequisite: Art 320. Advanced investigations into the aesthetic possibilities of printmaking processes. *Lab fee—\$30.00 per term.*

450-451. SCULPTURE IV/THREE CREDITS EACH

Major credit, elective credit. Prerequisite: Art 350. The individual development of style and choice of media to be used. Strong emphasis will be placed on the exercise of personal initiative and self-discipline, not only in defining and executing individual problems, but also in involvement outside the studio by entering juried exhibitions, attending major exhibitions whenever possible, library reading, etc. Nine studio hours per week are required. *Lab fee—\$30.00.*

470-471. PAINTING IV/THREE CREDITS EACH

Major credit, elective credit. Prerequisite: Art 370. Problems of scale and the control of volume and space as a means of creative expression. Emphasis is on the exercise of personal initiative and discipline of defining and executing problems. *Lab fee—\$30.00.*

490. DIRECTED INDEPENDENT STUDY/THREE CREDITS

Major credit. Prerequisites: Permission of instructor. An independent course of advanced study in an area of studio art or design. *May be taken for a total of 12 hours credit. Lab fee—as required by specific area of study.*

495: SENIOR PROJECT/THREE OR SIX CREDITS

Prerequisite: BFA Studio Art candidate. An independently directed course, with faculty supervision, for senior BFA candidates in preparation for their senior graduation exhibition. Students are required to maintain a studio and produce a series of art works that will be evaluated by the art faculty. To be taken the fall and spring terms of the senior year. May be taken for a total of six hours.

ART EDUCATION

Upon graduating, the art education major:

1. must demonstrate having obtained the knowledge necessary to teach art in the educational system
2. have developed a thorough understanding of the artistic principles of creativity, design, color, form and the technical skills necessary to produce art.

Students majoring in art education must complete the required education courses along with the 40 hours of course work in studio art as listed below:

Major: Art

Art 201: Introduction to the History of Western Art I	3 hours
Art 202: Introduction to the History of Western Art II	3 hours
Art 111: 2-D Design	3 hours
Art 112: 3-D Design	3 hours
Art 113: Drawing I	3 hours
Art 120: Printmaking I	3 hours
Art 130: Ceramics I	3 hours
Art 150: Sculpture I	3 hours
Art 170: Painting I	3 hours
Studio Art Elective (1 class 200 level or above)	3 hours
ART 213: Drawing II	3 hours (for those enrolled at Converse in 1989 or after)
Art 311: Art for the Child	3 hours
Art 312: Art for the Child/Lab	1 hours
Art 314: School Art Curriculum and Methods	3 hours
TOTAL HOURS	40 hours

Students should also consult the *Handbook for Prospective Teachers* which is available in the Education Department.

Minor: Education

PSY 320: Child Psychology (Prerequisite Psychology 100)	3 hours
PSY 321: Adolescent Psychology (Prerequisite Psychology 100)	3 hours
EDU 202: Practicum II in Secondary Education (To be taken after Art 312)	3 hours
EDU 340: Curriculum Principles and Methods of Secondary Education	3 hours
EDU 409: Elementary School Curriculum	3 hours
EDU 360: Foundations of American Education	3 hours
EDU 425: Teaching of Reading: Content Areas	3 hours
EDU 412c Directed Student Teaching: Secondary or EDU 412a Directed Student Teaching: Elementary	9 hours
Computer Modules and Oral Communication Workshop (Prerequisite to student teaching)	0 hours
TOTAL HOURS	30 hours

311. ART FOR THE CHILD/THREE CREDITS

Major credit. Designed to acquaint the student with the role that creative art experience plays in the child's development, increase sensitivity to the aesthetic quality in a child's development and in his or her art work, and increase confidence in the child's ability to work with a variety of materials in a creative way. Required for art education and education majors. Necessary for teacher accreditation. Required for elementary/early childhood majors. Optional for Special Education majors. *Lab fee—\$25.*

312. ART FOR THE CHILD: LABORATORY/ ONE CREDIT

Major credit. This practicum is a requirement for art education majors. Art 312 may be taken during or after Art 311. It consists of 24 clock hours spent in planning, observing, and participating in the program of local elementary schools. Students work under the supervision of an art teacher and in conjunction with elementary classroom teachers. Each student keeps a log of laboratory experiences. *Students should take this course during the spring of the junior year.*

314. SCHOOL ART CURRICULUM AND METHODS/ THREE CREDITS

Major credit. Prerequisites: Art 311, 312 and, normally, at least six hours in studio art. An examination of the total art curriculum in the public school. Emphasis is given to planning art lessons for various levels of public school instruction, organizing the art room, and methods of instruction. Required for art education majors. Necessary for teacher accreditation. *Students should take this course during a long term of the senior year.*

415. SENIOR SEMINAR/ONE CREDIT

Required course for all art and design majors, excluding art history. A course to assist seniors in developing career preparation skills such as portfolio presentation, documentation, framing and matting techniques, gallery and exhibition preparation, professional writing skills in resume writing, job search letters and graduate/job applications. This course will begin in the fall term and end with a senior exhibition and critique. Credit does not apply toward the individual major.

ART THERAPY

This major offers the student the opportunity to combine elements from the visual arts and the behavioral sciences to provide a strong preparatory base for graduate study in the area of art therapy. A six-hour internship in addition to the two art therapy courses provide a unique combination of theory, methods, and hands-on experience for the student interested in the art therapy profession.

A student majoring in art therapy must complete 42 hours of course work in art, art education, and art therapy. In addition to these 42 hours, a student also must complete fifteen hours of 200-level or above courses in the Department of Psychology.

At the time of graduation, the art therapy major is expected to

1. demonstrate a comprehensive perspective on the history and theoretical approaches which

Department of Art and Design

- contributed to the current art therapy paradigms.
2. be able to discuss a thorough understanding of the professional and educational opportunities in the art therapy field.
 3. exhibit an extensive knowledge of the creative process as applied to diverse populations.
 4. demonstrate developed written and verbal communication skills for interacting with individuals or groups in an art-making process.

Art Courses

Art 201-202: Introduction to History of Western Art	6 hours
Art 111: 2-D Design	3 hours
Art 112: 3-D Design	3 hours
Art 113: Drawing I	3 hours
Art 170: Painting I	3 hours
Art 130: Ceramics I	3 hours
Two Studio Electives	6 hours
Art Education Art 311: Art for the Child	3 hours

Art Therapy

Art 280: Survey of Clinical Art Therapy	3 hours
Art 380: Art Therapy Methods and Theories	3 hours
Art 390: Art Therapy Internship	6 hours
TOTAL HOURS	42 hours

The student is also required to take the following courses in the Psychology Department:

Psychology Courses

Psy 204: Abnormal Psychology	3 hours
Psy 236: Theories of Personality	3 hours
Psy 320: Child Psychology	3 hours
Psy 410: Counseling & Psychotherapy	3 hours
One psychology elective or SED 300: Introduction to Special Education	3 hours
TOTAL HOURS	15 hours

The course sequence for the degree in art therapy is given below:

Freshman Year

Art 111: 2-D Design	3 hours
Art 112: 3-D Design	3 hours
Art 113: Drawing I	3 hours
Art 201-202: Intro to Art History (serves as one fine art GEP)	3 hours
Des 283: Intro to Interior Design	3 hours
GEP/Courses	14 hours
TOTAL HOURS	29 hours

Sophomore Year

Des 218: Architectural Drafting	3 hours
Des 282: Space Planning	3 hours
Des 285: Computer Aided Design	3 hours
Des 381: Presentation Skills	3 hours
Des 382: Residential Design	3 hours
Des 481: Interior Construction	3 hours
GEP/Courses	12 hours
TOTAL HOURS	30 hours

Junior Year

Des 284: Color & Textile Science	3 hours
Des 286: Advanced Computer Aided Design	3 hours
Des 383: Lighting & Acoustical Design	3 hours
Des 384: Non-Residential Design	3 hours
Des 385: Architectural History	3 hours
Des 386: Interior Design History	3 hours
GEP/Courses	12 hours
TOTAL HOURS	30 hours

Senior Year

Des 482: Advanced Interior Design	3 hours
Des 483: Business & Professional Practice	3 hours
Des 484: Advanced Senior Project	3 hours
Des 488: Materials, Detailing, Codes & Regulations	3 hours
Des 489: Professional Design Work Experience	0 hours
Art/Design Electives	3 hours
GEP/Remaining Courses	12 hours
Senior Seminar	1 hour
TOTAL HOURS	31 hours

280. SURVEY OF CLINICAL ART THERAPY/ THREE CREDITS

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

380. ART THERAPY METHODS AND THEORIES/ THREE CREDITS

Prerequisites: Art 111, 112, and 280, or by permission of the instructor. Art 380 will build upon the principles, philosophy, and application of clinical art therapy presented in Art 280. Students will use art materials to explore specific theories and techniques grounded in art therapy paradigms and psychology paradigms. Clinical examples of art therapy in diverse populations will be presented by lecture, selected readings, handouts, and art-making exercises. Case presentations will be made using slides or original client artwork. This course is designed to prepare students for continued and intensive training in art therapy.

390. ART THERAPY INTERNSHIP/ THREE OR SIX CREDITS

Major credit. Prerequisites: Art 280. Six credit hours of internship are required for senior Art Therapy majors. A three hour course credit consists of 100 hours of experience in a clinical or educational setting. The goal is for students to achieve proficiency in observing the art-making needs and abilities of diverse populations. The art therapy supervisor will conduct art interventions and site supervision.

Student interns will attend a weekly group supervision session to present client art work and explore responses and problems related to the art therapy experience. A student journal will record the events of the art therapy process.

Internship placements with practicing art therapists are available in locations throughout the state and other areas of the country. This course will be graded pass/fail.

415. SENIOR SEMINAR/ONE CREDIT

Required course of all art and design majors, excluding art history. A course to assist seniors in developing career preparation skills such as portfolio presentation, documentation, framing and matting techniques, gallery and exhibition preparation, professional writing skills in resume writing, job search letters and graduate/job applications. This course will begin in the fall term and end with a senior exhibition and critique. Credit does not apply toward the individual major.

THE B.F.A. DEGREE PROGRAM IN STUDIO ART AND INTERIOR DESIGN

The B.F.A. program offers students the opportunity to major in either studio art or interior design. The student electing one of these majors is given all possible opportunities for personal artistic choices within the broad outlines of the particular discipline.

Students in the B.F.A. program in studio art or interior design must have an exhibition of their work during the spring term of the senior year.

STUDIO ART

The studio art major is expected to:

1. have a thorough understanding of the artistic principles of creativity, design, color, form, and the technical skills to produce art
2. have an understanding of the professional and educational opportunities in their chosen field
3. have competed in local, regional or national juried art competitions
4. be able to demonstrate her understanding of their work through written and verbal communication
5. understand the role of the artist in a historical sense
6. have an understanding of the artist/designer/educator's role in today's society
7. be able to compete successfully for professional opportunities in the job market and in graduate and foreign studies programs.

The studio art major offers a sequence of courses in painting, sculpture, printmaking, ceramics, and/or drawing, along with requirements in art history. Provisions are made for in-depth studio explorations, for discussion and analysis of critical visual problems in a liberal arts environment, and for sustained studio work. This program requires a minimum of 60 hours of course work. For a listing of course offerings, **see page 44.**

Students are admitted to the B.F.A. degree program in studio art upon the recommendation of the art faculty. The faculty makes this recommendation on the basis of a review of a collection of art work submitted by the student.

Students must request this review no later than the first Friday in April of their junior year and should obtain detailed information concerning the review from the chair of the art department during their sophomore year. BFA Reviews will be conducted on the last Friday of November and the first Friday of May each year.

B.F.A. STUDIO ART REQUIREMENTS

ART 201-202: Introduction	6 hours
Two additional Art History Courses, one of which must be Modern or Contemporary	6 hours
ART 111: 2-D Design	3 hours
ART 112: 3-D Design	3 hours
ART 113: Drawing I	3 hours
ART 120: Printmaking	3 hours
ART 130: Ceramics I	3 hours
ART 150: Sculpture I	3 hours
ART 213: Drawing II	3 hours
Seven Art courses at the 200, 300, or 400 level	21 hours
ART 495: Senior Project	6 hours
TOTAL HOURS	60 hours

Suggested course sequence for the B.F.A. degree in studio art follows:

Freshman Year

Art 111: 2-D Design	3 hours
Art 112: 3-D Design	3 hours
Art 113: Drawing I	3 hours
Art 201–202: Introduction to History of Western Art	6 hours
GEP courses	17 hours
TOTAL HOURS	32 hours

Sophomore Year

Art 213: Drawing II	3 hours
Art 120: Printmaking I	3 hours
Art 150: Sculpture I	3 hours
Art 170: Painting I	3 hours
Art 130: Ceramics I	3 hours
Art History—elective	3 hours
GEP courses	15 hours
TOTAL HOURS	33 hours

Junior Year

Art History—elective	3 hours
Studio courses—124, 200, 300 or 400 level	15 hours
GEP courses	12 hours
TOTAL HOURS	30 hours

Senior Year

Studio courses—200, 300 or 400 level or 490 (D.I.S.)	9 hours
Remaining GEP courses and electives	15 hours
Art Senior Project	6 hours
TOTAL HOURS	30 hours

Department of Art and Design

INTERIOR DESIGN

The mission of the interior design program is to produce liberally-educated professional designers qualified by their education to enhance the function and quality of interior spaces. Those who complete the requirements of this program will, through their knowledge of interior design principles and techniques, be able to make contributions to their society's quality of life and productivity. The graduates of the program will know how to apply their knowledge to protect the health, safety, and welfare of the public they serve through their profession.

The interior design major provides a professional program directed toward both the residential and nonresidential aspects of interior design with studies in historical background, environmental considerations, drawing proficiency, and presentation methods with an emphasis on creativity and professional practice. As an interior design major, the student is challenged to develop space as a functional, innovative, and aesthetically pleasing environment that serves human needs physically, socially, emotionally, and psychologically as well as individual client need and budget. The program emphasizes ADA codes, life safety factors, and the relationship between quality interiors and the study of human behavior. Additionally, the importance of employing the principles of design theory and programming in the process of design is stressed.

The professional interior designer identifies, researches, plans, and creatively solves problems pertaining to the function and quality of the interior environment, as well as performing services relative to interior spaces, including programming, design analysis, space planning, and aesthetics, using specialized knowledge of interior construction, building codes, equipment, materials, and furnishings. Additionally, she may prepare drawings and documents relative to the design of interiors in order to enhance and protect the health, safety, and welfare of the public.

The objective of the program in interior design is to provide knowledge in order to develop analytical and research skills for a committed understanding of individual needs in relation to one's physical environment, and

to provide opportunities for creative exploration and growth. Seventy-two hours of course work are required for the major.

GOALS

Upon graduating, the interior design major is expected to

1. have developed a thorough understanding of the artistic and creative applications of the principles and elements of interior design as well as the technical skills relevant to serve the industry of interior design as a professional
2. have an understanding of the professional and advanced educational opportunities in the interior design industry
3. have an understanding of the responsibilities inherent in any interior design project as concerns the health, safety, and welfare of the public
4. be able to demonstrate understanding of her work through written and verbal communication
5. understand the historical role of the interior designer
6. have an understanding of the interior designer's role and importance in today's society and the working relationships with architects, contractors, and resource personnel.
7. be able to compete successfully for professional opportunities in the regional and national job market.

Students are admitted to the B.F.A. degree program in interior design on the basis of two forms of professional criteria, each of which counts fifty percent. The first recommendation is that of the art and design faculty. The faculty makes this recommendation on the basis of a portfolio review of the student's work in the following courses: Art 111, 112, 113, and Design 281, 282 and/or 283/284. Students should request this review immediately upon the completion of these courses. It is the student's responsibility to contact her adviser and request this review, which is scheduled in the Spring semester of her sophomore year. Second, those students who pass portfolio review and who have been recommended by the art and design faculty, are required to demonstrate their design skills via an examination administered by the Interior Design

faculty. Students should make inquiry into the details of this exam from her faculty advisor after notification of recommendation by the art and design faculty as detailed above. This examination will also be conducted during the Spring semester of her sophomore year.

Students whose portfolios are determined not to meet program standards will be denied admission to the program. Those students whose portfolios are denied may request a second portfolio review. A student must pass portfolio review in order to become eligible to sit for the examination for the second phase of acceptance into the program. After successfully completing portfolio review and passing the design examination, the student is notified of her official acceptance into the program. In some cases, a student may be denied admission to the Interior Design Program. Students may not apply for admission to the program via portfolio review and examination more than twice.

Additionally, seniors are required to present a public exhibition of their work which features either a public or private reception. Students must work closely with local gallery curators in the scheduling of these events and are solely responsible for invitations, announcements and publicity, and the overall display and tasteful execution of the gallery space. All work in interior design senior exhibitions must be from the previous three semesters only.

Each interior design major is required to participate in an internship with an interior design or architectural firm. The internship is coordinated by the Office of Career Services during the senior year and is normally completed in the winter term of the senior year. Membership in professional organizations is also encouraged. The program maintains a very active student chapter of the American Society of Interior Designers (ASID). All interior design majors are encouraged to join this organization because of its many student and professional benefits. The program affirms the definition of an interior designer endorsed by ASID.

Due to the professional nature of interior design, the program also maintains its own schedule of program policies and procedures in

conjunction with those of the art department, including internship requirements, portfolio reviews, gallery exhibitions, professional affiliations, documentation of student work, course sequencing, and grading policies. A handbook detailing specific policies and procedures is issued to the student upon declaration of the major, and a signed statement of understanding and endorsement of the program policies by the student is required and kept in the student's permanent file. **It is the student's responsibility to sign a declaration of major form and a statement of endorsement of the program policies and return those to her major adviser.**

The Converse College interior design program is centered in the heart of the textile and furniture industries, and every opportunity is afforded the student to use the extensive resources available in the geographic locale. Additionally, many historic sites are located in the area. Historical preservation, restoration, recreation, and adaptive reuse of facilities projects are emphasized throughout the program. The program has access to a computer lab utilizing Auto CAD software.

Course sequence for the B.F.A. degree in interior design is as follows:

Freshman Year

Art 111: 2-D Design	3 hours
Art 112: 3-D Design	3 hours
Art 113: Drawing I	3 hours
Art 201-202: Intro to Art History (serves as one fine art GEP)	3 hours
Des 283: Intro to Interior Design	3 hours
GEP/Courses	14 hours
TOTAL HOURS	29 hours

Sophomore Year

Des 218: Architectural Drafting	3 hours
Des 282: Space Planning	3 hours
Des 285: Computer Aided Design	3 hours
Des 381: Presentation Skills	3 hours
Des 382: Residential Design	3 hours
Des 481: Interior Construction	3 hours
GEP/Courses	12 hours
TOTAL HOURS	30 hours

Junior Year

Des 284: Color & Textile Science	3 hours
Des 286: Advanced Computer Aided Design	3 hours
Des 383: Lighting & Acoustical Design	3 hours
Des 384: Non-Residential Design	3 hours
Des 385: Architectural History	3 hours
Des 386: Interior Design History	3 hours
GEP/Courses	12 hours
TOTAL HOURS	30 hours

Department of Art and Design

Senior Year

Des 482: Advanced Interior Design	3 hours
Des 483: Business & Professional Practice	3 hours
Des 484: Advanced Senior Project	3 hours
Des 488: Materials, Detailing, Codes & Regulations	3 hours
Des 489: Professional Design Work Experience	0 hours
Art/Design Electives	3 hours
GEP/Remaining Courses	12 hours
Senior Seminar	1 hour
TOTAL HOURS	31 hours

281. INTERIOR DESIGN: ARCHITECTURAL DRAFTING/THREE CREDITS

Major credit. Prerequisites: Art 111, 112, and 113. The foundation course for Interior Design. Goals include learning the use of architectural drawing equipment and terminology, architectural materials and construction symbols, and the development of drafting skills. This course is designed to introduce the students to the drafting process. *Lab fee—\$40.00. Offered during fall term only.*

282. INTERIOR DESIGN: SPACE PLANNING/THREE CREDITS

Major credit. Prerequisites: Des 281, Des 283, Des 285, or permission of instructor. Study of spatial relationships and design theory involving a variety of studio problems through the process of design, including collection, analysis, synthesis, ideation, and evaluation in programming interior spaces. A thorough analysis of spatial considerations involving matrices, conceptual diagrams, schematic bubble diagrams, and preliminary drawings to effectively integrate all environmental factors. *Lab fee—\$40.00. Offered during fall term only.*

283. INTERIOR DESIGN: INTRODUCTION TO INTERIOR DESIGN/THREE CREDITS

Major credit. Prerequisite: Des 111, 112, 113, or permission of instructor. A survey course introducing students to the art, science, business, industry, and profession of Interior Design. The course covers basic principles and elements of design theory, and includes definitions, historical factors, the interior selection process, professional education standards, and career opportunities. *Offered spring term only.*

284. INTERIOR DESIGN: COLOR AND TEXTILE SCIENCE/THREE CREDITS

Major credit. Prerequisite: Des 281, 283, 285 or permission of instructor. The study of the physical and psychological effects of color and natural and artificial lighting as applied to design theory and methodologies, with emphasis on color and human response and light in the interior environment. *Lab fee—\$40.00. Offered during Fall term only.*

285. INTERIOR DESIGN: COMPUTER AIDED DESIGN/THREE CREDITS

Major credit. Prerequisites: Des 111, 112, and 113. A course designed to introduce the student to the computer-aided design and drafting process using Autocad software. *Lab fee—\$40.00. Offered during spring term only.*

286. INTERIOR DESIGN: ADVANCED COMPUTER AIDED DESIGN/THREE CREDITS

Major credit. Prerequisites: Des 281, 283 AND 285 or permission of instructor. This course is designed to provide the student with an understanding of the advanced application and technology of computer aided design and drafting, and will include experience using Softdesk, Auto/Architect as well as Autodesk Desktop software. *Lab fee—\$40.00. Offered during fall term only.*

381. INTERIOR DESIGN: PRESENTATION SKILLS/THREE CREDITS

Major credit. Prerequisites: Des 281, 282, 283, 284 or permission of instructor. The study of techniques employed by designers in executing architectural interiors, including 3-dimensional applications in axonometric and perspective drawing, as well as the examination of color theory to rendering and delineation in regards to shade, shadow, and highlight and basic presentation and color/sample board methods and techniques. *Lab fee—\$40.00. Offered during fall term only.*

382. INTERIOR DESIGN: RESIDENTIAL DESIGN/THREE CREDITS

Major credit. Prerequisites: Des 381, 383, 385 or permission of instructor. The study of residential architectural design, including plans, elevations, details, and specifications. The development of space needs analysis through the study of interior environments and human behavior in the design of dwellings for individuals and special populations in a variety of applications, including model building. *Lab fee—\$40.00. Offered during spring term only.*

383. INTERIOR DESIGN: LIGHTING AND ACOUSTICAL DESIGN/THREE CREDITS

Major credit. Prerequisites: Des 281, 282, 283, 284 or permission of instructor. The study of materials of interior design, including textiles, fiber content, weaves, and patterns. The functional and aesthetic uses of materials as they relate to the interior surface embellishments of walls, ceilings, floors, windows, and upholstery. *Lab fee—\$40.00. Offered during SPRING term only.*

384. INTERIOR DESIGN: NON-RESIDENTIAL DESIGN/THREE CREDITS

Major credit. Prerequisites: Des 381, 383, 385 or permission of instructor. A comprehensive study of interior architectural public space problems in application to the non-residential commercial design of offices, retail, hospitality, health care, recreational, institutional, and specialized environments. Emphasis is placed on the theory of interior environments and human behavioral factors in conjunction with economic and social influences, as well as ADA codes, health and safety awareness, and energy, environmental and ecological controls. Competition entries are also included and are expected requirements. *Lab fee—\$40.00. Offered during FALL term only.*

385. INTERIOR DESIGN: ARCHITECTURAL HISTORY/THREE CREDITS

Major credit. Prerequisites: Art 201, 202, Des 283, or permission of instructor. A historical survey of architecture, concepts of interior space, the great periods of design, and allied crafts from ancient Egypt to present using the historical period as a background for comparison with contemporary architecture, furniture, new materials, methods of manufacture, and present day needs. *Offered during fall term only.*

386. INTERIOR DESIGN: INTERIOR DESIGN HISTORY/THREE CREDITS

Major or elective credit. Prerequisites: Art 201, 202, Des 283, 385 or permission of instructor. An in-depth survey of both American and European historical architecture and interior design from 1600 to the present. Studio problems involving historical preservation, adaptation, and restoration, as well as emphasis on interior and furniture styles of Europe and the United States are examined. *Offered during spring term only.*

387. INTERIOR DESIGN: ART RESTORATION/THREE CREDITS

Major or elective credit. Permission of the instructor. A study involving the student in the restoration and refinishing of furniture and decorative art including seminars and practical exercises in a variety of decorative wall, floor, and ceiling finishes, as well as the restoration of objects d'arte. *Lab fee —\$40.00. Offered during winter and spring terms only.*

415. SENIOR SEMINAR/ONE CREDIT

Required course for all art and design majors, excluding art history. A course to assist seniors in developing career preparation skills such as portfolio presentation, documentation, framing and matting techniques, gallery and exhibition preparation, professional writing skills in resume writing, job search letters and graduate/job applications. This course will begin in the fall term and end with a senior exhibition and critique. Credit does not apply toward the individual major.

481. INTERIOR DESIGN: INTERIOR CONSTRUCTION/THREE CREDITS

Major credit. Prerequisite: Des 382, 384 or permission of instructor. A survey of interior systems, materials, and construction methods in both residential and non-residential applications. Students will study the development of construction and working drawings and specification details. Emphasis is placed on building codes, barrier-free design, and life safety factors. *Lab fee—\$40.00. Offered during spring term only.*

482. INTERIOR DESIGN: ADVANCED INTERIOR DESIGN/THREE CREDITS

Major credit. Prerequisites: Des 384, 481 or permission of instructor. The further investigation into solving problems of interior space in both residential and non-residential applications, including creating and developing programs which focus on energy, ecology, and environmental controls for all public spaces. Emphasis is placed on projects which address special purpose and special populations. Total design concepts are stressed along with other presentation methods and techniques. *Lab fee—\$40.00. Offered during fall term only.*

483. INTERIOR DESIGN: BUSINESS AND PROFESSIONAL PRACTICE/THREE CREDITS

Major credit. Prerequisite: Des 382, 384 or permission of instructor. The study of the application and ethics of the interior design industry, including business formations, designer-client relationships, scope of services, contracts, budgets, compensation, estimating, and specifications. Emphasis is placed on developing proposals, purchasing, accounting, and bookkeeping in both residential and non-residential applications. An overview of professional liabilities, legal implications, contract documents, and professional advisors and organizations. *Offered during fall term only.*

484. INTERIOR DESIGN: ADVANCED SENIOR PROJECT/THREE CREDITS

Major credit. Prerequisite: Des 382, 384, 481, 483 or permission of instructor. A continuation of the study of spatial relationships including design theory as related to technical knowledge of architectural construction in programming and analysis of an independent assignment of the student's choice. *Lab fee—\$40.00. Offered during spring term only.*

485. INTERIOR DESIGN: KITCHEN AND BATH DESIGN/THREE CREDITS

Major or elective credit. Prerequisites Des 382, 384 or permission of instructor. A study of the requirements and space planning for efficient, creative, and functional kitchens, baths and support areas, including laundry, storage, HVAC, plumbing, acoustics, lighting, and electrical details. Emphasis is placed on the standardization of cabinetry, fixtures, and appliances, as well as codes and barrier-free requirements in both residential and non-residential applications. *Lab fee—\$40.00. Offered during winter and summer terms only.*

487. INTERIOR DESIGN: STUDY/TRAVEL PROGRAM/SIX CREDITS

Major or elective credit. Prerequisite: Art 201, 202, Des 385, 386 and/or permission of instructor. 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 resources. *Additional travel expense is expected to be incurred at the responsibility of the participant. This course may be taken twice for credit when destinations differ. Offered during winter and summer terms only.*

488. INTERIOR DESIGN: SPECIAL TOPICS IN INTERIOR DESIGN/THREE CREDITS

Major or elective credit. Permission of instructor. A course designed to provide an in-depth study of an interior design specialty focus and/or to cover supplemental material studied in the curriculum. Since the content will vary, this course may be taken more than once for credit. *Lab fee—varies.*

489. INTERIOR DESIGN: PROFESSIONAL DESIGN WORK EXPERIENCE/NON CREDIT

Required for the major in interior design. Prerequisites: Des 382, 384, 481 and 483. A program in which the student obtains practical on-the-job experience working in an interior design or architectural firm.

490. INTERIOR DESIGN: DIRECTED INDEPENDENT STUDY/THREE CREDITS

Major or elective credit. Permission of instructor. An independent course of advanced study in an area of special interest. *Lab fee—as required for specific area of study.*

DEPARTMENT OF BIOLOGY

DOUGLAS P. JENSEN, *chair* JOE ANN LEVER, EDNA STEELE

The mission of the Department of Biology at Converse College is to provide a broad course of study in basic biological science. Upon completion of the curriculum, students majoring in biology are expected to be prepared for a wide spectrum of professional opportunities, both in careers and in graduate and professional schools. For the general student, courses are designed to cultivate an understanding of her place in the biosphere.

At the time of graduation, the biology major is expected to

1. have the ability to research, write, and present orally a paper on a selected topic in biology
2. apply the scientific method in laboratory situations by designing and implementing experiments
3. show knowledge of basic biological principles, such as cellular structure and function, metabolism, diversity, ecology, evolution, reproduction, and development.
4. explain the place of humans in the natural biotic world
5. compete successfully for professional opportunities following graduation

The student majoring in biology must complete satisfactorily 32 hours of course work in biology, as well as certain additional requirements.

Bachelor of Arts Degree

Biology course work	29 hours
BIO 391: Junior Seminar	1 hour
BIO 491: Senior Seminar	2 hours
RESEARCH	

Additional Requirements:

CHEM 201–202: General College Chemistry	8 hours
CHEM 303–304: Organic Chemistry	8 hours
PHY 241: Elements of Physics	4 hours
TOTAL HOURS	52 hours

Bachelor of Science Degree

Biology course work	29 hours
BIO 391: Junior Seminar	1 hour
BIO 491: Senior Seminar	2 hours
RESEARCH	

Additional Requirements:

CHEM 201–202: General College Chemistry	8 hours
CHEM 303–304: Organic Chemistry	8 hours

PHY 251–252: Essentials of Physics	8 hours
MTH 120: Calculus & Analytical Geometry I ...	3 hours
TOTAL HOURS	59 hours

The course of study in Biology is planned in consultation with the chair of the department or an appropriate designate. **BIO 100 or one of the following courses (BIO 201, BIO 202, or BIO 203) serves as prerequisite for all upper level biology courses. A maximum of only four hours each of BIO 317 and BIO 490 may be counted for major credit. BIO 100, 120, 260, 480, and 481 may not be counted toward the major.**

In addition to the academic requirements, all biology majors must complete an assessment test during the last semester of their senior year.

Research Requirement:

All biology majors are also required to participate in a research project. This may be fulfilled in one of three ways: (1) A research project under the direction of biology faculty, (2) A research project under another person and approved by the biology faculty, (3) Successful completion of BIO 480. **Note that the credit hours for any of these do not count toward the required biology coursework.**

It is to the student's advantage to begin the major program during her sophomore year and to take CHEM 201–202 during her freshman year. It is also highly recommended that the student take BIO 201, BIO 202, and BIO 203 as early as possible.

For the student minoring in biology, any 24 hours of biology credit will be accepted except BIO 480, BIO 481 and BIO 260.

Majors who plan to be certified as secondary teachers of biology must also complete BIO 202, BIO 203, BIO 312, BIO 411, PHY 242, EDU 387, and ISC 303.

A non-refundable fee of \$20 is required for all laboratory courses unless otherwise specified.

*100. CONCEPTS IN BIOLOGY/FOUR CREDITS

GEP or elective credit. Not accepted for major or minor credit. An introduction to the fundamental principles of biological activity and scientific methodology. *Lecture and laboratory. Offered fall and spring semester.*

*105. HUMAN BIOLOGY/FOUR CREDITS

GEP or elective credit. Not accepted for major or minor credit. A study of the principles of biology focusing on human issues, including diseases, impact of human population on ecosystems, physiological functions of the human body, and role of biotechnology in our society. The ethical aspects of various issues will be discussed. *Lecture and laboratory.*

*120. SPRING FLORA/FOUR CREDITS

GEP or elective credit. Not accepted for major or minor credit. This course introduces students to the variety of plants that live locally and form much of the spring bloom. Lectures will cover a broad range of general botany and ecology topics. Weekly laboratories will be held outdoors at a variety of plant habitats. Students will learn many of the local plants during laboratory, and they will perform field experiments and collect ecological data. *Offered alternate springs.*

*199. FRESHMAN HONORS SEMINAR/ THREE OR FOUR CREDITS

GEP or elective credit. Not accepted for major or minor credit. A study of a selected subject within the discipline, which will vary from term to term. The course is designed to encourage student participation in the intellectual processes through class discussion, research and writing, special projects, problem solving and evaluation and defense of positions. When the subject matter duplicates that of another course, credit toward graduation will be granted for only one of the courses. Offered periodically in the fall or winter.

*201. CELL BIOLOGY/FOUR CREDITS

GEP, major, minor, or elective credit. Prerequisites: BIO 100 or adviser placement. A study of cell structure, function, and reproduction. The course covers both prokaryotic and eukaryotic cells and prepares the students for upper level biology courses. Laboratories are inquiry-based and designed to offer the students a wide variety of both traditional and modern techniques. *Offered alternate years.*

*202. GENERAL ZOOLOGY/FOUR CREDITS

GEP, major, minor, or elective credit. Prerequisites: BIO 100 or adviser placement. A study of the morphology, taxonomy, and physiology of representative types from the Animal Kingdom. *Lecture and laboratory. Offered fall semester.*

*203. GENERAL BOTANY/FOUR CREDITS

GEP, major, minor, or elective credit. Prerequisites: BIO 100 or adviser placement. An introduction to plants, their activities, and their relationship to humans. *Lecture, laboratory, and field trips. Offered spring semester.*

210. HUMAN ANATOMY/FOUR CREDITS

Major, minor, or elective credit. Prerequisites: one of BIO 100, 201, 202, or 203. An introductory course for students in health care related fields and physical education. The gross anatomy of all organ systems in relation to the functions (design analysis) are studied. Laboratory includes a hands-on approach to the identification of anatomical structures using preserved cat, animal and human anatomical models, computer software, and diagrams. *Lecture and laboratory. Offered alternate years.*

211. HUMAN PHYSIOLOGY/FOUR CREDITS

Major, minor, or elective credit. Prerequisites: BIO 201. CHEM 201, 202 are recommended. A study of the functions of the basic human organ systems. Physiological processes will be related to organ structures and integrated with the functioning of the whole organism. *Lecture and laboratory. Offered alternate years.*

230. ORNITHOLOGY/FOUR CREDITS

Major, minor, or elective credit. Prerequisites: one of BIO 100, 201, 202, or 203. A study of the identification and behavior of birds. Lecture and field trips with a special laboratory fee of \$40.00. Offered *winter term.*

250. HORTICULTURAL BOTANY/FOUR CREDITS

Major, minor, or elective credit. Prerequisites: one of BIO 100, 201, 202, or 203. The principles and techniques for growing plants used by humans for food, comfort, and beauty. *Lecture, laboratory, and field trips. Offered alternate years.*

270. HUMAN SEXUALITY/THREE CREDITS

Major, minor, or elective credit. Prerequisites: one of BIO 100, 201, 202, or 203. A study of the human reproductive system with primary emphasis on anatomy and physiology. Consideration also will be given the psychological, religious, and ethical aspects of human sexuality. *Lecture. Offered alternate years.*

300. INTRODUCTION TO HUMAN GENETICS/ FOUR CREDITS

major, minor, or elective credit. Prerequisites: one of BIO 100, 201, 202, or 203. A study of the fundamental principles of inheritance in humans covering the four areas of genetics: molecular genetics, cytogenetics, transmission genetics, and population genetics. *Lecture and laboratory. Offered alternate years.*

301. GENETICS/FOUR CREDITS

Major, minor, or elective credit. Prerequisites: one of BIO 100, 201, 202, or 203. A study of the fundamental principles of heredity with emphasis on its molecular basis. Experimental work with *Drosophila melanogaster*, bacteria, and viruses will be included. *Lecture and laboratory. Offered alternate years.*

302. EVOLUTIONARY BIOLOGY/ THREE CREDITS

Major, minor, or elective credit. Prerequisites: one of BIO 100, 201, 202, or 203. Junior or senior level is recommended. A survey of the theory, history, and principles of evolutionary biology. Both macroevolutionary and microevolutionary topics are covered and primary literature is discussed. *Offered alternate years.*

303. SYSTEMATIC BOTANY/FOUR CREDITS

Major, minor, or elective credit. Prerequisites: one of BIO 100, 201, 202, or 203. A study of the taxonomy of the vascular plants with emphasis on the angiosperms. Laboratory will include work in the field. *Lecture and laboratory. Offered alternate years.*

304. COMPARATIVE VERTEBRATE EMBRYOLOGY/ FOUR CREDITS

Major, minor, or elective credit. Prerequisites: one of BIO 100, 201, 202, or 203. A comparative study of the development of selected vertebrates. *Lecture and laboratory. Offered alternate years.*

305. COMPARATIVE CHORDATE ANATOMY/ FOUR CREDITS

Major, minor, or elective credit. Prerequisites: one of BIO 100, 201, 202, or 203. A comparative study of the origin, structure, and function of organ systems of selected chordate types. *Lecture and laboratory. Offered alternate years.*

Department of Biology

308. INVERTEBRATE ZOOLOGY/FOUR CREDITS
Major, minor, or elective credit. Prerequisites: one of BIO 100, 201, 202, or 203. A study of the morphology and biology of invertebrates. Lecture, laboratory, and field trips. Offered alternate years.

309. PARASITOLOGY/FOUR CREDITS
Major, minor, or elective credit. Prerequisites: one of BIO 100, 201, 202, or 203. A taxonomic approach to the ecology, physiology, and pathology of parasites, with emphasis on those of medical and veterinary importance. Lecture and laboratory. Offered alternate years.

312. MICROBIOLOGY/FOUR CREDITS
Major, minor, or elective credit. Prerequisites: one of BIO 100, 201, 202, or 203. A study of the physiology and morphology of bacteria, algae, and fungi, and their roles in sanitation, agriculture, and medicine. Lecture and laboratory. Offered alternate years.

314. PLANT MORPHOLOGY/FOUR CREDITS
Major, minor, or elective credit. Prerequisites: one of BIO 100, 201, 202, or 203. A comparative study of the vegetative organization and the reproductive cycles of representative embryophytes. Lecture, laboratory, and field trips. Offered as needed.

317. STUDY/TRAVEL PROGRAM/THREE CREDITS
Major, minor, or elective credit. Maximum of 4 hours allowed for major credit. Prerequisites: one of BIO 100, 201, 202, or 203 and consent of instructor. A special program offering the student the opportunity to learn about ecosystems in the United States and in foreign countries. The student will incur additional costs. Offered during winter or summer term.

330. INTRODUCTION TO IMMUNOLOGY/THREE CREDITS
Major, minor, or elective credit. Prerequisites: one of BIO 100, 201, 202, or 203 (201 is recommended). Pre- or Co-requisite: Chemistry 304. A study of the cellular and molecular aspects of the immune response of the human body mounted against pathogens, Vaccination, grafting, tumor immunology, and autoimmune diseases are also discussed. Lecture. Offered alternate years.

350. SPECIAL TOPICS IN BIOLOGY/THREE CREDITS
Major, minor, or elective credit. Prerequisites: one of BIO 100, 201, 202, or 203 and consent of the instructor. Selected topics in advanced biological study. Offered intermittently depending on student interest.

391. JUNIOR SEMINAR/ONE CREDIT
Required of all junior majors. Major credit. Prerequisites: one of BIO 100, 201, 202, or 203. Directed reading, study, and discussion designed to reemphasize the fundamental principles of biology, to correlate and summarize the course work of the major program and related fields, to introduce new areas and ideas, and to provide experience in literature review and oral presentation. Conferences as needed. Offered fall term.

401. BIOLOGY FOR TEACHERS/THREE CREDITS
Major, minor, or elective credit. Prerequisites: one of BIO 100, 201, 202, or 203. A special course covering the modern techniques for the teaching of biology on the secondary level. Lecture, laboratory, and field trips. Offered Summer Session I.

408. MOLECULAR BIOLOGY OF THE CELL/FOUR CREDITS
Major, minor, or elective credit. Prerequisites: one of BIO 100, 201, 202, or 203 (201 is recommended). Pre- or co-requisite: CHEM 303, 304. The study of molecular mechanisms lying behind the workings of the cell, with emphasis on DNA, RNA, and proteins. Both lecture and laboratory will involve the study and use of modern biotechnological protocols and procedures. Lecture and laboratory. Offered alternate years.

411. ECOLOGY/FOUR CREDITS
Major, minor, or elective credit. Prerequisites: one of BIO 100, 201, 202, or 203. A study of the principles governing the relationships between organisms and their environment. Laboratory will include extensive field work. Lecture and laboratory. Offered alternate years.

420. HISTOLOGY/FOUR CREDITS
Major, minor, or elective credit. Prerequisites: one of BIO 100, 201, 202, or 203 (201 is recommended). The study of animal tissues with emphasis on how structure and function interrelate. The laboratory emphasizes tissue recognition at the microscopic level. Lecture and laboratory. Offered alternate years.

480. RESEARCH METHODS IN BIOLOGY/THREE CREDITS
Elective credit. Not accepted for major credit but fulfills the research requirement. Prerequisites: Junior or Senior Class Standing and at least one biology course at the 300 or 400 level. Students in this course are introduced to the diversity of thinking and practice in biological research. They will read literature from a variety of sources, ranging from philosophers to field and laboratory researchers. As part of the course, each student will perform an experiment, analyze data using statistical methods, and prepare her own research proposal with a well-designed experiment. Offered spring term.

481. INTERNSHIP IN BIOLOGY/THREE OR FOUR CREDITS
Elective credit. Not accepted for major or minor credit. Prerequisites: One of BIO 100, 201, or 203 and consent of instructor. A special course to afford the student practical work experience for academic credit. Open only to juniors and seniors with an adequate background in biology. A journal and oral report of the internship are required. Graded on a pass/fail basis. Credit and work to be arranged according to the experience desired. Offered as needed.

490. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/ONE TO FOUR CREDITS
Major, minor, or elective credit. Maximum of 4 hours allowed for major credit. A special course to allow the student to pursue independent study or research. Credit and work to be arranged according to the problem, and topic must be approved by the instructor. May be repeated for credit.

491. SENIOR SEMINAR/TWO CREDITS
Required of all senior majors. Major credit. Prerequisites: one of BIO 100, 201, 202, or 203. In addition to the requirements as listed under BIO 391, the senior biology major will conduct independent research on an assigned topic and submit a written report. Conferences as needed. Offered fall term.

DEPARTMENT OF CHEMISTRY

SHARON E. LAMBERT, *chair*, JERRY J. HOWE

The Department of Chemistry offers a curriculum designed to enable its majors to work in governmental and industrial laboratories, to pursue graduate degrees in chemistry or closely related areas, to enter medical, veterinary, dental, optometry, or pharmacy schools, or to enter the teaching profession.

Upon graduation chemistry majors are expected to:

1. possess a basic knowledge of analytical, inorganic, organic, physical, and polymer chemistry as well as biochemistry
2. be able to communicate effectively both orally and in writing the results of scientific research
3. understand some aspects of the impact of chemistry on society
4. know how to use computers to collect and analyze data

All chemistry majors are also required to participate in a research project as evidence that they understand the scientific method.

Bachelor of Science with a major in Chemistry

The B.S. degree with a major in chemistry requires a minimum of 41 hours of course work in chemistry plus research and other additional requirements. The program of study is as follows:

Required Courses:

CHEM 201–202: Gen. College Chemistry	8 hours
CHEM 251: Quantitative Analysis	4 hours
CHEM 303–304: Organic Chemistry	8 hours
CHEM 315–316: Physical Chemistry	8 hours
CHEM 410: Instrumental Analysis	4 hours
CHEM 405: Junior Seminar	1 hour
CHEM 407: Senior Seminar	2 hours
Chemistry Electives (two courses excluding research and internships)	6–8 hours

Additional Requirements:

PHY 251–252: Essentials of Physics	8 hours
MTH 120, 210, and 220: Calculus I, II, and III	9 hours

TOTAL HOURS FOR THE B.S. CHEMISTRY MAJOR
58–60 hours

Bachelor of Arts with a major in Chemistry

The B.A. degree with a major in chemistry consists of a minimum of 33 hours of course work in chemistry, as well as some additional requirements. The program of study is as follows:

Required Courses:

CHEM 201–202: Gen. College Chemistry	8 hours
CHEM 251: Quantitative Analysis	4 hours
CHEM 303–304: Organic Chemistry	8 hours
CHEM 315: Physical Chemistry I	4 hours
CHEM 405: Junior Seminar	1 hour
CHEM 407: Senior Seminar	2 hours
Chemistry Electives:	6 hours

Additional Requirements:

PHY 241–242: Elements of Physics	8 hours
MTH 115: Survey of Calculus or MTH 120: Calculus and Analytical Geometry	3 hours

TOTAL HOURS FOR THE B.A. CHEMISTRY MAJOR
44 hours

Bachelor of Science with a major in Biochemistry

The B.S. degree in Biochemistry is based upon the recommendations of the American Society for Biochemistry and Molecular Biology and requires 35 hours of chemistry, 16 hours of biology, 8 hours of physics, and 6 hours of mathematics. The program of study is as follows:

Required Chemistry Courses:

CHEM 201–202: Gen. College Chemistry	8 hours
CHEM 251: Quantitative Analysis	4 hours
CHEM 303–304: Organic Chemistry	8 hours
CHEM 315: Physical Chemistry	4 hours
CHEM 415 and 416: Biochemistry	8 hours
CHEM 405: Junior Seminar	1 hour
CHEM 407: Senior Seminar	2 hours

Required Biology Courses (4 courses, 16 hours):

One or two courses from

BIO 100: General Biology
BIO 202: General Zoology
BIO 203: General Botany

Two or three courses from

BIO 201: Cell Biology
BIO 301: Genetics
BIO 312: Microbiology
BIO 408: Molecular Biology

Additional Requirements:

PHY 251–252: Essentials of Physics	8 hours
MTH 120 and 210: Calculus I and II	6 hours

TOTAL HOURS FOR THE B.S. BIOCHEMISTRY MAJOR 65 hours

Statistics, computer science, and additional math courses are recommended for all three majors, but are not required. Majors desiring certification to teach must include Chemistry 311, Chemistry 415, Biology 202 or 203 plus four more hours in biology, and specific courses in education in their program.

Department of Chemistry

The Chemistry Minor

A chemistry minor requires 24 hours of course work in chemistry (6 courses). The program of study is as follows:

CHEM 201–202: General College Chemistry	8 hours
CHEM 251: Quantitative Analysis	4 hours
CHEM 303: Organic Chemistry	4 hours
Chemistry Electives (choose two)	8 hours
CHEM 304: Organic Chemistry	
CHEM 315: Physical Chemistry I	
CHEM 316: Physical Chemistry II	
CHEM 410: Instrumental Analysis	
CHEM 415: Biochemistry I	
CHEM 416: Biochemistry II	
TOTAL HOURS FOR THE MINOR	24 hours

The Department of Chemistry also participates in the Environmental Studies minor (see Natural Sciences: Special Programs) and the Pre-Medicine, Pre-Dentistry, and Pre-Pharmacy programs.

*150. CONCEPTS OF CHEMISTRY/FOUR CREDITS

GEP. Not accepted for major or minor credit. A survey of some of the major concepts of chemistry in order to gain insight into the nature of this science. *Lecture and laboratory, a non-refundable laboratory fee of \$20.00 is required.*

*160. INTRODUCTION TO GEOLOGY/ FOUR OR SIX CREDITS

GEP. Not accepted for major or minor credit. A course emphasizing the theories of geology, the techniques of rock, mineral, and fossil identification and classification, their habits and uses, and local geology. Field trips. The course is offered for four credits as an on-campus course and for four or six credits as an off-campus travel course. Off-campus travel costs will be in addition to the regular fees. *Lecture and laboratory. A non-refundable laboratory fee of \$20.00 is required. Offered winter term or spring term.*

*199. FRESHMAN HONORS SEMINAR/FOUR CREDITS

GEP. Not accepted for major or minor credit in biology, chemistry, or the pre-med program. A course for non-science majors who are interested in understanding some contemporary technological issues within the discipline of chemistry. The course provides the basic scientific knowledge necessary to understand these issues. The laboratory will introduce students to the scientific method and some of the laboratory techniques of chemistry. *Offered periodically in rotation with seminars in other disciplines. Lecture and laboratory. A non-refundable laboratory fee of \$20.00 is required.*

*201-202. GENERAL COLLEGE CHEMISTRY/ EIGHT CREDITS

GEP. Required for major and minor. A course suitable for all science majors and pre-med students. Topics covered include atomic and molecular structure, chemical bonding, stoichiometry, chemical reactions, gas laws, thermodynamics, kinetics, equilibria, electrochemistry, qualitative analysis, and some descriptive chemistry. A good background in algebra is required. *Lecture and laboratory. A non-refundable laboratory fee of \$20.00 is required.*

251. QUANTITATIVE ANALYSIS/FOUR CREDITS

Required for major and minor. Prerequisite: Chemistry 202. A study of the principles, methods, and applications of quantitative analysis including some instrumental techniques. *Offered during winter term. Lecture and laboratory. A non-refundable laboratory fee of \$20.00 is required.*

303-304. ORGANIC CHEMISTRY/EIGHT CREDITS

Required for major and minor. Prerequisite: Chemistry 202. A systematic survey of the typical compounds of carbon. Study includes nomenclature, reactions, synthesis, and mechanisms. *Lecture and laboratory. A non-refundable laboratory fee of \$20.00 is required.*

311. ENVIRONMENTAL CHEMISTRY/FOUR CREDITS

Major, minor or elective credit. Prerequisites: Chemistry 201-202 and 251. A study of those chemical substances, both naturally occurring and synthetic, which are the major causes of pollution in our environment. *Lecture and*

Laboratory. A non-refundable laboratory fee of \$20.00 is required. Offered during spring term in alternate years.

315-316. PHYSICAL CHEMISTRY/EIGHT CREDITS

Chemistry 315 required for majors. Prerequisites: Chemistry 201-202, physics, and calculus. An in-depth study of such topics as thermodynamics, chemical kinetics, bonding theory, molecular and atomic structure, and various properties of gases, liquids, and solids. *Lecture and laboratory. A non-refundable laboratory fee of \$20.00 is required. Chemistry 315 is offered every year. Chemistry 316 is offered in alternate years.*

402. ADVANCED ORGANIC CHEMISTRY/ THREE CREDITS

Major, minor, or elective credit. A course designed as a continuation of study of important theoretical concepts, reaction types, and reaction mechanisms of organic chemistry. Topics that may be included are photochemistry, organic synthesis, carbocations and neighboring group participation, electrocyclic reactions, and linear free energy relationships. *Offered in alternate years.*

403. ADVANCED INORGANIC CHEMISTRY/ THREE CREDITS

Major, minor, or elective credit. This course focuses on the bonding theories and chemical and physical properties of the elements and their inorganic compounds. *Offered in alternate years.*

404. SPECIAL TOPICS/THREE CREDITS

Major, minor, or elective credit. Advanced courses that will be offered depending on the available staff and student interest. Topics that may be included are physical, organic, nuclear, and polymer chemistry, and hazardous wastes.

405. JUNIOR SEMINAR/ONE CREDIT

Required of all majors in the junior year. Not accepted for minor credit. *Offered during spring term.*

407. SENIOR SEMINAR/TWO CREDITS

Required of all majors in the senior year. Not accepted for minor credit. *Offered during spring term.*

410. INSTRUMENTAL ANALYSIS/FOUR CREDITS

Major, minor, or elective credit. Prerequisites: Chemistry 251 and 303-304. A course which focuses on the principles, instrumentation, and applications of various instrumental methods of analytical chemistry. Some of the topics covered include UV-visible, IR, and NMR spectroscopy, mass spectrometry, gas and high pressure liquid chromatography, electrophoresis, atomic emission and absorption spectroscopy, and electroanalytical methods. *Lecture (2 hours/week) and laboratory (6 hours/week). A non-refundable laboratory fee of \$20.00 is required. Offered in alternate years.*

415, 416. BIOCHEMISTRY/EIGHT CREDITS

Major, minor, or elective credit. May be used for biology major credit. Prerequisite: Chemistry 304. A study of the structure, properties, and function of biomolecules and cell membranes and a detailed examination of reactions and mechanisms of metabolism, replication, transcription, and translation. *Lecture and laboratory. A non-refundable laboratory fee of \$20.00 is required. Offered in alternate years.*

480. RESEARCH/ONE TO SIX CREDITS

Major, minor, or elective credit. Prerequisite: Permission of department. A special course to allow the student to pursue a research problem. *May be repeated. Maximum of six total credits.*

481. INTERNSHIP IN CHEMISTRY/ FOUR CREDITS

Major credit only. Not accepted for minor credit. Prerequisite: Permission of department and junior or senior standing. A special course to afford the student practical work experience. Three types of chemical internships are offered: industrial (for students planning to work in industrial or governmental laboratories) pharmaceutical (for pre-pharmacy chemistry majors), and environmental. Pass/Fail grading.

490. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/ONE, TWO, OR THREE CREDITS

Major credit only. Prerequisite: Permission of department. An independent course of advanced study of a particular topic not covered in any other course. Students receive minimum guidance from faculty. *May be repeated for credit.*

DEPARTMENT OF ECONOMICS AND BUSINESS

WOODROW W. HUGHES, JR. **, *chair*, ROGER F. LUTTRELL, ANN M. PLETCHER, MARLENE E. PREEDOM, MADELYN V. YOUNG*

The Department of Economics and Business has three separate majors: Economics, Accounting, and Business Administration. Within the Business Administration major the department offers five concentrations: Finance, International Business, Marketing, Organizational Management, and General. The mission of the department is to assist the student in becoming a productive, contributing member of society. Society, as viewed from the standpoint of the department, consists of households, businesses, and government. The department also prepares those students who wish to pursue graduate education for entrance to and successful completion of graduate school. All students majoring in the department must be able to communicate ideas and information effectively in oral and written methods. Each student must have a GPA of 2.0 or above within the major. The GPA will be computed using all courses taken within the department and major requirements outside the department.

ECONOMICS

The economics student must demonstrate competency at the intermediate level of economic theory and the application of theory to real world phenomena.

The Bachelor of Arts with a major in Economics

The B.A. degree with a major in Economics consists of the following:

ECN 201: Microeconomic Principles	3 hours
ECN 202: Macroeconomic Principles	3 hours
ECN 301: Inter. Micro. Theory	3 hours
ECN 302: Inter. Macro. Theory	3 hours
ECN 303: Social Statistics	3 hours
ECN 304: Quantitative Methods	3 hours
ECN 321: Money and Financial Inst.	3 hours
ECN 322: International Trade	3 hours
ECN 326: Labor Economics	3 hours
ECN 400: Senior Seminar	3 hours
ACC 211–212: Accounting Principles	6 hours
Six additional hours in other economics courses numbered above 300 or above, excluding ECN 361 and 499	3 hours

TOTAL HOURS FOR THE B.A. ECONOMICS MAJOR 42 hours

*on sabbatical, fall 2001

**on sabbatical, spring 2002

The Bachelor of Science with a major in Economics

The B.S. degree with a major in economics must complete the requirements for the B.A. degree with a major in economics and the following:

MTH 120: Calculus	3 hours
CSC 201: Intro to Computing	3 hours
TOTAL HOURS FOR B.S. ECONOMICS MAJOR	48 hours

The Economics Minor

An economics minor is comprised of 24 semester hours of course work, including the following:

ECN 201: Microeconomic Principles	3 hours
ECN 202: Macroeconomic Principles	3 hours
ECN 301: Intermediate Microeconomic Theory	3 hours
ECN 302: Intermediate Macroeconomic Theory ...	3 hours
ECN 321: Money and Financial Institutions	3 hours
ECN 322: International Trade	3 hours
ECN 326: Labor Economics	3 hours
Three additional hours in the department with the approval of the major advisor	3 hours
TOTAL HOURS FOR THE ECONOMICS MINOR	24 hours

ACCOUNTING

The accounting student must demonstrate competency in all phases of the field. The department desires to instill in the prospective accountant the ability and motivation to become a competent accountant. The student also should have an appreciation for the ethical conduct of the accounting profession.

The Bachelor of Arts with a major in Accounting

The Bachelor of Arts degree with a major in Accounting requires the following:

ECN 201: Microeconomic Principles	3 hours
BAD 251: American Legal System and Contracts or BAD 252: Business Organizations, Property, and Commercial Law	3 hours
FIN 370: Business Finance	3 hours
ACC 211–212: Accounting Principles	6 hours
ACC 351–352: Intermediate Financial Accounting	6 hours
ACC 380: Accounting Systems	3 hours
ACC 409: Tax Accounting	3 hours
ACC 451: Cost Accounting	3 hours
ACC 461: Advanced Accounting	3 hours
ACC 462: Auditing	3 hours
Either ACC 401: Special Topics or ACC 452: Cost Accounting II	3 hours
ECN 400: Senior Seminar	3 hours
TOTAL HOURS FOR THE B.A. IN ACCOUNTING	42 hours

Department of Economics and Business

The Bachelor of Science with a major in Accounting

The B.S. degree with a major in Accounting consists of the requirements for the B.A. degree with a major in Accounting and the following:

BAD 231: Management	3 hours
BAD 241: Marketing Fundamentals	3 hours
ECN 202: Macroeconomic Principles	3 hours
ISC 303: Social Statistics	3 hours
MTH 120: Calculus	3 hours
TOTAL HOURS FOR THE B.S. IN ACCOUNTING	57 hours

Students majoring in Accounting should begin the ACC 211/212 sequence in the fall or winter of the sophomore year. Starting this sequence later may necessitate taking some of the accounting courses during the summer in order to complete the requirements within four years.

BUSINESS ADMINISTRATION

Students in any concentration within business administration should be prepared for a productive and rewarding career in the field of her choice. Each concentration within business administration has its own goals.

1. Finance students should be thoroughly familiar with the following: the time value of money; cash flows and the cost of capital; budgeting principles; cash management; and financial forecasting and planning. Students should be prepared for careers in banking, insurance, real estate, and other service-related industries, as well as careers in manufacturing. Students who desire to continue their formal education should have the necessary background to enter a graduate program.
2. International Business students should be prepared to accept employment from any firm working in an international setting. The student should have a good understanding not only of the business aspects of the job, but also of the cultural and language differences among nations.

3. Marketing students should be familiar with various marketing theories and concepts and with marketing research design. The marketing student also should be exposed to how marketing research data is used by the firm. The student should be prepared to assist any firm in its marketing operations.
4. Organizational Management students should be exposed to concepts and theories relating to management of human resources. Students should be able to accept managerial responsibilities and apply the concepts and theories to various business situations.
5. The General concentration should expose the student to the core business knowledge: accounting, finance, management, and marketing. The options available in the General track allow the student to obtain a broadly based business background which can be applied to a variety of situations.

Students majoring in Business Administration are encouraged to select a second major or a minor. International Business students must complete the second year of the GEP language requirement in language courses rather than in literature-in-translation courses.

A student majoring in Business Administration must complete a core curriculum which consists of the following:

ECN 201: Microeconomic Principles	3 hours
ECN 202: Macroeconomic Principles	3 hours
ACC 211-212: Accounting Principles	6 hours
FIN 370: Business Finance	3 hours
BAD 231: Management	3 hours
BAD 241: Marketing Fundamentals	3 hours
BAD 251: American Legal System and Contracts or ..	
BAD 252: Business Organizations, Property, and Commercial Law or BAD 253: Labor and Human Relations Law	3 hours
ECN 304: Quantitative Methods	3 hours
ECN 400: Senior Seminar	3 hours
ISC 303: Social Statistics	3 hours

TOTAL HOURS IN CORE COURSES .. 33 hours

The students may then select one of the following concentrations:

FINANCE

- FIN 321: Money and Financial Institutions ... 3 hours
- FIN 372: Advanced Business Finance 3 hours
- Two courses from the following 6 hours
 - FIN 324: Business and the Public Sector
 - FIN 373: Securities Analysis and Portfolio Management
 - FIN 381: Risk and Insurance Management
 - FIN 382: Real Estate Finance

TOTAL HOURS IN FINANCE 12 hours

INTERNATIONAL BUSINESS

- BAD 341: International Business 3 hours
- ECN 322: International Trade 3 hours
- ECN 323: Economic Problems of Developing Countries 3 hours
- One course from the following 3 hours
 - ECN 361: Geography of World Resources
 - ECN 365: Comparative Economic Systems
 - BAD 343: International Marketing

International Business majors will also minor or double major in one of the foreign languages.

TOTAL HOURS IN INTERNATIONAL BUSINESS 33 hours

MARKETING

- BAD 242: Consumer Behavior 3 hours
- BAD 342: Marketing Research 3 hours
- BAD 343: International Marketing 3 hours
- One other 300- or 400-level course in the Economics and Business department, excluding ECN 361 and 499 3 hours

TOTAL HOURS IN MARKETING 12 hours

ORGANIZATIONAL MANAGEMENT

- ECN 326: Labor Economics 3 hours
- Three courses from the following 9 hours
 - BAD 245: Sociology of Work
 - BAD 260: Complex Organizations
 - BAD 342: Marketing Research
 - SOC 231: Social Psychology
 - SOC 250: Occupations and Professions

TOTAL HOURS IN ORGANIZATIONAL MANAGEMENT 12 hours

GENERAL

- ECN/FIN 321: Money and Financial Institutions 3 hours
- BAD 341: International Business 3 hours
- One of the following 3 hours
 - BAD 242: Consumer Behavior
 - BAD 260: Complex Organizations
 - SOC 231: Social Psychology
- One other 300- or 400-level course in the Economics and Business Department, excluding ECN 361 and 499 3 hours

TOTAL HOURS IN GENERAL 12 hours

The Bachelor of Science with a major in Business Administration

The B.S. degree with a major in Business Administration consists of the requirements for the B.A. degree with a major in Business Administration and the following:

- CSC 201: Intro to Computing 3 hours
- MTH 120: Calculus 3 hours
- TOTAL HOURS FOR B.S. BUSINESS ADMINISTRATION MAJOR 51 hours**

The Business Administration Minor

The Economics and Business Department offers a minor in Business Administration. The program exposes the student to each of the areas in the common body of the business curriculum: accounting, finance, management, and marketing. The theoretical economic underpinnings are addressed in the economics courses. The course requirements for the minor are as follows:

- ECN 201: Microeconomic Principles 3 hours
- ECN 202: Macroeconomic Principles 3 hours
- ACC 211–212: Accounting Principles 6 hours
- BAD 231: Management 3 hours
- BAD 241: Marketing Fundamentals 3 hours
- FIN 370: Business Finance 3 hours
- One other 300- or 400-level course in Economics, Business Administration or Finance (except ECN 361 and 499) 3 hours

TOTAL HOURS FOR MINOR 24 hours

All students who major or minor in the department are encouraged to incorporate ENG 291: Writing For the Public into their non-major coursework.

Department of Economics and Business

*150. ECONOMIC CONCEPTS/THREE CREDITS

GEP, elective credit. This course examines the basic micro- and macroeconomic principles as found in the real world. The ideas of opportunity cost, supply and demand, the workings of markets, monopoly, unemployment, inflation, economic growth, international trade, and other selected topics are discussed. *Fall/Winter terms.*

*199. FRESHMAN HONORS SEMINAR/ THREE CREDITS

GEP, elective credit. The Honors course selects subjects within the discipline that will vary from term to term. The course is designed to encourage student participation in class discussions, special projects, solutions of problems, and defense of positions. Honors classes are often concentrated in current problems that are topics of other particular course offerings. A maximum of three credits shall be granted for duplicated course work. *Offered periodically in rotation with seminars in other disciplines.*

*201. MICROECONOMICS PRINCIPLES/ THREE CREDITS

This course is an introductory study of market structures, products, and factors of production. *Fall term.*

*202. MACROECONOMICS PRINCIPLES/ THREE CREDITS

This course is an introduction to national income determination, monetary and fiscal policy, and international trade. *Spring term.*

301. INTERMEDIATE MICROECONOMIC THEORY/ THREE CREDITS

Prerequisites: ECN 201 and 202. This intermediate-level price theory course deals with the economic behavior of individual units such as consumers, firms, and resource owners. *Fall term, odd-numbered years.*

302. INTERMEDIATE MACROECONOMIC THEORY/ THREE CREDITS

Prerequisites: ECN 201 and 202. This intermediate-level course examines the determination of national income, employment, and monetary policy. *Fall term, even-numbered years.*

303. SOCIAL STATISTICS/THREE CREDITS

Same as ISC 303. *Fall term.*

304. QUANTITATIVE METHODS/THREE CREDITS

Prerequisites: ECN 201, 202 and MTH 105 or above. Various mathematical techniques are employed in examining problems encountered in business and economics. These techniques include optimization, regression, decision-making, linear programming, PERT/CPM, and inventory management models. *Spring term.*

321. MONEY AND FINANCIAL INSTITUTIONS/ THREE CREDITS

Prerequisite: ECN 202. This course examines the role of money and of monetary and financial institutions on the aggregate economy. There is an emphasis on the history, structure, and function of the banking system. The tools of monetary policy and how monetary policy impacts the aggregate economy are also discussed. *Spring term.*

322. INTERNATIONAL TRADE/THREE CREDITS

Prerequisites: ECN 201 and 202. This course examines the theoretical bases for international trade, comparative advantage, and the Heckscher-Ohlin model. The effect of trade barriers on the world economy is also explored. The importance of trade in the world economy, the mechanism of international payments, and the nature of fixed and flexible exchange rate systems are studied. *Fall term, odd-numbered years.*

323. ECONOMIC PROBLEMS OF DEVELOPING COUNTRIES/THREE CREDITS

Prerequisites: ECN 201 and 202. Economic progress and development in the emerging nations of the world are the main points of investigation. This is an interdisciplinary approach to the economic, political, and sociological factors involved in developing the economies of low per capita income countries. *Fall term, even-numbered years.*

324. BUSINESS AND THE PUBLIC SECTOR/ THREE CREDITS

Prerequisites: ECN 201 and 202. This course is an examination of the rationale for government involvement in the economy, a study of the sources and uses of public funds, and the impact of these policies on the

economy. Regulation and anti-monopoly policies are also examined. *Fall term, even-numbered years.*

326. LABOR ECONOMICS/THREE CREDITS

Prerequisites: ECN 201 and 202. Labor supply, labor demand, and their interaction in the determination of wage rates are the points of examination for this course. Wage differentials are examined in light of market, institutional, and sociological factors. Discussions of labor unions and their economic effects are held as are examinations of macroeconomic topics such as unemployment and inflation. *Spring term.*

331. PERSONNEL ECONOMICS FOR MANAGERS/ THREE CREDITS

Prerequisite: ECN 326. This course uses economic theory to examine issues related to hiring, compensation, productivity measures, motivation, and employee turnover. Human capital theory is also addressed as is internal politics and employee empowerment. *Fall term, odd-numbered years.*

*345. AMERICAN ECONOMIC HISTORY/ THREE CREDITS

Prerequisites: ECN 201 and 202 or consent of instructor. This course studies 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 are emphasized. Such topics as early development, transportation, population growth, technological change, financial development, and the role of government are covered.

361. GEOGRAPHY OF WORLD RESOURCES/ THREE CREDITS

This course examines 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. *Spring term.*

365. COMPARATIVE ECONOMIC SYSTEMS/ THREE CREDITS

Prerequisites: ECN 201 and 202. A study of the major economic models and philosophies used by various countries is the focus of the course. Emphasis is placed on theoretical and real world comparison and assessment. Capitalism, communism, and democratic socialism are the models covered.

399. STUDY/TRAVEL SEMINAR/THREE CREDITS

Prerequisite: ECN 201 and ECN 202 or permission of the instructor. This course will focus on an economic or business question that will vary from year to year. Students will be involved in intense seminars prior to and following a short-term travel program.

400. SENIOR SEMINAR/THREE CREDITS

Prerequisite: Senior status. A capstone course is required of all majors in the department, including accounting, business administration, and economics. The course is designed to simulate real-world experiences faced by managers and executives in for-profit, not-for-profit, and governmental organizations. Students are assigned to teams to explore solutions to various problems. Each team and team member will submit written reports on their progress and give oral presentations of their findings. *Spring term.*

401. SPECIAL TOPICS/THREE CREDITS

Prerequisite: Permission of the instructor. The topics in this course will vary depending on available staff and interest of the students. It is intended to expose students to some advanced studies in the area of economics.

490. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/THREE CREDITS

Major, minor, or elective credit. Prerequisite: Departmental approval. This independent course is for advanced study of a topic not covered in any other course, under faculty guidance and instruction. *May be repeated for credit.*

499. ECONOMICS INTERNSHIP/ THREE TO SIX CREDITS

Prerequisite: Permission of the director. Elective credit only. The internship involves the student in a business or governmental agency related to the student's career choice. The internship is graded on a Pass/Fail basis. A journal of the internship is required, as is a presentation to the departmental faculty. *Available every term.*

ACCOUNTING

211. ACCOUNTING PRINCIPLES I/THREE CREDITS

Prerequisite: Completion of GEP Math or permission of instructor. This study of the basic techniques of financial accounting emphasizes the processes of recording, classifying, summarizing, and interpreting business transactions. Topics covered include balance sheet and income statement preparation with an emphasis on the asset side of the balance sheet and related income statement accounts. *Fall and winter terms.*

212. ACCOUNTING PRINCIPLES II/THREE CREDITS

Prerequisite: ACC 211 with a grade of "C-" or above. This is a continuation of ACC 211. Management accounting topics such as product costing, budgeting, and decision-making are studied. *Spring term.*

351. INTERMEDIATE FINANCIAL ACCOUNTING I/THREE CREDITS

Prerequisite: ACC 212. Accounting theory and concepts in relation to asset and liability recognition and measurement are emphasized. *Fall term*

352. INTERMEDIATE FINANCIAL ACCOUNTING II/THREE CREDITS

Prerequisite: ACC 351. This continuation of ACC 351 places primary emphasis on theory and concepts involving stockholders' equity, investment, cash flows, and issues related to income measurement. *Spring term.*

380. ACCOUNTING SYSTEMS/THREE CREDITS

Prerequisite: ACC 212 or instructor's permission. Systems for recording and reporting financial and operational transactions are integrated with a computer-based accounting environment. *Winter term.*

401. SPECIAL TOPICS IN ACCOUNTING/THREE CREDITS

Prerequisites: ACC 352, 409, 451, 462, or permission of instructor. Topics are chosen yearly based on current changes in the accounting profession. *Spring term.*

409. TAX ACCOUNTING/THREE CREDITS

Prerequisite: ACC 211. This course is an introduction to the basic structure of the federal income tax with emphasis on individual tax provisions. *Spring term.*

451. COST ACCOUNTING I/THREE CREDITS

Prerequisite: ACC 212. Manufacturing inventory costs, related management controls, and decision processes are covered. *Fall term*

452. COST ACCOUNTING II/THREE CREDITS

Prerequisite: ACC 451 or permission of instructor. In this continuation of Cost Accounting I, pricing and costing methods are examined as well as decision models used for inventory planning and capital budgets. Personal computers are used for cost analysis. *Spring term.*

461. ADVANCED ACCOUNTING/THREE CREDITS

Prerequisite: ACC 352. Business combinations, consolidations, non-profit and governmental accounting, and foreign currency issues are examined. *Fall term.*

462. AUDITING/THREE CREDITS

Prerequisites: ACC 351 and 352 and permission of instructor. This course examines the theory and practice of examination of financial statements by public accountants. *Fall term.*

499. ACCOUNTING INTERNSHIP/THREE OR SIX CREDITS

Prerequisite: Permission of the director. Elective credit only. Graded on a Pass/Fail, the internship provides experience in public, private, or non-profit accounting. A journal of the internship is required, as is a presentation to the departmental faculty. *Every term.*

FINANCE

200. PERSONAL FINANCE/THREE CREDITS

Not for major credit. This course is a study of personal financial decision-making. The course provides a knowledge of the tools to make both short-term and long-term financial plans. Topics include budgeting, consumer credit, insurance, investments, and savings. Topics of current consumer importance are also covered. *Fall and winter terms.*

321. MONEY AND FINANCIAL INSTITUTIONS/THREE CREDITS

Same as ECN 321.

324. BUSINESS AND THE PUBLIC SECTOR/THREE CREDITS

Same as ECN 324.

370. BUSINESS FINANCE/THREE CREDITS

Prerequisite: Accounting 212. Planning, analyzing, and reporting the financing of business operations re examined in the course. Working capital, long term financing, capital budgeting, and cost of capital are also covered. The use of present and future values of financial amounts are stressed. *Fall and spring terms.*

372. ADVANCED BUSINESS FINANCE/THREE CREDITS

Prerequisite: Finance 370. This course provides an in-depth study of various theories and techniques of the major areas of corporate finance. Case studies and selected readings are employed in this course. *Spring term odd-number of years.*

373. SECURITIES ANALYSIS AND PORTFOLIO MANAGEMENT/THREE CREDITS

Prerequisite: Finance 370. This course is designed to acquaint the student with advanced theories of the analysis of security valuation and risk, choice of assets for an investment portfolio, and evaluation of portfolio performance. *Spring term even-number of years.*

490. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/THREE CREDITS

Major or elective credit. Prerequisite: Departmental approval. This independent course is an advanced study of a topic not covered in any other course, under faculty guidance and instruction. *May be repeated for credit.*

Department of Economics and Business

BUSINESS ADMINISTRATION

200. INTRODUCTION TO BUSINESS/THREE CREDITS

Not for credit in the major. Students who have declared a major cannot enroll in this course. This survey course is designed to acquaint students with the major institutions and practices in the business world, to provide the elementary concepts of business, and to act as an orientation course for selection of a specific major in the area of business. *Winter and spring terms.*

231. MANAGEMENT/THREE CREDITS

The objective of this course is to acquaint students with the job of the manager as well as the techniques of planning, organizing, motivating, leading, communicating, staffing, controlling, and evaluating. The course also explores the evolution of management theory from the early classical theories to management by objectives. The course makes extensive use of the case study method of instruction. *Spring term.*

241. MARKETING FUNDAMENTALS/THREE CREDITS

This study of the technical concepts of marketing and their applications within the economic system includes introduction to marketing research, market definition, product development, pricing, marketing channels and distribution, promotional strategy, advertising, and international marketing. *Fall and spring terms.*

242. CONSUMER BEHAVIOR/THREE CREDITS

This course is designed to help students develop an understanding of the complexity of factors which influence consumer buying behavior. Particular attention is given to areas of personality, motivation, psychographics, information processing, learning, and attitude and persuasion. *Spring term.*

245. SOCIOLOGY OF WORK/THREE CREDITS

Same as SOC 245.

251. AMERICAN LEGAL SYSTEM AND CONTRACTS/THREE CREDITS

This introductory course is an examination of the American legal system, judicial procedures, and the laws governing contracts, torts, and the U.C.C., including secured transactions, negotiable instruments, and sales. *Fall term.*

252. BUSINESS ORGANIZATIONS, PROPERTY, AND COMMERCIAL LAW/THREE CREDITS

This course examines the laws governing business associations and related subjects such as bailments, agency, partnerships, corporations, and regulation of business, trusts, and estates. *Spring term even-numbered years.*

253. LABOR AND HUMAN RELATIONS LAW/THREE CREDITS

This course examines the legislation and regulation related to management and record keeping in the personnel area of for-profit and not-for-profit organizations. Legislation dealing with labor unions will also be discussed. *Spring term odd-numbered years.*

260. COMPLEX ORGANIZATIONS/THREE CREDITS

Same as SOC 260.

303. SOCIAL STATISTICS/THREE CREDITS

Same as ISC 303.

341. INTERNATIONAL BUSINESS/THREE CREDITS

This course examines the role of the international manager with regard to the environment of international business. Topics include the problems faced when dealing with different cultures, the economic theory of international trade, how government intervention can affect trade, the determination of exchange rates and other financial operations, multinational firms, and international management, operations, and concerns. *Fall term.*

342. MARKETING RESEARCH/THREE CREDITS

Prerequisite: BAD 241. This course involves the student in the systematic and objective process of generating information to aid in decision making. This process includes problem formulation, research

design, data-collection, data analysis, and communication (both written and oral) of research results. *Fall term.*

343. INTERNATIONAL MARKETING/THREE CREDITS

Prerequisite: BAD 241. This in-depth exploration of the opportunities, problems, and logistics involved in formulating strategies for marketing across national boundaries examines the similarities and differences in the economic, social, cultural, technological, political/legal, and competitive environments which impact decision making. *Spring term.*

399. STUDY/TRAVEL SEMINAR/THREE CREDITS

Same as ECN 399.

490. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/THREE CREDITS

Major credit, elective credit. Prerequisite: departmental approval. This independent course of advanced study under faculty guidance and instruction examines a topic not covered in any other course. *May be repeated for credit.*

499. BUSINESS ADMINISTRATION INTERNSHIP/THREE TO SIX CREDITS

Prerequisite: Permission of the director. Elective credit only. The student will be engaged in an internship in a business or governmental agency that relates to the student's career choice. The internship is graded on a pass/fail basis. A journal of the internship is required as is a presentation to the departmental faculty.

DEPARTMENT OF EDUCATION

KATHARINE STEPHENS SLEMENDA, *chair, program director of deaf and hard of hearing*

ANSLEY H. BOGGS, *director of teacher education, director of special education*

NANCY S. BREARD, *assistant director of graduate studies*

D. WAYNE CHESER, *program director of early childhood education*

ANITA P. DAVIS, *program director of elementary education, Charles A. Dana Professor*

ANN DILLON, *program director of educable mentally disabilities*

ED E. GOSNELL, *coordinator of clinical experiences*

KELLY R. HARRISON, *elementary and special education*

MARTHA T. LOVETT, *dean of graduate studies and special programs*

THOMAS R. McDANIEL, *vice president for academic affairs and provost*

As a liberal arts college, Converse builds its education programs on the foundations of a broad study of the arts and sciences.

The Education Department offers teacher education programs in the following areas: art, early childhood, elementary, emotional disabilities, deaf and hard of hearing, educational interpreting, educable mentally disabled, learning disabilities, English, French, Spanish, Latin, mathematics, music (choral and instrumental), speech and drama, science (biology, chemistry, and physics), and social studies. Full-time Converse faculty members teach a majority of the education courses in each program. Students interested in teaching as a career may complete one or more of the programs described in this section. Students who fulfill the requirements of one or more of these programs can meet the certification requirements for teachers in South Carolina and in several other states. Those who wish to teach grades 7–12 complete a 27-hour minor (29 for science teachers) in secondary education to complement an appropriate liberal arts major.

The mission of the Education Department is two-fold. One is to prepare students to become well-qualified teachers and certified professionals by the completion of one of the State-approved teacher education programs. These students follow the teacher education certification track as outlined in *A Handbook for Prospective Teachers*. The second is to prepare students for other careers related to education. Students in the non-certification track complete the major. These students substitute three courses, approved by their adviser, in lieu of student teaching. Usually these courses are in

education and/or psychology. The requirements for all education majors include taking the Praxis II examination in their major area.

All prospective teachers must take the Praxis I, Praxis II, and PLT standardized tests, as well as ADEPT training, to evaluate their preparation for classroom teaching. **The state of South Carolina requires that all test scores be published. The current pass rate for Converse undergraduate/graduate students who are program completers is 96%.** A program completer is defined as a student who completes either a Bachelor of Arts in Education Degree or a Master of Arts in Teaching Degree, which must include 60 full days of student teaching.

ADMISSION TO TEACHER EDUCATION

Students should register with the Education Department during their sophomore year and plan their program of work to ensure that they meet all requirements.

Prospective teachers should secure a copy of *A Handbook for Prospective Teachers* which is available from the Education Department. This manual contains descriptions of majors/minors, important details, policies, and goals and objectives for teacher education programs.

A student must secure admission to a teacher education program at least one semester prior to student teaching. For admission to a major or minor program in education, a student applies to the Teacher Education Admissions Committee after completing 60 semester hours of course work. The student must have at least a 2.5 cumulative GPA for admission to an education program or evidence that she achieved in the year

Department of Education

of graduation from high school not only a score *above* the 50th percentile of South Carolina examinees taking the SAT or ACT but also a cumulative GPA of at least 2.0. In addition, she must secure recommendations from general education and/or education faculty members; complete certain forms; secure the approval of the Teacher Education Admissions Committee; and pass the PRAXIS I exam. Developmental, remedial courses are available to help a student prepare for these exams.

For transfer students, Converse will use all attempted course work prior to enrollment at Converse and all course work at Converse to determine cumulative GPA. Converse will cancel a failing grade at another institution if a student retakes and passes a comparable course at Converse and if the Registrar approves. Such cancellation makes the policy for transfers compatible with the Converse policy for retaking courses.

Those students who have not formally met the requirements for admission to the Education Department by spring of the junior year may either continue in the non-certification track or declare a major in another department through the Office of the Registrar. Even though in the non-certification track students will not be eligible for teacher certification in any area, they may be able to complete a major and be eligible for graduation from Converse.

After admission to the teacher education program, a student must maintain at least a 2.0 GPA during the senior year to be eligible for a placement in student teaching. A student planning to student teach in the fall semester must submit her student teaching application to the Coordinator of Clinical Experiences **by November 15** of the junior year. A student planning to student teach in the spring of her senior year must submit her application **by April 15** of the junior year. Only those students currently enrolled in a degree program can student teach. On rare occasions, non-degree students with all other certification course work completed, passing scores on the Praxis II, and other strong credentials may—at the discretion of the department—secure student teaching placements.

Passing scores on both the Praxis I and Praxis II Specialty Area Tests are among the requirements for completion of a State-approved program. Students must request that the Education Testing Service submit her scores for Praxis I and Praxis II to Converse College and to the South Carolina State Department of Education.

REQUIREMENTS FOR ALL EDUCATION MAJORS

Each student must complete the Converse General Education Program (GEP) which includes several requirements for education majors. These include a biological laboratory science and a physical laboratory science, PSY 100, child psychology and/or adolescent psychology, MTH 105 or other approved math course, a literature course, and a course which includes minority and majority cultures in America.

Coursework in all major and minor teacher education programs includes instruction in the use of computer technology and software and school-to-work transition. During the senior year, the student must successfully complete all required seminars. Before student teaching, students must complete two sequential, incremental clinical experiences (practicums) and ADEPT-training.

All states require completion of a program of general education for teacher certification. The requirements of these programs vary from state to state. The GEP at Converse includes many of the requirements of the 50 states. However, if a student wants to meet the requirements of a specific state, she may need to make certain choices in the GEP. The student should write directly to the state departments of education for complete and up-to-date information about teacher certification in states in which she may wish to teach.

The *Graduate Catalog* contains a complete description of graduate degree programs (Master of Arts in Teaching, Master of Education, Master of Liberal Arts, and Education Specialist).

EARLY CHILDHOOD EDUCATION MAJOR

The early childhood major is a program designed for students interested in working with children in pre-kindergarten through fourth grade. This program leads to PK-4 certification in South Carolina. The early childhood major combines observations of young children, instructional methodology, program planning for PK-4 children, and information about the child’s social, emotional, physical, and intellectual development.

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

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

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

1. provide a thorough course of study of child development;
2. develop skills in appropriate pedagogy and classroom management; and
3. promote a broad knowledge of the history, theory, and professional practices that are related to early childhood education.
4. require the study and experiences in the disciplines which provide the content knowledge needed to teach the early childhood 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 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 PK-4 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.

The major in early childhood education consists of 42 hours of course work, including the following:

EDU 301: The Teaching of Reading	3 hours
EDU 303: Mathematics for the Elem. Child	3 hours
EDU 305: Behavior of the Preschool Child	3 hours
EDU 309: Literature for the Child	3 hours
EDU 360: Foundations of American Educ.	3 hours
EDU 403: Methods and Materials of the Preschool Child	3 hours
EDU 405: Preschool Curriculum	3 hours
EDU 409: Elementary Curriculum	3 hours
EDU 412b: Directed Student Teaching	9 hours
HPE 393: Health and Physical Education for Elementary Teachers	3 hours
ART 311: Art for the Child	3 hours
MUE 370: Music for the Child	3 hours
TOTAL HOURS	42 hours

Additional Requirement:

SED 300: Introduction to Exceptional Children and Youth	3 hours
--	---------

Majors in early childhood must also complete two sequential, incremental practicums. In the first practicum (101), they observe and work with an individual child in grades 1-4 on reading instruction. In the second practicum (102), the students work in an early childhood setting and plan, organize, and implement instruction with groups of young children. The students’ transcripts will reflect the completion of these non-credit practicums.

Department of Education

ELEMENTARY EDUCATION MAJOR

The program in elementary education produces a well-qualified elementary teacher for grades 1-8 and 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 adviser 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:

The goals of the elementary education program at Converse are to

1. provide a thorough course of study of child development;
2. develop skills in appropriate pedagogy and classroom management;
3. promote a broad knowledge of the history, theory, and professional practices that relate to elementary education;
4. require the study and experiences in the disciplines which provide the content knowledge needed to teach the elementary subject areas; and
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 1-8 grade placement in the public schools; and
4. demonstrate computer proficiency in instructional technology including the knowledge of skills, strategies, software and hardware to be used in classroom management and computer-assisted instruction.

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

The major in elementary education consists of 39 hours of course work to include the following:

EDU 301: The Teaching of Reading	3 hours
EDU 303: Mathematics for the Elem. Child	3 hours
EDU 309: Literature for the Child	3 hours
EDU 316: Methods of Teaching Social Studies, Science, Mathematics, Language Arts	3 hours
EDU 360: Foundations of American Educ.	3 hours
EDU 409: Elementary Curriculum	3 hours
EDU 412a: Directed Student Teaching	9 hours
SED 300: Introduction to Exceptional Children and Youth	3 hours
HPE 393: Health and Physical Education for Elementary Teachers	3 hours
ART 311: Art for the Child	3 hours
MUE 370: Music for the Child	3 hours
TOTAL HOURS	39 hours

Students in this major must complete all admission requirements for teacher education and two sequential, incremental practicums: EDU 101 and 103. In the first (101), they observe and work with an individual child (usually in grades 1-4) on reading instruction. In the second practicum (103), they work with large group instruction in an elementary setting. The students' transcripts will reflect the completion of these non-credit practicums.

SECONDARY EDUCATION MINOR

The program in secondary education gives prospective teachers of grades 7-12 professional competence and allows them to meet varying certification requirements. A student may complete secondary education as a minor by taking a sequence of 27 (29 for science teachers) hours of approved courses in education and psychology. The secondary teacher must major in an appropriate academic area corresponding with the secondary school curriculum, i.e., art, biology, chemistry, English, French, mathematics, speech and drama, Spanish, and, for prospective social studies teachers, either economics, politics, history, psychology, or sociology. In the case of physics, students must complete a minor. Secondary education minors must complete the academic major requirements, all admission requirements for teacher education, the GEP for education students, and the minor in education. Students interested in secondary teaching should register with the Education Department during their sophomore year. They must select a teaching area and follow a prescribed sequence of courses necessary for graduation and teacher certification. The student takes the appropriate PRAXIS II before the completion of student teaching.

All students pursuing certification in secondary education must meet with the designated minor adviser in the pertinent certification area.

In addition to the goals and objectives established for all Teacher Education Programs, the goals for the secondary education minor are to:

1. provide a thorough course of study of adolescent 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. require the study and experiences in the disciplines which provide the content knowledge needed to teach the secondary subject area; and
5. prepare prospective teachers to guide their classes in school-to-work transition and character education.

Students who complete a minor in secondary 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 secondary education 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, program descriptions, and other pertinent information.

The sequence of secondary education courses for a minor will include 27 hours of course work (29 hours for science teachers) in the following courses:

SED 300: Introduction to Exceptional Children and Youth	3 hours
PSY 321: Adolescent Psychology	3 hours
EDU 360: Foundations of American Education	3 hours
EDU 201: Practicum I in Instruction of Secondary School Students	3 hours
EDU 340: Curriculum Principles and Methods of Secondary Education	3 hours
EDU 425: Teaching of Reading: Content Areas	3 hours
EDU 202: Practicum II in Secondary Education	0 hours
EDU 412c: Directed Student Teaching	9 hours
TOTAL HOURS	27 hours
EDU 381: Laboratory Science Management (for prospective science teachers)	2 hours
TOTAL HOURS FOR SCIENCE EDUCATION MINOR	29 hours

Secondary students must complete two sequential, incremental practicums. In EDU 201, students work with secondary teachers in their area of specialization. In the second practicum, EDU 202, students work in a public school setting on reading instruction in their subject area.

Department of Education

COMPREHENSIVE (GENERIC) SPECIAL EDUCATION MAJOR

The comprehensive (generic) special education block program, designed to prepare special education teachers in grades K-12, includes 66 hours of course work in educable mental disabilities, learning disabilities, emotional disabilities, and elementary education areas. The student takes the PRAXIS II exam in the area in which she student teaches and before the completion of student teaching. Additional areas of certification may be received by obtaining passing scores on other PRAXIS II examinations.

Directed student teaching will be in one of the disabilities included in the curriculum and may be arranged at The Charles Lea Center or in area public schools. It is particularly important that students who choose this major confer with the Education Department at the earliest possible date.

In addition to the Teacher Education Program Goals and Objectives, the Comprehensive (Generic) Special Education major is designed to help the prospective teacher reach the following specific goals and objectives.

The goals of the comprehensive (generic) special education program at Converse are to:

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

Converse students who complete a major in comprehensive (generic) special 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 K-12 classroom for educable mental disabilities, learning disabilities, and emotional 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.

SED 300: Intro to Exceptional Children and Youth	3 hours
SED 376: Educational Diagnostics for Exceptional Children	3 hours
SED 380: Introduction to Educable Mental Disabilities ..	3 hours
SED 382a: Practicum in the Instruction of Exceptional Children: Educable Mental Disabilities ..	3 hours
SED 382b: Practicum in the Instruction of Exceptional Children: Learning Disabilities	3 hours
SED 382c: Practicum in the Instruction of Exceptional Children: Emotional Disabilities	3 hours
SED 386: Educational Procedures for the Educable Mental Disabilities	3 hours
SED 395: Intro to Learning Disabilities	3 hours
SED 376: Educational Procedures for Learning Disabilities	3 hours
SED 397: Introduction to Emotional Disabilities	3 hours
SED 398: Educational Procedures for Emotional Disabilities	3 hours
SED 412e,f, or g: Directed Student Teaching	9 hours

Additional Requirements:

EDU 101: Practicum: Reading	0 hours
EDU 301: The Teaching of Reading	3 hours
EDU 303: Mathematics for the Elem. Child	3 hours
EDU 360: Foundations of American Education	3 hours
SED 378: Remedial Reading	3 hours
SED 405: Classroom Management	3 hours
EDU 409: Elementary Curriculum	3 hours
PSY 211: Behavior Modification	3 hours
One of the following courses	3 hours
MUE 370: Music for the Child	
ART 311: Art for the Child	
HPE 393: Health and Physical Education for the Elementary Teacher	
EDU 309: Literature for the Child	

TOTAL HOURS 66 hours

Recommended Electives:

SED 388: Educational Procedures for Trainable Mental Disabilities	
PSY 204: Abnormal Psychology	
PSY 236 Theories of Personality	
PSY 370: Child Abuse and Neglect	
ART 280: Survey of Clinical Art Therapy	
ART 380: Art Therapy Methods and Theories	

SPECIAL EDUCATION: EDUCABLE MENTAL DISABILITIES

Students in this program complete a planned sequence of courses which includes 54 hours in the major and related field combination. The program provides preparation leading to certification in the area of Educable Mental Disabilities. Instruction in special education, elementary education, and psychology is designed to give the prospective teacher a strong background for work with mental disabilities. Directed student teaching is arranged at The Charles Lea Center or in area public schools. The student takes the PRAXIS II exam before the completion of student teaching.

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.

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

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

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 K-12 placement in educable mental 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.

The major consists of a total of 33 hours of Special Education coursework to include the following requirements:

SED 300: Introduction to Exceptional Children and Youth	3 hours
SED 376: Educational Diagnostics for Exceptional Children	3 hours
SED 378: Remedial Reading	3 hours
SED 380: Intro to Educable Mental Disabilities	3 hours
SED 382a: Practicum in the Instruction of Exceptional Children: Educable Mental Disabilities	3 hours
SED 386: Educational Procedures for Educable Mental Disabilities	3 hours
SED 395: Introduction to Learning Disabilities	3 hours
SED 397: Introduction to Emotional Disabilities	3 hours
SED 412g: Directed Student Teaching	9 hours

Additional Requirements:

EDU 101: Practicum: Reading	0 hours
EDU 301: The Teaching of Reading	3 hours
EDU 303: Mathematics for the Elem. Child	3 hours
EDU 360: Foundations of American Education	3 hours
EDU 409: Elementary Curriculum	3 hours
SED 405: Classroom Management	3 hours
PSY 211: Behavior Modification	3 hours
One of the following courses	3 hours
ART 311: Art for the Child	
MUE 370: Music for the Child	
EDU 309: Literature for the Child	
HPE 393: Health and Physical Education for the Elementary Teacher	

TOTAL HOURS 54 hours

Recommended electives:

SED 382b: Practicum in the Instruction of the Exceptional Child: Learning Disabilities	
SED 382c: Practicum in the Instruction of the Exceptional Child: Emotional Disabilities	
SED 388: Educational Procedures for Trainable Mental Disabilities	
SED 396: Educational Procedures for Learning Disabilities	
SED 398: Educational Procedures for Emotional Disabilities	
PSY 204: Abnormal Psychology	
PSY 236: Theories of Personality	
PSY 370: Child Abuse and Neglect	
ART 280: Survey of Clinical Art Therapy	
ART 380: Art Therapy Methods and Theories	

Department of Education

SPECIAL EDUCATION: LEARNING DISABILITIES MAJOR

Students in this program complete a planned sequence of courses which includes 54 hours in the major and related field combination. Instruction in special education, elementary education, and psychology is designed to give the prospective teacher a strong background for work with learning disabilities in grades K-12. Directed student teaching is arranged in area public schools. The student takes the PRAXIS II exam before the completion of student teaching. Additional certification may be possible by completing specified 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.

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

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

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 K-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.

The major consists of a total of 30 hours of special education course work to include the following requirements:

SED 300: Introduction to Exceptional Children and Youth	3 hours
SED 376: Educational Diagnostics for Exceptional Children	3 hours
SED 378: Remedial Reading	3 hours
SED 382b: Practicum in the Instruction of Exceptional Children: Learning Disabilities	3 hours
SED 395: Intro. to Learning Disabilities	3 hours
SED 396: Educational Procedures for Learning Disabilities	3 hours
SED 398: Educational Procedures for Emotional Disabilities	3 hours
SED 412f: Directed Student Teaching	9 hours

Additional Requirements:

EDU 101: Practicum: Reading	0 hours
EDU 301: The Teaching of Reading	3 hours
EDU 303: Mathematics for the Elem. Child	3 hours
EDU 360: Foundations of American Education	3 hours
EDU 409: Elementary Curriculum	3 hours
SED 397: Introduction to Emotional Disabilities	3 hours
SED 405: Classroom Management	3 hours
PSY 211: Behavior Modification	3 hours
One of the following courses	3 hours
ART 311: Art for the Child	
MUE 370: Music for the Child	
EDU 309: Literature for the Child	
HPE 393: Health and Physical Education for the Elementary Teacher	
TOTAL HOURS	54 hours

Recommended electives:

SED 380: Introduction to Educable Mental Disabilities	
SED 386: Educational Procedures for Educable Mental Disabilities	
SED 382c: Practicum in the Instruction of the Exceptional Child: Emotional Disabilities	
PSY 204: Abnormal Psychology	
PSY 236: Theories of Personality	
PSY 370: Child Abuse and Neglect	
ART 280: Survey of Clinical Art Therapy	
ART 380: Art Therapy Methods and Theories	

SPECIAL EDUCATION: EMOTIONAL DISABILITIES MAJOR

Students in this program complete a planned sequence of courses which includes 54 hours in the major and related field combination. Instruction in special education, elementary education, and psychology is designed to give the prospective teacher a strong background for working with emotional disabilities in grades K-12. Directed student teaching is arranged at The Charles Lea Center or in area public schools. The student takes the PRAXIS II exam before the completion of student teaching. Additional certification may be possible by completing specified courses and obtaining passing scores on the PRAXIS II examinations.

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

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

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

Converse students who complete a major in emotional 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 K-12 placement in emotional 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.

The major consists of total of 33 hours of course work to include the following:

Requirements (33 semester hours):

SED 300: Intro to Exceptional Children and Youth	3 hours
SED 376: Educational Diagnostics for Exceptional Children	3 hours
SED 378: Remedial Reading	3 hours
SED 382c: Practicum in the Instruction of Exceptional Children: Emotional Disabilities	3 hours
SED 395: Introduction to Learning Disabilities	3 hours
SED 396: Educational Procedures for Learning Disabilities	3 hours
SED 397: Introduction to Emotional Disabilities	3 hours
SED 398: Educational Procedures for Emotional Disabilities	3 hours
SED 412e: Directed Student Teaching	9 hours

Additional Requirements:

EDU 101: Practicum: Reading	0 hours
EDU 301: The Teaching of Reading	3 hours
EDU 303: Mathematics for the Elementary Child	3 hours
EDU 360: Foundations of American Education	3 hours
EDU 409: Elementary Curriculum	3 hours
SED 405: Classroom Management	3 hours
PSY 211: Behavior Modification	3 hours
One of the following courses	3 hours
ART 311: Art for the Child	
MUE 370: Music for the Child	
EDU 309: Literature for the Child	
HPE 393: Health and Phys Educ. for the Elem. Teacher	

TOTAL HOURS 54 hours

Recommended electives:

SED 380: Introduction to Educable Mental Disabilities	
SED 386: Educational Procedures for Educable Mental Disabilities	
SED 382c: Practicum in the Instruction of the Exceptional Child: Emotional Disabilities	
PSY 204: Abnormal Psychology	
PSY 236: Theories of Personality	
PSY 370: Child Abuse and Neglect	
ART 280: Survey of Clinical Art Therapy	
ART 380: Art Therapy Methods and Theories.	

MINOR IN EMOTIONAL DISABILITIES

Ansley H. Boggs, director

The emotional disabilities minor* consists of 18 hours of course work in special education and psychology. Students wishing to pursue this minor need to consult the director about course schedules, course sequence, and practica. Special Education majors (other than Deaf/Hard of Hearing) may not choose this minor.

SED 300. Intro to Exceptional Children and Youth	3 hours
SED 397. Intro to Emotional Disabilities	3 hours**
SED 398. Educational Procedures for Emotional Disabilities	3 hours**
SED 382c. Practicum in the Instruction of the Exceptional Child: Emotional Disabilities	3 hours***
PSY 211. Behavior Modification	3 hours
PSY 320. Child Psychology	3 hours

*This minor does not lead to certification.

**A practicum is required.

***This course is a practicum.

Department of Education

SPECIAL EDUCATION: DEAF AND HARD OF HEARING

This program is designed to offer students comprehensive course work for educating students who are deaf and hard of hearing in grades K-12. The Deaf and Hard of Hearing Program meets all the requirements for national approval by the Council on Education of the Deaf and leads to K-12 (Deaf and Hard of Hearing) and 1-8 (Elementary Education endorsement) certifications in South Carolina. There is a specific sequence of courses and practicums with student teaching as the culminating experience. Student teaching is arranged at the South Carolina School for the Deaf and the Blind or in deaf and hard of hearing classes in area public schools. The student takes the PRAXIS II exam (Deaf and Hard of Hearing) before the completion of student teaching.

The Deaf and Hard of Hearing Education Program along with the South Carolina School for the Deaf and the Blind and the Spartanburg County Hearing Impaired Program have formed a Professional Development School partnership. The purpose of this collaborative agreement is to provide opportunities for sharing joint responsibility for preservice teacher preparation. Faculty from the partnership programs assist in developing, planning, and teaching selected courses and classes, serve as consultants and mentors, and participate in planning and reviewing the curriculum.

In addition to the Teacher Education Program Goals and Objectives, the Deaf and Hard of Hearing major is designed to help the prospective teacher reach the following specific goals and objectives:

1. provide a thorough course of study of child 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 deaf, hard of hearing, and elementary education;
4. require the study and experiences in the disciplines which provide the content knowledge needed to teach appropriate 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 deaf and hard of hearing 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 K-12 grade placement in deaf and hard of hearing; 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 Perspective Teachers* for Program Objectives and other pertinent information.

The major consists of 33 hours of special education course work to include the following:

Prerequisite (3 semester hours):	
SED 300: Intro to Exceptional Children and Youth	3 hours
Requirements (33 semester hours):	
SED 350: Educational Perspectives:	
Deaf and Hard of Hearing	3 hours
SED 353: Audiology and Speech Science	3 hours
SED 354: Speech and Auditory Development:	
Deaf and Hard of Hearing	3 hours
SED 355: Teaching Language:	
Deaf and Hard of Hearing	3 hours
SED 358: Curriculum:Deaf and	
Hard of Hearing	3 hours
SED 376: Educational Diagnostics for	
Exceptional Children	3 hours
SED 382e: Practicum in the Instruction of	
Exceptional Children:Deaf and Hard of Hearing	3 hours
SED 385: ASL I	3 hours
SED 390: ASL II	3 hours
SED 393: Manually Coded English	3 hours
SED 458: Methods of Instruction:	
Deaf and Hard of Hearing	3 hours

Additional Requirements:	
EDU 101: Practicum: Reading	0 hours
EDU 301: The Teaching of Reading	3 hours
EDU 303: Mathematics for the Elem. Child	3 hours
EDU 360: Foundations of American Education	3 hours
EDU 409: Elementary Curriculum	3 hours
SED 405: Classroom Management	3 hours
EDU 412d: Directed Student Teaching	9 hours
One of the following courses	3 hours
ART 311: Art for the Child	
MUE 370: Music for the Child	
EDU 309: Literature for the Child	
HPE 393: Health and Physical Education for the	
Elementary Teacher	
TOTAL HOURS	60 hours
Recommended Electives:	
SED 391. ASL III	3 hours
SED 392. ASL IV	3 hours

**SPECIAL EDUCATION: DEAF AND HARD OF HEARING—
FOCUS ON EDUCATIONAL INTERPRETING**

Special Education: Deaf and Hard of Hearing—

Focus on Educational Interpreting—prepares students to work as educational interpreters in public school settings. The curriculum emphasizes content knowledge in deaf and hard of hearing education; professional practices in elementary education; understanding of Deaf culture; fluency in American Sign Language; and the roles, responsibilities, and ethical standards of educational interpreters. Students in educational interpreting complete, as a part of the major requirements, a total of eighteen hours of course work during three consecutive summers at the University of North Carolina at Greensboro.

The goals of the educational interpreting area of the deaf and hard of hearing major at Converse are to

1. provide a thorough course of study in the principles and practices related to educational interpreting and education of students who are deaf and hard of hearing;
2. prepare educational interpreters to assume varied roles and responsibilities as members of educational teams serving children with hearing losses; and
3. promote a broad knowledge of the history, theory and best practices that are related to education students who are deaf and hard of hearing.

Converse students who complete a major in the educational interpreting area of the deaf and hard of hearing major will be able to

1. demonstrate their knowledge of the content in this field;
2. use a variety of communication modes to meet the individual linguistic needs of children with hearing losses in inclusive settings;
3. demonstrate fluency in American Sign Language and manually coded English, as deemed appropriate for the educational setting and communication needs of deaf and hard of hearing children; and
4. demonstrate a working knowledge of the ethical standards of interpreters.

The major consists of 36 hours of course work (including 18 hours of course work to be completed during three summers at the University of North Carolina at Greensboro) to include the following requirements:

SED 300: Introduction to Exceptional Children and Youth	3 hours
SED 350: Educational Perspectives: Deaf and Hard of Hearing	3 hours
SED 355: Teaching Language: Deaf and Hard of Hearing	3 hours
SED 385: ASL I	3 hours
SED 390: ASL II	3 hours
SED 458: Methods of Instruction: Deaf and Hard of Hearing	3 hours

Additional Requirements:

EDU 360: Foundations of American Education	3 hours
EDU 409: Elementary Curriculum	3 hours
EDU 412i: Directed Internship in Educational Interpreting	6 hours

Recommended Electives:

SED 391. ASL III	3 hours
SED 392. ASL IV	3 hours

Department of Education

EARLY CHILDHOOD AND ELEMENTARY EDUCATION

075. DEVELOPMENTAL/REMEDIAL MATH/ NO CREDITS

Special fee of \$95. This remedial course should help students develop and improve their skills in arithmetic concepts and operations, measurement, geometry, and problem solving. The student (upon enrolling in the course) will complete a criterion-referenced pre-test. The student will complete a post-test and/or proficiency test upon the completion of the course. Pass/Fail Grading.

076. DEVELOPMENTAL/REMEDIAL WRITING/ NO CREDITS

Special fee of \$95. This remedial course prepares the student to write a good composition. The student will complete a pre-test and post-test of composition proficiency. The students/instructors will score compositions using a four-point holistic scale, which includes the specific skills of composing, sentence formation, usage, and mechanics. (The Writing Center is available to aid all PPST candidates in preparing for the writing portion of the PPST exam at any time on an informal basis free of charge.) Pass/Fail Grading.

077. DEVELOPMENTAL/REMEDIAL READING/ NO CREDITS

Special fee of \$95. This remedial course aids the student in developing literal and inferential comprehension skills, reference usage skills, and contextual word meaning skills. The student will complete both a pre-test and a post-test of reading proficiency. Pass/Fail Grading.

101. PRACTICUM: READING/NO CREDITS

This supervised practicum graded on a pass/fail basis is the first of two sequential, incremental clinical experiences for special education, elementary, and/or early childhood majors. Students work with an individual child, diagnose and prescribe, assist in building the child's self-esteem and confidence, aid in the development of thinking skills, gain experience, practice, and training in the application of theory and skills when working with others. A student must take this course concurrently with or after EDU 301. There are sign-up deadlines. Students should sign up with the Education Department at least one full semester before the term. *Offered fall, winter, spring, summer I, summer II, summer III.*

102. PRACTICUM: EARLY CHILDHOOD EDUCATION/ NO CREDITS

Prerequisite: EDU 101. This supervised practicum with pass/fail grading 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. In this early childhood placement students apply their knowledge of discipline, management, and instructional theory acquired in core courses. This practicum builds on the experiences obtained in EDU 101. Faculty advisers can supply sign-up deadlines for each term. This course is a prerequisite to student teaching EDU 412b. Students should sign up with the Education Department at least one full semester before the term. *Offered fall, winter, spring, summer I, summer II, summer III.*

103. PRACTICUM: ELEMENTARY/NO CREDITS

Prerequisite: EDU 101. This required, supervised practicum with pass/fail grading is the second of two sequential, incremental clinical experiences for elementary majors. Students work in a public school setting and observe, manage, plan for, instruct, and evaluate a large group—as opposed to an individual child or small group. Each student video-tapes herself teaching. The practicum in a classroom gives students the experience, practice, and training in the application of theory and skills acquired in core courses in elementary education and builds on the experiences in EDU 101. Students should sign up with the Education Department at least one full semester before the term. *Offered fall, winter, spring, summer I, summer II, summer III.*

301. THE TEACHING OF READING/THREE CREDITS

Major credit. After an overview of each language arts area, the students will study both the whole language (top-down) and the skills (bottom-up) approach to teaching reading. The students will analyze and critique the methods of teaching reading, the basic approaches to teaching writing, and literal, interpretative, and critical-creative thinking/comprehension. The content includes diagnosing, assessing, testing, prescribing, reporting/communicating with parents, and aiding with school-to-work transition. Proficiency in handwriting is a requirement for the course. This course is a prerequisite to EDU 412a, b, d, e, f, g. A student must take EDU 101 after or concurrently with this course. *Offered during spring term.*

303. MATHEMATICS FOR THE ELEMENTARY CHILD/ THREE CREDITS

Major credit. Content includes systems of numeration and place value, fundamental operations of arithmetic, measurement, informal geometry, basic algebra, methods, and materials of elementary math. Students analyze *Tactics for Thinking*, curriculum frameworks, *SC Mathematics Standards*, *NCTM Curriculum and Evaluation Standards*, and school-to-work transition. This course is a prerequisite to EDU 412. *Offered during fall, winter, and spring terms.*

304. MATHEMATICS FOR THE ELEMENTARY CHILD II/ THREE CREDITS

Elective Credit. Prerequisite: Must have successfully completed EDU 303. Math for the Elementary Child I. Content includes an in-depth study of the content, methods, and materials of fractions, decimals, ratios/proportion/percent, measurement, geometry, and probability and statistics. Students will correlate the *SC Mathematics Standards* with this content to develop lesson and unit plans for use in the elementary and middle school classroom. Students will make use of the Internet, the Converse Curriculum Resource Center, classroom teachers, the *NCTM Curriculum and Evaluation Standards*, and videotaped classrooms to study and apply the current trends, issues, learning styles, and activities for these math concepts.

305. BEHAVIOR OF THE PRESCHOOL CHILD/ THREE CREDITS

Major credit for Early Childhood. 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. This course covers the social, physical, emotional, and intellectual development of the child from birth to preadolescence and gives special emphasis to language acquisition and pre-operational thought. The course requires observation of children and is a prerequisite to student teaching (EDU 412b). *Offered during fall term.*

309. 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, creative writing, 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.*

316. METHODS OF TEACHING SOCIAL STUDIES/ SCIENCE/MATHEMATICS/LANGUAGE ARTS/ THREE CREDITS

Major credit for Elementary. Senior status recommended. Students will study elementary school objectives, content, *South Carolina Curriculum Frameworks*, *SC Curriculum Standards*, 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.*

**360. FOUNDATIONS OF AMERICAN EDUCATION/
THREE CREDITS**

This course is an introductory study of the historical, philosophical, and sociological foundations of the American educational system and should be one of the first courses in a student's education curriculum. It concentrates on current issues such as multicultural, disabled, 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 a prerequisite to EDU 412. *Offered during fall, spring, summer I, summer II terms.*

**368/568. CREATIVE DRAMATICS FOR THE CLASSROOM
TEACHER/THREE CREDITS**

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

**403. METHODS AND MATERIALS OF THE PRESCHOOL
CHILD/THREE CREDITS**

Major credit for Early Childhood. 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. The course emphasizes language development and listening, speaking, writing, and reading readiness experiences; explores a variety of teaching techniques and organizational arrangements; and emphasizes individualized instruction. This course is a prerequisite to 412b. *Offered during spring term.*

405. PRESCHOOL CURRICULUM/THREE CREDITS

Major credit for Early Childhood. Prerequisite: Education 403. 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. Students make on-site visits to a Montessori school, a private kindergarten, public-school kindergartens, a university laboratory preschool, and a hospital-based child development center. This course is a prerequisite to 412b. *Offered during fall term.*

409. ELEMENTARY CURRICULUM/THREE CREDITS

Major credit for Elementary and Early Childhood. Juniors and seniors only. This course surveys each subject area of the modern elementary curriculum, trends and issues in curriculum development, teaching/learning theory, effective and efficient teacher characteristics or behaviors, effective communication skills between teacher and parent/child, techniques for diagnosing student abilities, and current structured programs of observation and analysis of different teaching models. 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; and varying organizational sizes (individualized, small, and large). This course is a prerequisite to student teaching in art, elementary education, special education and early childhood education. *Offered during fall term and winter term.*

**412a. DIRECTED STUDENT TEACHING: ELEMENTARY/
NINE CREDITS**

Major credit. Special fee of \$35. 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.*

**412b. DIRECTED STUDENT TEACHING:
EARLY CHILDHOOD/NINE CREDITS**

Major credit. Special fee of \$35. 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.*

**490. DIRECTED INDEPENDENT STUDY IN SPECIAL
TOPICS/ONE-THREE CREDITS**

Major credit. Prerequisite: Permission of instructor. This course is an academic experience in a special topic not covered in depth in regular course work. The student works independently and researches a topic approved by a faculty member in the department. The instructor prescribes the specific requirements (normally one or more papers). Students must observe the college limit of hours within a discipline. *May be repeated for credit.*

Department of Education

SECONDARY EDUCATION

All students pursuing certification in secondary education must meet with the designated minor adviser in the pertinent certification area.

075. DEVELOPMENTAL/REMEDIAL MATH/
NO CREDITS

See Elementary and Early Childhood.

076. DEVELOPMENTAL/REMEDIAL WRITING/
NO CREDITS

See Elementary and Early Childhood.

077. DEVELOPMENTAL/REMEDIAL READING/
NO CREDITS

See Elementary and Early Childhood.

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

Minor credit. Required of all prospective secondary teachers. Designed for the junior or senior year. Students must have taken EDU 340 or take it concurrently with this course. The course is 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. Requirements include 201 seminars, assigned readings, and the preparation of a journal to supplement the field experiences. Faculty advisers can supply sign-up deadlines for each term. All placements into local school districts are dependent upon a variety of factors and are at the discretion of the Office of Clinical Experiences. Offered primarily fall term only.

202. PRACTICUM II IN SECONDARY EDUCATION/
NO CREDITS

Education 201 is a prerequisite. Education 425 is a co-requisite or prerequisite to this course. This supervised practicum with pass/fail grading is the second of two, required, sequential, incremental clinical experiences for secondary education majors. In a classroom setting appropriate to their major, students focus on such topics as self-esteem, thinking skills, and vocabulary development. Faculty advisers can supply sign-up deadlines for each term. All placements into school districts are dependent upon a variety of factors and are at the discretion of the Office of Clinical Experiences. Offered fall, winter, spring, summer I, summer II, summer III.

300. INTRODUCTION TO EXCEPTIONAL CHILDREN
AND YOUTH/THREE CREDITS

Minor credit. Required of all prospective secondary teachers. See Special Education: Educable Mental Disabilities

321. ADOLESCENT PSYCHOLOGY/THREE CREDITS

Minor credit. See PSY 321. Required of all prospective secondary teachers.

331-332. METHODS OF TEACHING FRENCH/
THREE CREDITS

See FRN 331-332.

340. CURRICULUM PRINCIPLES AND METHODS OF
SECONDARY EDUCATION/ THREE CREDITS

Required of all prospective secondary teachers. Limited to those student teaching during the next spring term or fall term. This course is a prerequisite to or a co-requisite to EDU 201. This course is for students desirous of becoming secondary school teachers. Students study the components of the total teaching act in relation to students and to the secondary school curriculum, its courses, functions, organization, and current trends. The course emphasizes teacher-modeling of current, effective, secondary-teaching research with ensuing student practice.

349. THE MIDDLE SCHOOL ORGANIZATION AND
CURRICULUM/THREE CREDITS

This course provides an understanding of the special educational needs of middle school adolescents. The research-based course focuses on the structure of effective middle schools and the effective teaching practices for adolescent students in the middle schools.

360. FOUNDATIONS OF AMERICAN EDUCATION/
THREE CREDITS

Minor credit. Required of all prospective secondary teachers. See Elementary and Early Childhood.

387. LABORATORY SCIENCE MANAGEMENT-
READING/ TWO CREDITS

Prerequisites: upper class status and approval of instructor. This course gives the prospective secondary science teacher an opportunity to develop the laboratory skills necessary to manage a laboratory and to design experiments, laboratory and field activities, and demonstrations. In addition, the student must satisfactorily complete required reading and assignments. This required course for prospective secondary science majors is available (with the approval of instructor) when there is a demand from juniors or seniors.

412c. DIRECTED STUDENT TEACHING: SECONDARY/
NINE CREDITS

Minor credit. Required of all prospective secondary teachers. Special fee of \$35. 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 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. All placements into local school districts are dependent upon a variety of factors and are at the discretion of the Office of Clinical Experiences. All placements into school districts are dependent upon a variety of factors and are at the discretion of the Office of Clinical Experiences. Offered during spring term and occasionally in fall term.

425. TEACHING OF READING: CONTENT AREAS/
THREE CREDITS

Minor credit. Prerequisites for prospective secondary teachers: EDU 201 and 340. Prerequisites for art students: Art Education 312L and EDU 340. EDU 201 is a prerequisite to the 202 Practicum. EDU 202 must accompany or follow EDU 425. This course assists teachers in the teaching of reading in a variety of content areas. Teachers will learn to develop study guides, introduce content area texts, use study plans, determine reading expectancy and levels, develop comprehension questions at various levels, and assess readability of text materials. Offered during winter term.

490. DIRECTED INDEPENDENT STUDY IN SPECIAL
TOPICS/THREE CREDITS

See Early Childhood and Elementary Education section.

MUSIC EDUCATION:

See “Music Education” in The Petrie School of Music listings.

SPECIAL EDUCATION: EDUCABLE MENTAL DISABILITIES

075. DEVELOPMENTAL/REMEDIAL MATH/
NO CREDITS

See Elementary and Early Childhood.

076. DEVELOPMENTAL/REMEDIAL WRITING/
NO CREDITS

See Elementary and Early Childhood.

077. DEVELOPMENTAL/REMEDIAL READING/
NO CREDITS

See Elementary and Early Childhood.

300. INTRODUCTION TO EXCEPTIONAL CHILDREN
AND YOUTH/THREE CREDITS

Major credit. This course familiarizes the student with the wide range of mental, emotional, physical, and psychological problems characterizing exceptional children and youth. Students explore the nature and scope of special education programs and services, community resources, and rehabilitation. *Offered during fall and spring terms.*

376. EDUCATIONAL DIAGNOSTICS FOR EXCEPTIONAL
CHILDREN/ THREE CREDITS

Major credit. Prerequisite: Special Education 300. This required course for all students majoring in special education deals with the wide variety of individual and group tests designed to assess children with mental disabilities, learning disabilities, emotional disabilities, and hearing losses. *Offered during fall term.*

378. REMEDIAL READING/THREE CREDITS

Major credit. Prerequisite: Education 301. See Special Education: Learning Disabilities. Fall term.

380. INTRODUCTION TO EDUCABLE MENTAL
DISABILITIES/THREE CREDITS

Major credit. This course acquaints the prospective teacher with the psychological development and problems associated with educable mental disabilities. Students study recent developments and research in this area. *Offered during winter term.*

382a. PRACTICUM IN THE INSTRUCTION OF
EXCEPTIONAL CHILDREN: EDUCABLE MENTAL
DISABILITIES/THREE CREDITS

Major credit. Prerequisites: SED 300, 380. This course acquaints students with the characteristics, behavior, and learning styles of individuals with educable mental disabilities. In addition, students will become familiar with curriculum, teaching techniques, management strategies, and classroom models appropriate for the mentally disabled. There is required observation and required participation at The Charles Lea Center and/or the public schools. Grading is on a pass/fail basis. *Offered during winter term.*

386. EDUCATIONAL PROCEDURES FOR EDUCABLE
MENTAL DISABILITIES/THREE CREDITS

Major credit. Prerequisites: SED 300, 380. This course includes the curriculum, techniques of teaching individuals with educable mental disabilities, and a practicum. *Offered during spring term.*

388. EDUCATIONAL PROCEDURES FOR TRAINABLE
MENTAL DISABILITIES/ THREE CREDITS

Major credit. Prerequisites: SED 300, 380, 386. This course acquaints the student with the curriculum and methods for teaching individuals with trainable and severe mental disabilities. *Offered during fall term.*

395. INTRODUCTION TO LEARNING DISABILITIES/
THREE CREDITS

Major credit. See Special Education: Learning Disabilities. Offered during fall term.

397. INTRODUCTION TO EMOTIONAL DISABILITIES/
THREE CREDITS

Major credit. See Special Education: Emotional Disabilities. Offered during spring term.

412g. DIRECTED STUDENT TEACHING: EDUCABLE
MENTAL DISABILITIES/NINE CREDITS

Major credit. Special fee of \$35. 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.*

490. DIRECTED INDEPENDENT STUDY IN SPECIAL
TOPICS/THREE CREDITS

Major credit. Prerequisite: Permission of instructor. This course is an academic experience in a special topic not covered in depth in regular course work. The student works independently and researches a topic approved by a faculty member in the department. The instructor prescribes the specific requirements (normally one or more papers). Students must observe the college limit of hours within a discipline. *May be repeated for credit.*

Department of Education

SPECIAL EDUCATION: LEARNING DISABILITIES

075. DEVELOPMENTAL/REMEDIATION MATH/
NO CREDITS

See Elementary and Early Childhood.

076. DEVELOPMENTAL/REMEDIATION WRITING/
NO CREDITS

See Elementary and Early Childhood.

077. DEVELOPMENTAL/REMEDIATION READING/
NO CREDITS

See Elementary and Early Childhood.

300. INTRODUCTION TO EXCEPTIONAL CHILDREN
AND YOUTH/THREE CREDITS

*Major credit. See Special Education: Educable Mental Disabilities.
Offered during fall and spring terms.*

376. EDUCATIONAL DIAGNOSTICS FOR
EXCEPTIONAL CHILDREN/ THREE CREDITS

*Major credit. See Special Education: Educable Mental Disabilities.
Offered during fall term.*

378. REMEDIATION READING/THREE CREDITS

Major credit. Prerequisite: EDU 301. This course is primarily for students in special education. It includes methods and materials for a wide number of reading problems encountered among exceptional children. The course emphasizes diagnosing reading difficulties and techniques of remediation. *Offered during fall term.*

382b. PRACTICUM IN THE INSTRUCTION OF
EXCEPTIONAL CHILDREN: LEARNING
DISABILITIES/THREE CREDITS

Major credit. Prerequisites: Special Education 300, 395, 396. This course provides students an opportunity to observe and work with learning disabilities. *Offered during fall term.*

395. INTRODUCTION TO LEARNING DISABILITIES/
THREE CREDITS

Major credit. Prerequisite: SED 300. This course is a study of learning disabilities affecting the educational development of the exceptional student. Emphasis is on the definition, identification, classification, theories, and educational approaches to specific learning disabilities. *Offered during fall term.*

396. EDUCATIONAL PROCEDURES FOR LEARNING
DISABILITIES/THREE CREDITS

Major credit. Prerequisite or Co-requisite: SED 300. Prerequisite: SED 395. This course includes materials and methods for teaching students who have learning disabilities. It includes a practicum. *Offered during spring term.*

398. EDUCATIONAL PROCEDURES FOR
EMOTIONAL DISABILITIES/THREE CREDITS

Major credit. See Special Education: Emotional Disabilities. Offered during spring term.

412f. DIRECTED STUDENT TEACHING: LEARNING
DISABILITIES/NINE CREDITS

Related field credit. Special fee of \$35. Students normally take this course, which integrates theory and practice, during the senior year. The 60-day course includes observations, 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.*

490. DIRECTED INDEPENDENT STUDY IN
SPECIAL TOPICS/THREE CREDITS

See Educable Mental Disabilities.

SPECIAL EDUCATION: EMOTIONAL DISABILITIES

075. DEVELOPMENTAL/REMEDIATION MATH/
NO CREDITS

See Elementary and Early Childhood.

076. DEVELOPMENTAL/REMEDIATION WRITING/
NO CREDITS

See Elementary and Early Childhood.

077. DEVELOPMENTAL/REMEDIATION READING/
NO CREDITS

See Elementary and Early Childhood.

300. INTRODUCTION TO EXCEPTIONAL CHILDREN
AND YOUTH/THREE CREDITS

*Major credit. See Special Education: Educable Mental Disabilities.
Offered during fall and spring terms.*

376. EDUCATIONAL DIAGNOSTICS FOR THE
EXCEPTIONAL CHILD/ THREE CREDITS

*Major credit. See Special Education: Educable Mental Disabilities.
Offered during fall term.*

378. REMEDIATION READING/THREE CREDITS

Major credit. See Special Education: Learning Disabilities. Offered during fall term.

382c. PRACTICUM IN THE INSTRUCTION OF
EXCEPTIONAL CHILDREN: EMOTIONAL
DISABILITIES/ THREE CREDITS

Major credit. Prerequisites: SED 300, 397, 398. This course provides an opportunity to observe and work with emotionally disabilities. *Offered during winter term.*

395. INTRODUCTION TO LEARNING DISABILITIES/
THREE CREDITS

Major credit. See Special Education: Learning Disabilities. Offered during fall term.

396. EDUCATIONAL PROCEDURES FOR LEARNING
DISABILITIES/ THREE CREDITS

Major credit. See Special Education: Learning Disabilities. Offered during spring term.

397. INTRODUCTION TO EMOTIONAL
DISABILITIES/THREE CREDITS

Major credit. An introduction to emotional disabilities including the causes and characteristics of neuroses and psychoses, related learning problems, mental disabilities, and cultural disadvantage. *Offered during spring term.*

398. EDUCATIONAL PROCEDURES FOR
EMOTIONAL DISABILITIES/THREE CREDITS

Major credit. Prerequisites or Co-requisites: SED 300, 397. An introduction to methods of therapy, management techniques, and educational materials for emotional disabilities. The course includes a practicum. *Offered during spring term.*

405. CLASSROOM MANAGEMENT/THREE CREDITS
This related field course provides students with the opportunity to evaluate and design positive classroom management alternatives. It is a prerequisite for special education student teaching. *Offered during winter term.*

412e. DIRECTED STUDENT TEACHING: EMOTIONAL DISABILITIES/NINE CREDITS

Minor credit. Special fee of \$35. 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.*

490. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/THREE CREDITS

See Educable Mental Disabilities.

SPECIAL EDUCATION: DEAF AND HARD OF HEARING

075. DEVELOPMENTAL/REMEDIAL MATH/ NO CREDITS

See Elementary and Early Childhood.

076. DEVELOPMENTAL/REMEDIAL WRITING/ NO CREDITS

See Elementary and Early Childhood.

077. DEVELOPMENTAL/REMEDIAL READING/ NO CREDITS

See Elementary and Early Childhood.

300. INTRODUCTION TO EXCEPTIONAL CHILDREN AND YOUTH/THREE CREDITS

See Special Education: Educable Mental Disabilities.

350. EDUCATIONAL PERSPECTIVES: DEAF AND HARD OF HEARING/THREE CREDITS

Major credit. An introductory course on the history, philosophies, 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. The course includes a practicum. *Offered during fall term.*

353. AUDIOLOGY AND SPEECH SCIENCE/ THREE CREDITS

Major credit. This course is an introduction to the fundamentals of hearing, hearing disorders, and the administration and interpretation of tests for auditory acuity which focuses on the physics of sound, physical characteristics of the speech and hearing mechanisms, and the pathology, etiology, and treatment of hearing loss. The course includes practical preparation in the use and care of hearing aids and amplification systems and involves a practicum. *Offered during fall term.*

354. SPEECH AND AUDITORY DEVELOPMENT/ THREE CREDITS

Major credit. This course introduces students to the development of audition and speech. It includes a study of speech and hearing assessments, strategies for maximizing the use of residual hearing and educational planning for students who are deaf and hard of hearing. The course includes a practicum. *Offered during fall term.*

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

Major credit. Prerequisites: SED 350, 382e. This course acquaints the student with the nature and problems of language acquisition in students who are deaf and hard of hearing. It includes various theories, methods, and materials for the teaching of language and involves a practicum. *Offered during spring term.*

358. CURRICULUM: D/HH/THREE CREDITS

Prerequisites: SED 350, SED 385. Major credit. This course introduces D/HH majors to the principles of curriculum design and best practices in instructional programming for students who are deaf and hard of hearing. Focus on academic content includes an examination of curricular adaptations needed to meet the cognitive, cultural, and communicative needs of students. Classroom environment, media, materials, and educational resources will also be covered. *To be taken concurrently with SED 382e. Offered during winter term.*

375. BEGINNING MANUAL COMMUNICATION/ THREE CREDITS

Elective credit. This course introduces the various methods and techniques of manual communication. Students will be acquainted with fingerspelling, signing, and simultaneous communication. It includes a practicum.

376. EDUCATIONAL DIAGNOSTICS FOR EXCEPTIONAL CHILDREN/ THREE CREDITS

Major credit. See Special Education: Educable Mental Disabilities.

382e. PRACTICUM IN the INSTRUCTION OF EXCEPTIONAL CHILDREN: DEAF AND HARD OF HEARING/THREE CREDITS

Major credit. Prerequisites: SED 350, 385. This course provides students, during their junior year, an opportunity to observe and teach in the classroom with students who are deaf and hard of hearing in residential and/or public school settings. Grading is on a pass/fail basis. *Offered during winter term.*

385. AMERICAN SIGN LANGUAGE I/ THREE CREDITS

Major credit. This introductory sign language course develops knowledge and skills for reading and executing a basic vocabulary of manual signs and fingerspelling. The use of American Sign Language (ASL) conceptual signs within the framework of the ASL grammar system is also emphasized. The course includes a study of the cultural aspects of the Deaf community. The course includes a practicum. *Offered during fall term.*

390. AMERICAN SIGN LANGUAGE II/THREE CREDITS

Prerequisite: SED 385. Major credit. This course offers a study of American Sign Language linguistics. There is focus on general communicative competence in ASL with emphasis on both receptive and expressive signing skills. The course includes a practicum. *Offered during spring term.*

391. AMERICAN SIGN LANGUAGE III/THREE CREDITS

Prerequisites: SED 385, SED 390. Elective credit. This second-year course includes development of expressive and receptive sign skills, as well as an overview of syntax, phonologic structure, and non-manual markers. *Offered during fall term.*

Department of Education

392. AMERICAN SIGN LANGUAGE IV/THREE CREDITS
Prerequisites: SED 385, SED 390, SED 391. Elective credit. This course focuses on an advanced level of the development of receptive and expressive skills, as well as the affective parameters of American Sign Language. There is emphasis on conversational competence using conceptual signs and semantic appropriateness. *Offered during spring term.*

393. MANUALLY CODED ENGLISH/THREE CREDITS
Major credit. This course emphasizes the development of receptive and expressive communication skills using conceptually-accurate sign language and fingerspelling in English word order. Various manually coded English systems for communication in the educational setting will be covered. The course which includes a practicum is appropriate as an elective for any major.. *Offered during fall term.*

412d. DIRECTED STUDENT TEACHING: DEAF AND HARD OF HEARING/NINE CREDITS
Special fee of \$35. 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 visits 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.*

458. METHODS OF INSTRUCTION: D/HH/THREE CREDITS
Major credit. Prerequisites: SED 350, SED 382e, SED 358, SED 385, SED 390. This course for senior D/HH majors focuses on educational practices in both public and residential school programs for students who are deaf and hard of hearing. Specific research-supported instructional strategies and organization are examined and practiced. Emphasis is placed on the roles and responsibilities of the teacher as decision-maker, facilitator of cognitive and communicative development, multidisciplinary team member, collaborator with parents and other professionals, and advocate for students. The course includes a practicum. *Offered during fall term.*

490. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/THREE CREDITS
See Educable Mental Disabilities.

SPECIAL EDUCATION: DEAF AND HARD OF HEARING—FOCUS ON EDUCATIONAL INTERPRETING

075. DEVELOPMENTAL/REMEDIATION MATH/NO CREDITS
See Elementary and Early Childhood.

076. DEVELOPMENTAL/REMEDIATION WRITING/NO CREDITS
See Elementary and Early Childhood.

077. DEVELOPMENTAL/REMEDIATION READING/NO CREDITS
See Elementary and Early Childhood.

300. INTRODUCTION TO EXCEPTIONAL CHILDREN AND YOUTH/THREE CREDITS
See Special Education: Educable Mental Disabilities.

350. EDUCATIONAL PERSPECTIVES/THREE CREDITS
Major credit. See Special Education: Deaf and Hard of Hearing. Offered during fall term.

355. TEACHING LANGUAGE: DEAF AND HARD OF HEARING/THREE CREDITS
Major credit. Prerequisites: SED 350, 382e. See Special Education: Deaf and Hard of Hearing. Offered during spring term.

385. AMERICAN SIGN LANGUAGE I/THREE CREDITS
Major credit. See Special Education: Deaf and Hard of Hearing. Offered during fall term.

390. AMERICAN SIGN LANGUAGE II/THREE CREDITS
Major credit. Prerequisite: SED 385 or approval of instructor. See Special Education: Deaf and Hard of Hearing. Offered during fall term.

458. METHODS OF INSTRUCTION: DEAF AND HARD OF HEARING/THREE CREDITS
Major credit. Prerequisites: SED 350, 355, 385, 390. See Special Education: Deaf and Hard of Hearing. Offered during fall term.

DEPARTMENT OF ENGLISH

RICHARD MULKEY**, *chair*, LAURA FEITZINGER BROWN, KAREN CARMEAN, CHARLES H. MORGAN, ANITA ROSE, SUSAN TEKULVE

The Department of English works with an English major in developing abilities and skills needed to comprehend literature's diversity and scope, with emphasis on British and American literature. She will have opportunities to read literature with insight and pleasure and to write with critical facility and imagination.

At the time of graduation, an English major should have the ability to write clear expository prose, to think and read critically, and to show an understanding of different literary genres and of the scope of literature, with an emphasis on British and American literature.

In addition to serving majors, the department offers Composition as a service course for the College in which students gain writing experience, confidence, and fluency.

A major in English should complete a minimum of 33 semester hours of course work in English above the 100 level. A major will write a research paper in one of her advanced courses prior to her senior seminar paper. The program of study includes the following requirements:

ENG 201–202: Major British Writers	6 hours
ENG 203 or ENG 204: Survey of American Literature I or II	3 hours
ENG 290 or ENG 292: Advanced Composition or Introduction to Creative Writing	3 hours
One additional course in American literature	3 hours
One course in a major English author	3 hours
One course in British literature before 1900	3 hours
ENG 498: Senior Seminar	3 hours
Additional Electives	9 hours
TOTAL HOURS	33 hours

Concentration in Creative Writing

The BA in English with a Concentration in Creative Writing requires of the student 15 semester hours in writing and a senior creative writing thesis for ENG 498: Senior Seminar in addition to the 18 hours of required literature courses already a part of the major in English. Also required as a prerequisite to entering the writing concentration will be a minimum 2.75 in Introduction to Creative Writing. Total number of hours for a major in English with a Concentration in Creative Writing is 36 semester hours.

The core courses required of all students in

the concentration will include nine hours in ENG 292: Intro to Creative Writing, ENG 392: Poetry Writing, and ENG 393: Fiction Writing. Introduction to Creative Writing is offered every Fall term. Poetry writing is offered during the odd Spring and Fiction Writing during the even Spring. In addition, students will select six hours of writing electives from courses in Intro to Journalism, Advanced Writing, Creative Writing: Nonfiction, and other English courses emphasizing writing such as ENG 397: Special Topics in Writing. NOTE: Students should be able to complete the concentration in Creative Writing in two years.

Odd Fall	Even Winter	Even Spring
ENG 292	ENG 294	ENG 393
ENG 397		ENG 290
ENG 498		ENG 397
Even Fall	Odd Winter	Odd Spring
ENG 292	ENG 291	ENG 392
ENG 397		ENG 290
ENG 498		

The English Minor

The department also encourages the election of English as a minor. Students who follow this course must complete a minimum of 18 semester hours of course work above the 100 level. Although the program does not need to follow the precise program of courses required of majors, minors must nevertheless arrange their course of study in consultation with the department chair.

For the student interested in working in journalism, publishing houses, television, public relations, or radio, a combination of courses in English, politics, economics, sociology, history, philosophy, and art is recommended. Her major subject ought to be selected from among departments in language and literature, history, and social sciences. She should plan to take courses in advanced writing, and she should plan to take advantage of internships offered in her area of professional interest. Participation in student publications is especially recommended. For further information on this career program, see the presentation in the section of this catalog titled "Career and Pre-Professional Programs" on page 129 .

** on Sabbatical, spring 2002

Department of English

*98. ENGLISH AS A SECOND LANGUAGE/THREE OR SIX CREDITS

This course is designed to aid international students with the English language and with the English-language educational style so that they might read, write, speak, and understand English sufficiently well to benefit from other classes and experiences.

*101. COMPOSITION/THREE CREDITS

This course encourages the student's achievement of a clear and concise prose style by emphasizing essay writing. The course includes readings in the essay, in-class exercises, discussions of the student's own writing, and conferences with the instructor. Students will write at least six papers and two in-class essays.

*102. INTRODUCTION TO LITERARY TYPES/THREE CREDITS

Readings in the major literary genres—poetry, fiction, and drama. This course introduces critical concepts and vocabulary that enable students to analyze literature seriously and provides experience of critical practice that will help students to develop their own competence in literary interpretation. The course material may be focused upon a particular theme—such as marriage, initiation, truth, alienation, reality—that will allow students to see the diverse literary responses to universal subjects.

*150. STUDIES IN FILM/THREE CREDITS

GEP Course for Fine Arts. A critical examination of notable examples of film. Films representing a variety of genres (comedy, film noir, musical) and countries will be viewed and analyzed. *Offered during winter term only.*

*199. FRESHMAN HONORS SEMINAR/THREE CREDITS

GEP, elective credit. A study of a selected subject within the discipline which will vary from term to term. The course is designed to encourage student participation in the intellectual processes through class discussion, research and writing, special projects, problem solving, and evaluation and defense of positions. When the subject matter duplicates that of another course, credit toward graduation will be granted for only one of the courses. *Offered periodically in rotation with seminars in other disciplines.*

*201, 202. MAJOR BRITISH WRITERS/THREE OR SIX CREDITS

Required for major. Selections from the entire body of British literature beginning with the Anglo-Saxon period. The works of major writers are studied in chronological order and appropriate attention is given to backgrounds and characteristics of major literary periods. The first half studies the literature to 1660. The second half studies the literature from 1660 to the present.

*203. SURVEY OF AMERICAN LITERATURE I/THREE CREDITS

Selections from the body of American literature from the beginning to 1865. The works of representative writers are studied in chronological order and appropriate attention is given to backgrounds and characteristics of major literary periods.

*204. SURVEY OF AMERICAN LITERATURE II/THREE CREDITS

Selections from the body of American literature from 1865 to present. The works of representative writers are studied in chronological order and appropriate attention is given to backgrounds and characteristics of major literary periods.

290. ADVANCED WRITING/THREE CREDITS

A workshop approach to the writing of expository prose. The course is designed for levels of experience and is structured to give beginning and advanced practice in exposition, description, and argument.

291. WRITING FOR THE PUBLIC: JOURNALISM AND PUBLIC INFORMATION/THREE CREDITS

A workshop in the composition of expository prose, with emphasis on those types frequently employed in public information.

292. INTRODUCTION TO CREATIVE WRITING/THREE CREDITS

Instruction in the writing of poetry, fiction, and drama. Regular writing assignments will be required. Student writing will be discussed in a "workshop" procedure and structure.

294. INTRODUCTION TO JOURNALISM/THREE CREDITS

An introduction to journalistic writing, including the writing of news, features, editorials, and interviews and journalistic ethics. Some work with basics of layout and design is involved. Prerequisite or co-requisite for staff positions on the student newspaper.

*300. TOPICS IN MEDIEVAL LITERATURE/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 include Chaucer, Arthurian Literature, the History of Romance, and Old English Poetry.

*305. WORLD LITERATURE/THREE CREDITS

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

*310. TOPICS IN RENAISSANCE STUDIES/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.

*315. ADOLESCENT LITERATURE/THREE CREDITS

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.

*320. SHAKESPEARE/THREE CREDITS

A study of Shakespeare's major plays.

*330. EIGHTEENTH CENTURY STUDIES/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.

*340. NINETEENTH-CENTURY BRITISH LITERATURE/THREE CREDITS

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

† *Courses in this department are generally offered for three hours of credit. However, Cultural Convergence is for six hours of credit. Three of these hours may count as GEP credit in humanities and three hours may count as GEP credit in literature.*

***350. NINETEENTH-CENTURY AMERICAN LITERATURE/THREE CREDITS**

A study of major movements in American literature from 1800–1900 (Romanticism, Transcendentalism, Realism, and Naturalism). Authors studied may include Emerson, Fuller, Thoreau, Douglass, Hawthorne, Melville, Whitman, Twain, James, Chopin, Wharton, and Dubois.

***360. TWENTIETH-CENTURY FICTION/ 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.

***365. TWENTIETH-CENTURY POETRY/THREE CREDITS**

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

***370. WOMEN WRITERS/THREE CREDITS**

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.

***380. SPECIAL TOPICS IN LITERATURE/ 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.

390. GENRE STUDIES/THREE CREDITS

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

391. FEATURE WRITING/THREE CREDITS

Prerequisite: ENG 294 or permission of instructor. Study in advanced feature writing techniques (human interest story, personality profile, travel story, and special event story). Lecture/workshop format. *Offered spring semester.*

392. CREATIVE WRITING: POETRY/ THREE CREDITS

Prerequisite: ENG 292 or permission of the instructor. Instruction in advanced techniques in the writing of poetry. Workshop format.

***393. CREATIVE WRITING: FICTION/THREE CREDITS**

Prerequisite: ENG 292 or permission of the instructor. Instruction in advanced techniques in the writing of fiction. Workshop format.

394. LITERARY CRITICISM/THREE CREDITS

A study of the important texts of literary criticism.

395. HISTORY OF THE LANGUAGE/THREE CREDITS

A study of the development and principles of the English language.

396. MODERN ENGLISH GRAMMAR/THREE CREDITS

A linguistic approach to the study of English grammar. Students will be introduced to structural, descriptive, comparative, and historical linguistics. The main emphasis of the course will center on transformational or transformational-generative grammar.

***397. SPECIAL TOPICS IN WRITING/THREE CREDITS**

Prerequisite: ENG 101 or equivalent. 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), and Creative Non-Fiction.

490. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/THREE CREDITS

This course allows students to pursue a course of study in literature and language not covered by the regular offerings in English. The student is responsible for devising the course of study and seeking a faculty sponsor and director. *May be repeated for credit.*

493. PUBLICATIONS/MEDIA INTERNSHIP/ THREE CREDITS

May not be taken for major credit. Prerequisite: ENG 291 or 294. Designed to accommodate those students engaged in internships in publishing (newspaper, magazine, book), TV, radio, and advertising. Generally requires assignment of a written project in addition to the internship work experience. May be taken more than once with the approval of the department.

497. HONORS/THREE CREDITS

For qualified senior majors. Independent research and thesis written under the direction of a member of the English faculty. Students must be recommended by the department.

498. SENIOR SEMINAR/THREE CREDITS

Required of all English majors. Offered in the fall term of the senior year. The seminar offers an opportunity for each student to develop in some depth a special interest to be presented in a paper of 15–20 pages. Instruction is given on bibliographical methods. The subject of the paper can come from any course within the college curriculum, but it must relate to literature. For students in the Creative Writing Concentration, the seminar offers an opportunity to develop a publishable collection (20 pages) of poetry or prose along with an introduction to the work detailing how the author's writing fits into the contemporary literary scene.

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES

ANTHONY S. SCAVILLO, *chair*, B. BRANT BYNUM, JAMES G. HARRISON, RAFAEL E. HERNÁNDEZ, CLAYTON HOUCHEMS, JERI-ANNE KING, ERIKA F. SCAVILLO, CATHERINE J. WEST

The mission of the Department of Foreign Languages and Literatures is to enable Converse students to embrace diversity and complexity in the world through communication in other languages. The department will achieve this goal by preparing students in the following areas:

1. competence in oral comprehension, speaking, reading, and writing of the target language
2. knowledge of the culture and literature of the major language
3. preparation to enter an advanced degree program, public service, business, or the professions

Students majoring in French, German, or Spanish must complete 30 semester hours in courses numbered 202 or above (excluding 203-204). Students exempting 202 upon entering Converse need only complete 27 semester hours. In addition to the major in French, German, or Spanish, the Department offers a major in Modern Languages. Students majoring in Modern Languages must complete 21 semester hours of course work at the level of 202 or above (excluding 203-204) in one language with all the same requirements as for a minor. Students majoring in Modern Languages will also take an additional 24 semester hours in other languages. The requirements for a major are as follows:

French/German 303–304; Spanish 304–305	6 hours
Senior Seminar 499	3 hours
Additional Electives	21 hours
TOTAL HOURS	30 hours

It is strongly recommended that all majors and minors participate in at least one internship and one study abroad program. It is not possible for a student to complete a major in German without one semester of foreign study in a German-speaking country.

A minor in French, German, or Spanish consists of 21 hours of courses at the level of 202 or above (excluding 203-204) (students exempting 202 upon entering Converse need only complete 18 semester hours.) with the same requirements as the major except that the senior

seminar is optional. A minor in a foreign language is a minimum language requirement for the International Business major.

A minor in Latin consists of a minimum of 21 hours at the level of 202 or above. Students should confer with the Latin professor to plan a minor.

***101-102. FRENCH/GERMAN/ITALIAN/SPANISH. ELEMENTARY FRENCH/GERMAN/ITALIAN/SPANISH/SIX CREDITS**

A course for beginners designed to initiate students not only into a foreign language, but also into a new and exciting culture. Up-to-date teaching methods and techniques are employed throughout the program. *Lab fee—\$20.00 per semester.*

***199. FRENCH/GERMAN/SPANISH. FRESHMAN HONORS SEMINAR/THREE CREDITS**

GEP, elective credit. Offered periodically in rotation with seminars in other disciplines. A study of a selected subject within the discipline which will vary from term to term. The course is designed to encourage student participation in the intellectual processes through class discussion, research and writing, special projects, problem solving, and evaluation and defense of positions. When the subject matter duplicates that of another course, credit toward graduation will be granted for only one of the courses.

***201. FRENCH/GERMAN/ITALIAN/SPANISH. INTERMEDIATE FRENCH/GERMAN/ITALIAN/SPANISH/THREE CREDITS**

Prerequisites: FRN/GER/ITL/SPN 101-102, or placement in FRN/GER/ITL/SPN 201. This course is a structural review of the language. *Lab fee—\$20.00.*

***202. FRENCH/GERMAN/ITALIAN/SPANISH. INTERMEDIATE FRENCH/GERMAN/ITALIAN/SPANISH/THREE CREDITS**

Prerequisites: FRN/GER/ITL/SPN 201 or placement in FRN/GER/ITL/SPN 202. This course will emphasize speaking and listening with progressively increased practice in reading and writing. *Lab fee—\$20.00*

***205. FRENCH/GERMAN/SPANISH/ITALIAN. FOREIGN LANGUAGE TRAVEL SEMINAR/ THREE OR SIX CREDITS**

(Dependent upon amount of time spent abroad.) *GEP, major, elective credit. Prerequisites: 102 level or equivalent of the language in the program.* A study of the language and the culture of the country. The course may be divided into two parts: time abroad and time at Converse considering topics pertaining to the culture and contemporary life. Satisfies the language requirement, in part or in full, depending on the length of time spent abroad. *Offered during winter and summer term depending on sufficient enrollment.*

***210. FRENCH/SPANISH. TOPICS IN READING, WRITING AND CONVERSATION/THREE CREDITS**

GEP credit. Prerequisite: FRN/SPN 201. A study of a particular topic of French or Spanish culture selected by the instructor. Subjects will vary from year to year. This course completes the language requirement in all cases. *Lab fee where applicable.*

Department of Foreign Languages and Literatures

*265/365. FRENCH/GERMAN/SPANISH.FOREIGN LANGUAGE STUDY SEMINAR/ THREE OR SIX CREDITS

Students will study the target language and enroll in a foreign study program or participate in a Converse designed program, studying the language and discussing important topics on culture and contemporary life. Grades in the course will be determined *either* by the native language teacher or *by a Converse professor*, based on class participation, tests and graded assignments. *Offered during winter or summer terms, contingent upon sufficient enrollment.*

314. SPECIAL TOPICS: FRENCH/SPANISH/ THREE CREDITS

Not for GEP credit. Elective credit, major credit with approval of department chair. Prerequisite: Permission of instructor. This course will introduce students to various aspects of the social and cultural realities of the target cultures using historical readings and literary selections supported by films and travel. Topics of consideration may include history, women, the media, immigrants and racism, and colonialism.

496. FOREIGN LANGUAGE INTERNSHIP/ THREE OR SIX CREDITS

Prerequisite: One course numbered 300 or above and permission of the instructor. An internship in business or a public or private agency requiring the use of the student's foreign language skills. Graded on a pass/fail basis. Major/minor credit.

FRENCH

*203, 204. FRENCH LITERATURE IN TRANSLATION/ THREE OR SIX CREDITS

A study of selected masterpieces of French literature in English translation.

301, 302. COMPOSITION AND CIVILIZATION/ THREE OR SIX CREDITS

Prerequisite: FRN 201-202, or placement in FRN 301. This course gives students facility in the language needed to study literature courses in which lectures are in French. Attention is paid to developing all linguistic skills, i.e., comprehension, speaking, reading, and writing.

*303, 304. A SURVEY OF FRENCH LITERATURE/ THREE OR SIX CREDITS

Permission of instructor. A study of selected themes in French literature from the beginning to the present time. The first term treats French literature from the beginnings to the revolutionary period; the second term from the French Revolution to the present.

*305. THE AGE OF LOUIS XIV/THREE CREDITS

A study of seventeenth-century France and French literature.

*306. THE FRENCH REVOLUTION/THREE CREDITS

Permission of instructor. A study of the French Revolution as well as literary works that challenge the accepted values of the *Ancient Regime*. Films and records will supplement the readings in the course.

*307. FRANCE IN THE ROMANTIC AGE/ THREE CREDITS

Permission of instructor. A study of France in the first half of the nineteenth century and of Romanticism through the great literary works of the period.

*308. STUDIES IN TWENTIETH-CENTURY LITERATURE/ THREE CREDITS

A study of the literature of twentieth-century France that could be organized by theme, genre, or author.

309/517. FRANCOPHONE LITERATURE OF AFRICA AND THE CARIBBEAN/THREE CREDITS

Prerequisite: Permission of instructor. 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.)

310. COMMERCIAL FRENCH/THREE CREDITS

Prerequisite: FRN 202 or equivalent. This is an introductory course into the everyday business language used in France. It consists of the study of oral and written texts dealing with such subjects as applications for jobs, interviews, business correspondence, advertising, etc., and includes structural exercise dealing with grammar difficulties and typical commercial terminology. *Elective credit (or major credit upon approval of department chair).*

312. CONTEMPORARY FRENCH CULTURE/ THREE CREDITS

Prerequisite: FRN202 or equivalent. A course dealing with the problems arising while studying and living in a different culture. It consists of the study of oral and written texts covering such subjects as travel, education, family life, health, economic and political life, and includes structural exercises dealing with grammar and vocabulary difficulties.

415. ADVANCED GRAMMAR/THREE CREDITS

Permission of instructor. A study of more complex grammatical structures with an emphasis on translation.

490. DIRECTED INDEPENDENT STUDY/ THREE CREDITS

This course allows students to pursue a course of study not covered by regular offerings in French. Both teacher and student will select the topic of study according to the student's needs and interests.

499. SENIOR SEMINAR/THREE CREDITS

A review course treating topics in French language, contemporary civilization, and literature.

GERMAN

301. GERMAN COMPOSITION AND CONVERSATION/ THREE CREDITS

Prerequisite: GER 202 or the equivalent. Modern short stories will be the basis for discussions on a wide range of topics contrasting German and American cultural attitudes and the ways in which they are expressed. Written assignments will be related to discussion topics. The course will stress application of grammar, idiomatic usage of German, and vocabulary acquisition.

302. GERMANY TODAY/THREE CREDITS

Prerequisite: GER 202 or the equivalent. An introduction to present-day Germany. The course will explore Germany's recent history, its geographical development, and its political, cultural, and educational institutions through authentic listening and reading materials.

*303. INTRODUCTION TO GERMAN LITERATURE/ THREE CREDITS

Prerequisite: GER 202 or the equivalent. Selected readings in poetry, drama and prose will introduce the student to the historical development of various literary genres and foster an appreciation of diverse styles and literary techniques.

304. FILM AS A MIRROR OF TWENTIETH-CENTURY GERMANY/THREE CREDITS

Prerequisite: GER 202 or the equivalent. From Nazi propaganda to the dangers of Neo-Nazism, from the constraints placed on women to the plight of the "gastarbeiter," German films depict the spectrum of political and social issues that face Germany today. These issues will be discussed and more fully explored through complementary readings.

490. DIRECTED INDEPENDENT STUDY/THREE CREDITS

This course allows students to pursue a course of study not covered by regular offerings in German. Both teacher and student will select the topic of study according to the student's needs and interests.

499. SENIOR SEMINAR/THREE CREDITS

A review course treating topics in German language, contemporary civilization, and literature.

Department of Foreign Languages and Literatures

ITALIAN

*101-102 ELEMENTARY ITALIAN/SIX CREDITS

A course for beginners. *Offered every other year. Lab fee: \$20.00.*

*201–202. INTERMEDIATE ITALIAN/SIX CREDITS

This course is a structural review of the language. *Offered every other year. Lab fee: \$20.00.*

LATIN

*101-102. INTRODUCTION TO LATIN/SIX CREDITS

This course studies the essential elements of the language, including pronunciation, vocabulary, morphology, syntax, composition, and translation.

*201-202. INTERMEDIATE LATIN/SIX CREDITS

Prerequisite: LTN 102, or placement by the department. Advanced grammar and translation.

*301-302. READINGS IN LATIN LITERATURE/ SIX CREDITS

Prerequisite: LTN 202, or placement by the department. The materials of these courses will normally concentrate on history (Caesar, Pliny, Suetonius) and poetry (Tibullus, Ovid, and Lucretius). Offered as tutorials on request.

*401-402. ADVANCED READINGS IN LATIN LITERATURE/SIX CREDITS

Permission of instructor. The materials of these courses will normally concentrate on oratory (Cicero), satire (Juvenal and Martial), poetry (Virgil and Horace), history (Tacitus), and fiction (Apuleius). Offered as tutorials on request.

490. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/THREE CREDITS

A special program for advanced students. Course direction is tailored to the student's needs.

SPANISH

*203. LATIN AMERICAN LITERATURE IN TRANSLATION/THREE CREDITS

A study of selected literary masterpieces from Latin America.

*204. SPANISH LITERATURE IN TRANSLATION THREE CREDITS

A study of selected literary masterpieces of Spanish literature from the fifteenth century to the present.

301. SPANISH AND LATIN AMERICAN CULTURES/ THREE CREDITS

Prerequisite: SPN 202, placing out of SPN 202, or permission of instructor. Study of the origin, evolution, and transculturation of Spanish and Latin American values and the institutions which reflect them. Emphasizes history, trends, and socioeconomic and political events.

302. CONVERSING AND WRITING ON SPANISH AND LATIN AMERICAN LITERATURES/THREE CREDITS

Prerequisite: SPN 202, placing out of SPN 202, or permission of instructor. Helps to develop further, through conversation and composition, the facility in the language necessary to study literature in courses in which lectures, readings, discussion, and papers are in Spanish. Emphasizes analysis and criticism of Spanish and Latin American literatures.

303. CONVERSING AND WRITING ON THE PROFESSIONS/THREE CREDITS

Prerequisite: SPN 202, placing out of SPN 202, or permission of instructor. Helps to develop further, through conversation and composition, the ability in the language necessary to function in

professional fields such as banking, law, medicine, social services, education, architecture, planning, sales, economics, and business.

*304. SURVEY OF SPANISH LITERATURE: AN INTRODUCTION TO THE SPANISH MIND/ THREE CREDITS

Permission of instructor. A study of Spanish literature through the centuries in its historical, artistic, and philosophical context. Class held in Spanish with opportunity for oral, written, reading, and comprehension skill building. Centuries and readings will vary.

*305 SURVEY OF MODERN LATIN AMERICAN LITERATURE: REFLECTIONS ON ARTISTIC, SOCIAL, AND POLITICAL TRENDS/THREE CREDITS

Permission of instructor. An introduction to the main movements, authors, and works of Spanish American literature from Modernism to the present. Class held in Spanish with opportunity for oral, written, reading, and comprehension skill building.

*306. SPAIN OF THE GOLDEN AGE/THREE CREDITS

Permission of instructor. A study of Spain at the height of its power during the sixteenth and seventeenth centuries through its literature, art, history, and philosophy. Class held in Spanish with opportunity for oral, written, reading, and comprehension skill building.

*307. SPAIN: "ENLIGHTENED, ROMANTIC, REAL"/ THREE CREDITS

Permission of instructor. A study of the eighteenth and nineteenth-century Spain through its literature, art, history, and philosophy. Class held in Spanish with opportunity for oral, written, reading, and comprehension skill building.

*308. CONTEMPORARY SPAIN/THREE CREDITS

Permission of instructor. A study of Spain from 1898 to the present through its literature, art, history, and philosophy. Class held in Spanish with opportunity for oral, written, reading, and comprehension skill building.

*309. MODERN LATIN AMERICA: THE NOVEL OF THE "BOOM" AND THE POLITICAL DRAMA/ THREE CREDITS

Permission of instructor. Latin American literature of the last fifty years. Emphasis will be placed on artistic and historical events and on the novels and plays by the writers of the literary "boom," including masterpieces by Nobel Prize winners. Class held in Spanish with opportunity for oral, written, reading, and comprehension skill building.

*310. MODERN LATIN AMERICA: IMAGES AND SYMBOLS OF CHANGE IN POETRY AND SHORT STORY/ THREE CREDITS

Permission of instructor. Latin American literature of the last fifty years. Emphasis will be placed on the poems and short stories by the writers of the literary "boom," including masterpieces by Nobel Prize winners. Class held in Spanish with opportunity for oral, written, reading, and comprehension skill building.

415. ADVANCED GRAMMAR/THREE CREDITS

Permission of instructor. A study of more complex grammatical structures and vocabulary usage. Class held primarily in Spanish with emphasis on integrating the material into appropriate oral and written context.

490. DIRECTED INDEPENDENT STUDY/THREE CREDITS

This course allows students to pursue a course of study not covered by regular offerings in Spanish. Both teacher and student will select the topic of study according to the student's needs and interests.

499. SENIOR SEMINAR/THREE CREDITS

A final course for majors treating topics in Spanish language and contemporary Spanish and Latin American cultures and literatures.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

MARGARET S. MOORE, *chair*

The mission of the Department of Health and Physical Education at Converse is to provide as broad and varied a curriculum as possible so students can develop skills, knowledge, and understanding that will lead to participation in life time sports and/or fitness activities.

Departmental Requirements and Recommendations

Every new student, by July 1, must be examined by her own physician. The report must be sent to the Director of Health Services.

Freshmen are required to take two activity courses to be selected from three different areas: Dance, Individual, and Team. Courses are graded conventionally and will be counted in the grade average of the student. Dance courses are listed in the Department of Theatre.

Students who are not safe in deep water are encouraged to take a swimming course.

Beyond the freshman year, nine additional credit hours in P.E. activity courses will be allowed. Only two of these additional hours, however, will count toward the total of 120 hours required for graduation.

If a student's health restricts her participation, she is expected to meet the two-course requirement through a limited program plan. All such students shall arrange their physical education work in consultation with the chair of the department at the time of registration.

Equitation is offered as an off-campus sport. Riding students must have written parental permission and a written statement releasing the College from all liability in the activity and in transportation. Charges for instruction in equitation are listed under Fees.

In conjunction with the Athletic Association, the department conducts intramural activities throughout the year in volleyball, basketball, tennis, golf, and soccer.

The department conducts and advises the Tarpon-Shark Club which presents an annual public performances.

*100-400. EQUITATION/ONE CREDIT

GEP, elective. HPE 100: Beginning Equitation, HPE 200: Intermediate Equitation, HPE 300: Advanced Equitation, HPE 400: School Group in Equitation. *Offered during fall and spring terms. Fee payable to Converse: \$522 each term.*

*120-126. BEGINNING OR ADVANCED BEGINNING INDIVIDUAL SPORT/ONE CREDIT

GEP, elective. HPE 120: Archery, HPE 121: Badminton, HPE 122: Bowling, HPE 123: Fencing, HPE 124: Golf, HPE 125: Stunts and Tumbling, HPE 126: Tennis. *Offered during fall and/or winter and/or spring term. Green fee for golf payable at the course is \$10.00.*

*130-134. BEGINNING TEAM SPORTS/ONE CREDIT

GEP, elective. HPE 130: Basketball, HPE 131: Hockey, HPE 132: Soccer, HPE 133: Speedball, and HPE 134: Volleyball. *Offered during fall and/or winter and/or spring term.*

*140-242. SWIMMING/ONE CREDIT

GEP, elective. HPE 140: Beginning Swimming, HPE 240: Intermediate Swimming, HPE 242: Synchronized Swimming. *Offered fall and/or spring.*

*150. FITNESS/ONE CREDIT

GEP, elective. *Fall and spring: Aerobics. Winter: Approaches. Spring: Walk/Swim. Meets individual sport requirement.*

180. STANDARD FIRST AID AND PERSONAL SAFETY/CARDIOPULMONARY RESUSCITATION/ TWO CREDITS

Elective credit. A study of first aid, including thorough knowledge and skill development to meet the needs of most situations when emergency first-aid care is needed and medical assistance is not excessively delayed. *Offered during winter term.*

195. ATHLETIC TRAINING/THREE CREDITS

Prerequisites: BIO 100. Elective Credit. This course focuses on causes, symptoms, emergency care, treatment, rehabilitation and diagnostic training for sports injuries. *Offered during winter term. Special fee: \$20.00 for training.*

197. CURRENT HEALTH TOPICS/THREE CREDITS

Elective. Topics to be included are nutrition, diet, weight control, and physical fitness. *Offered on demand.*

*220-226. INTERMEDIATE INDIVIDUAL SPORTS/ ONE CREDIT

GEP, elective. HPE 224: Golf, HPE 226: Tennis. *Offered on demand. Green fee for golf payable at the course is \$40.00.*

*245. LIFEGUARD TRAINING AND WATERFRONT LIFEGUARDING MODULE/ONE CREDIT

GEP, elective. The American Red Cross Lifeguarding course covers the skills and knowledge required for effective lifeguarding at swimming pools and non-surf, open water beaches. *Offered during winter term. Must have either current CPR and Standard First Aid or take concurrently. Fee payable to Red Cross through instructor is \$20.00, including books.*

*345. LIFEGUARD TRAINING INSTRUCTORS/ ONE CREDIT

GEP, elective. This course is designed to train participants to teach American Red Cross Lifeguarding courses. *Offered on request during winter term. Must have a current American Red Cross Lifeguarding certificate. Fee payable to Red Cross through Instructor is \$55.00, including books.*

Department of Health and Physical Education

***344. WATER SAFETY INSTRUCTORS/TWO CREDITS**
GEP (only 1 of the 2 credits may count toward GEP), elective. This course is designed to train participants to teach American Red Cross swimming and water safety courses. *Offered during spring term. Eligibility determined by precourse written and skills tests. Fee payable to Red Cross through Instructor is \$15.00 including books.*

393. HEALTH AND PHYSICAL EDUCATION FOR ELEMENTARY TEACHERS/ THREE CREDITS
Prerequisites: None. Required for elementary majors, elective for special education majors. Designed to meet certification requirements of the State Department of Education. A study of the developmental characteristics of the elementary child and planned activities in health and physical education that meet these needs. *Offered during fall, winter, and first summer session terms.*

**490. DIRECTED INDEPENDENT STUDY/
ONE OR TWO CREDITS**
Elective. This course is designed as an individual study of a topic chosen by the student and approved by the instructor or as a group study designed to complement the physical education curriculum or a specific course offered by another department. *Offered on demand.*

DEPARTMENT OF HISTORY AND POLITICS

JOE P. DUNN, *chair*, JEFFREY POELVOORDE, JOHN M. THEILMANN,
MELISSA WALKER, JEFFREY WILLIS

The mission of the Department of History and Politics for both history and politics majors is to instill a love of learning and to enable students to acquire the intellectual resources and analytical skills necessary to live meaningful lives in the ever-changing national and global community.

The department strives to enhance the intellectual capacity of Converse students and provide them with opportunities to develop analytical, conceptual, reading, writing, speaking, synthesizing, and thinking skills. To this end, the department has established substantive goals for both majors which include the ability to:

1. appreciate the past, understand the complex forces of change, and appreciate the relationships between past, present, and future
2. gain a factual and conceptual grasp of the discipline, its major areas of inquiry, and the basic questions to be asked in the study of the particular periods or subfields to which the student is exposed in her courses
3. understand how this discipline employs methodology to comprehend the nature of reality
4. evaluate varying interpretations of events, phenomena, or data
5. learn how to posit and articulate one's own views on particular subjects

HISTORY

A major in history consists of a minimum of 30 semester hours, including HIS 100 and 27 hours above the 100 level. The requirements are as follows:

HIS 100	3 hours
Three European history courses	9 hours
Two American history courses	6 hours
Additional history electives	12 hours

TOTAL HOURS 30 hours

Internships do not count toward the 30-hour minimum major requirements. The department also strongly urges that majors take at least three hours of non-Western history (HIS 315, 375, 470). A history major will write a research paper in one of her advanced courses in the department prior to her senior year and one during her senior year. The paper may be in either history or politics. Students who double major in history and politics may count no more than two department crosslisted courses toward each major.

The requirements for a minor in history are the same as for the major, except that the student must take a minimum of only 21 semester hours and is not required to write the research papers.

For graduate course listings, refer to the *Graduate Catalog*.

Introductory

*100. MAJOR TOPICS IN MODERN EUROPEAN HISTORY/THREE CREDITS

Examination of key issues in modern European history, such as the French Revolution, the Industrial Revolution, Marxism, Imperialism, the Russian Revolution, Stalin, Fascism, and the Cold War. *Multiple sections offered during fall and spring terms. Students who receive advanced placement exam credit with a score of three or better may not enroll in HIS 100. AP hours do not count toward the minimum hours for a major or a minor. Offered every term.*

*199. FRESHMAN HONORS SEMINAR/THREE CREDITS

A study of a selected subject within the discipline which will vary from term to term. The course is designed to encourage student participation in the intellectual processes through class discussion, research and writing, special projects, problem solving, and evaluation and defense of positions. When the subject matter duplicates that of another course, credit toward graduation will be granted for only one of the courses. *Offered periodically in rotation with seminars in other disciplines. Offered in fall.*

Department of History and Politics

American History

*201, 202. AMERICAN HISTORY/ THREE OR SIX CREDITS

A survey of U. S. History from colonial times to the present. History 201 deals with the period before 1877; History 202, the period since 1877. *The Department will grant six hours credit for History 201-202 to those students who have scored 3 or better on the Advanced Placement Examination in American History. Such students may not enroll in History 201-202. History 201 is offered during fall term. History 202 is offered during spring term. AP hours do not count toward the minimum hours for a major or a minor.*

*210. WOMEN LEADERS IN AMERICAN HISTORY/ THREE CREDITS

This course will provide an opportunity to study leadership as exhibited by significant women in American history. *Offered annually.*

*306. AFRICAN-AMERICAN HISTORY/ THREE CREDITS

A survey of African-American history from colonial times to the present. *Offered alternate years.*

*345. WOMEN IN AMERICAN HISTORY THREE CREDITS

A study of women in American history from The Colonial Era to the present. *Offered alternate years.*

*375. THE VIETNAM EXPERIENCE/ THREE CREDITS

A study of the historical background of the Vietnam War with assessment of the American experience in Vietnam. Emphasis is on Vietnam as a case study in the American foreign policy/ national security process. Attention is given to the "lessons of Vietnam" and to continuing contemporary events in Southeast Asia. *Cross-listed with POL 375. Also qualifies as non-Western. Offered alternate years.*

*408. THE COLONIAL AND REVOLUTIONARY ERA, 1607-1783/THREE CREDITS

A study of the founding and development of America. *Offered alternate years.*

*412. THE NEW NATION, 1783-1840/THREE CREDITS

A study of the United States from the end of the Revolution through the Jacksonian Era. *Offered alternate years.*

*421. THE ERA OF THE CIVIL WAR, 1840-1876/ THREE CREDITS

A study of Westward expansion, the Old South, the abolitionist crusade, the Civil War, and Reconstruction. *Offered alternate years.*

*422. THE EMERGENCE OF MODERN AMERICA, 1876-1920/THREE CREDITS

A study of the United States from 1876 to 1920. Topics covered include the growth of big business, the Populist Movement, Imperialism, Progressivism, and World War I. *Offered alternate years.*

*440. AMERICA BETWEEN THE WARS, 1919-1945/ THREE CREDITS

A study of the United States from the end of World War I through the end of World War II. *Offered alternate years.*

*441. RECENT UNITED STATES, 1945 TO THE PRESENT/THREE CREDITS

A study of the United States from the end of World War II to the present. *Cross-listed with POL 441. Offered alternate years.*

*455. AMERICAN FOREIGN POLICY/ THREE CREDITS

A study of the institutions and functioning of foreign policy/national security decision-making as well as of selected topics of the Cold War and contemporary events. *Cross-listed with Politics 455. Offered alternate years.*

European History

*310. TSARIST RUSSIA/THREE CREDITS

A study of the beginnings of Russian history and of the Tsarist period to 1894. *Offered alternate years.*

*311. THE RUSSIAN REVOLUTION AND THE SOVIET UNION/THREE CREDITS

A study of the background and progress of the 1917 revolutions and the origins and history of the Soviet Union. Course begins in 1894. *Offered alternate years.*

*318. ENGLISH HISTORY TO 1714/ THREE CREDITS

A survey of the history of England from its beginning through the end of the Stuart Dynasty. *Offered alternate years.*

*319. ENGLISH HISTORY SINCE 1714/ THREE CREDITS

A survey of the history of England from the beginning of the Hanoverian Dynasty to the present. *Offered alternate years.*

*330. THE AGE OF SHAKESPEARE/THREE CREDITS

A study of a selection of Shakespeare's plays within the context of Tudor and early Stuart history. In addition to class lectures and discussions, students will attend productions of the Royal Shakespeare Company in London and Stratford and visit sites connected with the history of the time. *Cross-listed with ENG 330. Offered in the London term.*

*351. RENAISSANCE AND REFORMATION/ THREE CREDITS

Major credit, elective credit. A survey of European history from 1350 to 1648. *Offered alternate years.*

*352. THE AGE OF THE ENLIGHTENMENT/ THREE CREDITS

A survey of European history from 1648 to 1789. *Offered alternate years.*

*361. THE MIDDLE AGES/THREE CREDITS

A general survey of the Middle Ages from the fall of Rome to the Renaissance. Emphasis will be upon political, institutional, ecclesiastical, and cultural history. *Offered alternate years.*

*362. EUROPE: 1870-1918/THREE CREDITS

A study of the major countries and trends in Europe in the late 19th and early 20th centuries. Coverage ends with the background and significance of World War I. *Offered on demand.*

*363, 364. TWENTIETH-CENTURY EUROPE/ THREE OR SIX 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. *Offered alternate years.*

*365. PROBLEMS IN BRITISH HISTORY/ 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. *Offered on demand in the winter term or in the London term.*

*385. IRISH HISTORY/THREE CREDITS

A survey of Irish history from Celtic times to the present. The emphasis is upon understanding the current troubles. *Offered in the winter term on demand. Offered alternate years.*

Non-Western History

***315. MODERN CHINA/THREE CREDITS**
 A survey of modern Chinese history with emphasis upon the nineteenth and twentieth centuries. *Offered alternate years.*

***375. THE VIETNAM EXPERIENCE/ THREE CREDITS**
 A study of the historical background of the Vietnam War with assessment of the American experience in Vietnam. Emphasis is on Vietnam as a case study in the American foreign policy/ national security process. Attention is given to the "lessons of Vietnam" and to continuing contemporary events in Southeast Asia. *Cross-listed with POL 375. Also qualifies as American History. Offered alternate years.*

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

***470. ISLAMIC AND MIDDLE EAST POLITICS/THREE CREDITS**
 An introduction to Islamic politics and to the comparative and developmental issues of the Arab world and the larger Middle East. The approach will be historical as well as contemporary. *Cross-listed with POL 470. Offered alternate years.*

Internships, Advanced Individual Study, and Special Topics

480. JUNIOR-SENIOR SEMINAR/ THREE CREDITS
 A course in methodology, research, and writing for history and politics majors. *Cross-listed with POL 480. Offered alternate years.*

490. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/THREE CREDITS
Prerequisite: permission of instructor. An independent course of study on selected topics. *Offered on demand.*

***491. SPECIAL TOPICS IN HISTORY/ THREE CREDITS**
 A course on a special topic not in the regular curriculum. If the topic is different, the course may be taken more than once for credit. *Offered on demand.*

496. INTERNSHIP IN APPLIED HISTORY/ THREE OR SIX CREDITS
Prerequisite: Permission of the department. Internships in archival administration, museum curatorship, management of historic properties, and historical restoration. *Offered on demand.*

POLITICS

A major in politics consists of a minimum of 33 hours of course work. Internships do not apply to the 33-hour minimum. The major requirements are as follows:

- POL 101: American Government 3 hours
- National Affairs (choose two) (one must consist of the study of an institution) 6 hours
 - POL 301: The Congress
 - POL 308: Special Topics
 - POL 311: The Presidency
 - POL 335: Constitutional Law
 - POL 336: Civil Liberties
 - POL 350: Elections and Political Parties
 - POL 441: Recent US History
 - POL 448: Public Administration
- Political Theory (choose two, one of which must be POL 310 or 312) 6 hours
 - POL 310: Ancient, Medieval, and Renaissance Political Theory
 - POL 312: Early Modern and Modern Political Theory
 - POL 316: American Political Thought
 - POL 317: Gender and Politics
 - POL 414: Special Topics in Political Theory
- Foreign Policy & International Relations/ Comparative Government (choose three with at least one from each of the two categories. See below for a listing of which courses correspond to each category) 9 hours
 - POL 375: The Vietnam Experience
 - POL 402: Women's Lives in Asian and African Cultures
 - POL 405: Studies in World Affairs
 - POL 421: The Politics of Russia and the Former Soviet Union
 - POL 455: American Foreign Policy
 - POL 465: Comparative Government and Politics
 - POL 470: Islamic and Middle Eastern Politics
- Additional Electives 9 hours
- TOTAL HOURS 33 hours**

A politics major will write a research paper in one of her advanced courses in the department prior to her senior year and one during her senior year. The paper may be in either history or politics. Students who double major in history and politics may count no more than two department cross-listed courses toward each major.

A politics minor consists of a minimum of 21 hours of course work. Students minoring in politics must take at least one course in National Affairs, Political Theory, and at least two courses in Foreign Policy & International Relations/Comparative Government. The two research papers are not required.

Department of History and Politics

Introductory

*101. INTRODUCTION TO AMERICAN GOVERNMENT/THREE CREDITS

A survey of policy-making, institutions, and controversial issues in American National Government. *Offered fall & spring terms.*

*102. INTRODUCTION TO INTERNATIONAL RELATIONS/THREE CREDITS

An introduction to foreign affairs and current world events. Special attention is given to the history of the Cold War, Middle East conflicts, and Third World issues. *Offered winter & spring terms.*

*199. FRESHMAN HONORS SEMINAR/THREE CREDITS

A study of a selected subject within the discipline which will vary from term to term. The course is designed to encourage student participation in the intellectual processes through class discussion, research and writing, special projects, problem solving, and evaluation and defense of positions. When the subject matter duplicates that of another course, credit toward graduation will be granted for only one of the courses. *Offered periodically in rotation with seminars in other disciplines. Offered fall term.*

National Affairs

*301. THE CONGRESS/THREE CREDITS

A study of the legislative process and its relationship to the other branches of government, political parties, interest groups, and the electorate. *Offered alternate years.*

*308. SPECIAL STUDIES IN THE POLITICAL PROCESS/THREE CREDITS

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

*311. THE PRESIDENCY AND THE FEDERAL BUREAUCRACIES/THREE CREDITS

A study of presidential elections, presidential power, and the role of the federal bureaucracies. *Offered alternate years.*

*335. CONSTITUTIONAL LAW/THREE CREDITS

Prerequisite: POL 101. 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. *Offered alternate years.*

*336. CIVIL LIBERTIES/THREE CREDITS

Prerequisite: POL 101. 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. *Offered alternate years.*

*350. ELECTIONS AND POLITICAL PARTIES/THREE CREDITS

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

*441. RECENT UNITED STATES, 1945 TO THE PRESENT/THREE CREDITS

A study of the United States from the end of World War II to the present. *Cross-listed with HIS 441. Offered alternate years.*

448. PUBLIC ADMINISTRATION/THREE CREDITS

A study of the various aspects of public administration, i.e. organization theory, personnel policy, public finance and budgeting, policy analysis, and selected other topics such as ethics or administrative law. *Offered alternate years.*

Political Theory

*310. ANCIENT, MEDIEVAL, AND RENAISSANCE POLITICAL THEORY/THREE CREDITS

A survey of the major works in the Western tradition of political thought from Plato to Machiavelli. *Offered alternate years.*

*312. EARLY MODERN AND MODERN POLITICAL THEORY/THREE CREDITS

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

*316. AMERICAN POLITICAL THOUGHT/THREE CREDITS

A survey of the ideas and movements shaping the American political tradition. *Offered alternate years.*

*317. GENDER AND POLITICS/THREE CREDITS

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. *Offered alternate years.*

*415. SELECTED TOPICS IN POLITICAL THOUGHT/THREE CREDITS

A study of selected texts, concepts, doctrines, or ideologies. Since the content will vary, it may be taken more than once for credit. *Offered alternate years.*

Foreign Policy & International Relations

*375. THE VIETNAM EXPERIENCE/THREE CREDITS

A study of the historical background of the Vietnam War with assessment of the American experience in Vietnam. Emphasis is on Vietnam as a case study in the American foreign policy/ national security process. Attention is given to the "lessons of Vietnam" and to continuing contemporary events in Southeast Asia. *Cross-listed with HIS 375. Offered alternate years.*

*405. STUDIES IN WORLD AFFAIRS/THREE CREDITS

A study of selected topics in foreign affairs and current events. Since the content will vary, it may be taken more than once for credit. *Offered on demand.*

*455. AMERICAN FOREIGN POLICY/THREE CREDITS

A study of the institutions and functioning of the American foreign policy/national security decision-making as well as of selected topics of the Cold War and contemporary events. *Cross-listed with HIS 455. Offered alternate years.*

Comparative Government & Politics

*402. WOMEN'S LIVES IN ASIAN AND AFRICAN CULTURES/THREE CREDITS

A readings course on women's lives in various non-Western traditional cultures.

*421. THE POLITICS OF RUSSIA AND THE FORMER SOVIET STATES/THREE CREDITS

A study of the collapse of the Soviet Union and the ongoing process of political change in the former Soviet Union and Central/Eastern Europe. *Offered alternate years.*

*465. COMPARATIVE GOVERNMENT AND POLITICS/THREE CREDITS

A comparative political analysis of ideologies, systems, institutions, politics, and current affairs of selected western and non-western nations. *Offered alternate years.*

***470. ISLAMIC AND MIDDLE EAST POLITICS/
THREE CREDITS**

An introduction to Islamic politics and to the comparative and developmental issues of the Arab world and the larger Middle East. The approach will be historical as well as contemporary. *Cross-listed with POL 470. Offered alternate years.*

**Internships, Advanced Individual
Study, and Special Topics**

480. JUNIOR-SENIOR SEMINAR/THREE CREDITS

A course in methodology, research, and writing for history and politics majors. *Cross-listed with HIS 480. Offered alternate years.*

**490. DIRECTED INDEPENDENT STUDY IN
SPECIAL TOPICS/ONE TO SIX CREDITS**

Prerequisite: permission of instructor. An independent course of study on selected topics. *Offered on demand.*

**492. MODEL LEAGUE OF ARAB STATES/
ONE CREDIT PER YEAR**

Preparation for and participation in the Model League of Arab States by members of the Converse delegation. *Offered annually during spring term.*

**494. THE CONGRESSIONAL INTERNSHIP/
THREE OR SIX CREDITS**

Prerequisites: POL 101 completed with B- or better or POL 101 completed with a C- or better AND a B- or better in a 300 or 400 level National Affairs course; 2.5 G.P.A.; consent of instructor. Graded on pass/fail basis. A program of work in the office of a U.S. Senator or Representative. Interested students should see the instructor early in the fall term. *Offered annually during winter term.*

**495. STATE LEGISLATIVE INTERNSHIP/
THREE OR SIX CREDITS**

Prerequisites: POL 101 completed with B- or better or POL 101 completed with a C- or better AND a B- or better in a 300 or 400 level National Affairs course; 2.5 G.P.A.; consent of instructor. Graded on pass/fail basis. A program of work in the office of a state legislator. Interested students should see the instructor early in the fall term. *Offered annually during winter term.*

**496. PUBLIC ADMINISTRATION AND PUBLIC
POLICY INTERNSHIP/THREE OR SIX CREDITS**

Prerequisites: POL 101 completed with B- or better or POL 101 completed with a C- or better AND a B- or better in a 300 or 400 level National Affairs course; one other relevant course as approved by the instructor; 2.5 G.P.A.; consent of instructor. Graded on pass/fail basis. Work in a public agency or in a private organization with an interest in public policy. Interested students should see the instructor early in the fall term to arrange proper placement. *Offered annually in the winter term.*

**498. COURT AND LAW OFFICE INTERNSHIP/
THREE OR SIX CREDITS**

Prerequisites: POL 101 completed with a B- or better, OR POL 101 completed with a C- or better AND a B- or better in a 300 or 400 level National Affairs course; 2.5 G.P.A.; consent of instructor or recommendation of a pre-law adviser. Graded on pass/fail basis. A program of work in a local law office. Interested students should see the instructor early in the fall term to arrange proper placement. *Offered annually in the winter term.*

DEPARTMENT OF MATHEMATICS, PHYSICS, AND COMPUTER SCIENCE

JAMES A. HYMAS, *chair*, JEAN E. DUNBAR***, G. ELENA MÉNDEZ,
SUZANNE SMITH, ELIZABETH ANNE NEVISON GRAY

MATHEMATICS

The mission of the mathematics major is to provide the student with the opportunity to study the classical mathematics curriculum so that she may:

1. communicate mathematical ideas with ease and clarity
2. organize and analyze information
3. solve problems readily
4. construct logical arguments
5. understand the mathematics that forms the core of the undergraduate mathematics curriculum
6. enjoy mathematics and appreciate its power and beauty
7. naturally and routinely use technology in doing mathematics
8. understand how mathematics permeates our lives and how the various threads within mathematics are interwoven

A major in Mathematics should complete a minimum of 35 semester hours of course work above MTH 115. The program of study includes the following requirements:

MTH 120, 210, 220: Calculus and Analytic Geometry	9 hours
MTH 251: Linear Algebra	3 hours
MTH 413: Algebraic Structures	3 hours
MTH 401: Multivariable Calculus	3 hours
MTH 499: Senior Seminar	1 hours
CSC 201: Introduction to Computing	4 hours
MTH Electives	12 hours
TOTAL HOURS	35 hours

Majors who plan to be certified as secondary teachers of mathematics must take MTH 311: Survey of Geometry as one of their electives.

A minor in Mathematics consists of any 24 hours of mathematics credit excluding MTH 100 and 105. CSC 201 may also count toward the minor.

A student may not receive credit for any 100-level mathematics course if she has previously received credit (with a C- or higher) for a higher level mathematics course. Exceptions to this rule may be allowed with the approval of the department chair.

***100. INTRODUCTION TO MODERN MATHEMATICS/THREE CREDITS**
A study of some of the major areas of mathematics which have developed since 1800, together with some of the problems appropriate to each area. *Offered on demand.*

***105. COLLEGE ALGEBRA/THREE CREDITS**
A study of algebraic functions, including equations and inequalities in one and two variables, graphing, the algebra of functions, inverse functions, the exponential function, and the logarithmic functions. *Offered every term.*

***110. ELEMENTARY FUNCTIONS/THREE CREDITS**
Prerequisite: High School Algebra. A study of elementary functions and their graphs and applications, including polynomials, rational and algebraic functions, exponential, logarithmic, and trigonometric functions. *Offered every term.*

***115. SURVEY OF CALCULUS/THREE CREDITS**
Prerequisite: MTH 110, or equivalent. A one-term introduction to the elements of the differential and integral calculus, intended for students majoring in other departments. *Offered on demand.*

***120. CALCULUS AND ANALYTIC GEOMETRY/THREE CREDITS**
Prerequisite: MTH 110, or equivalent. A study of the differential and integral calculus of functions of one variable. *Offered fall and spring terms.*

203. ELEMENTARY THEORY OF NUMBERS/THREE CREDITS
Prerequisite: Consent of the instructor. A study of the integers and their divisibility properties with particular emphasis on the theory of congruencies, prime numbers, Diophantine equation, and quadratic residues. *Offered on demand.*

205. DISCRETE MATHEMATICS/THREE CREDITS
Prerequisite: CSC 201 or consent of the instructor. The course will introduce students to topics and techniques of discrete methods and combinatorial reasoning. Methods for approaching problems in counting, logic, and other Computer Science related topics will be accumulated. A wide variety of applications will be incorporated into the mathematics. *Offered alternate years.*

***210. CALCULUS AND ANALYTIC GEOMETRY II/THREE CREDITS**
Prerequisite: MTH 120, or equivalent. A continuation of MTH 120. *Offered every year.*

***220. CALCULUS AND ANALYTIC GEOMETRY III/THREE CREDITS**
Prerequisite: MTH 210, or equivalent. A continuation of MTH 210. *Offered every year.*

251. LINEAR ALGEBRA/THREE CREDITS
Prerequisite: MTH 210. A study of linear equations and matrices, vector spaces, determinants, linear mappings, inner products, and cross products of vectors. *Offered alternate years.*

311. SURVEY OF GEOMETRY/THREE CREDITS
Prerequisite: Consent of the instructor or MTH 251. A study of the foundation of Euclidean and non-Euclidean geometry. *Offered alternate years.*

*** On Sabbatical, 2001-2002

Department of Mathematics, Physics, and Computer Science

323. PROBABILITY AND STATISTICS/ THREE CREDITS

Prerequisite: MTH 210, or equivalent. A study of probability, distributions, sampling distribution theory, and estimation. *Offered alternate years.*

330. INTRODUCTION TO NUMERICAL ANALYSIS/ THREE CREDITS

See CSC 330. Offered on demand.

400. REAL ANALYSIS/THREE CREDITS

MTH 220. A study of selected topics from real analysis. *Offered on demand.*

401. MULTIVARIABLE CALCULUS/ THREE CREDITS

Prerequisite: MTH 220 or equivalent. A study of real-valued functions of several variables, partial differentiation, multiple integration, and linear differential equations. *Offered alternate years.*

410. DIFFERENTIAL EQUATIONS/ THREE CREDITS

Prerequisite: MTH 401 or consent of the instructor. A study of differential equations and their physical applications. *Offered alternate years.*

413. ALGEBRAIC STRUCTURES/ THREE CREDITS

Prerequisite: MTH 210. A study of groups, rings, integral domains, and fields. *Offered alternate years.*

420. COMPLEX ANALYSIS/THREE CREDITS

MTH 220. A study of selected topics from complex analysis. *Offered on demand.*

480. SPECIAL TOPICS IN MATHEMATICS/ ONE TO THREE CREDITS

Prerequisite: Consent of the instructor. Each offering will cover a topic of mathematics that is not in the regular curriculum. *Offered on demand.*

490. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/ONE TO THREE CREDITS

Prerequisite: Consent of the instructor and department chair. Intensive independent study of a topic in mathematics which is not in the regular curriculum. This study will be directed by a cooperating faculty member. *May be repeated for credit. Offered on demand.*

499. SENIOR SEMINAR/ONE CREDIT

Required of all majors. This course allows the student to investigate a topic of particular interest in mathematics or COMPUTER SCIENCE. The student will have the opportunity to present a written and oral report on her topic. *Offered every year.*

COMPUTER SCIENCE

The department offers two majors in Computer Science—a Bachelor of Science in Computer Science and Math and a Bachelor of Arts in Computer Science. These Computer Science majors are designed to provide students with a scientific foundation in the study of computers and their uses. The mission of these majors is to prepare students for positions in business, industry, education, or graduate programs in Computer Science by providing theoretical and practical foundations in Computer Science

The Bachelor of Science in Computer Science and Math degree provides a solid foundation in Computer Science and mathematics. This major is strongly recommended for students wishing to pursue a graduate degree in Computer Science or a career in education. However, the degree provides strong preparation for any career in Computer Science.

The Bachelor of Arts in Computer Science degree provides a solid set of core courses in Computer Science with two areas of concentration. A student may choose a concentration program from Computer Science or business. The Computer Science concentration broadens a student's knowledge of Computer Science through a selection of upper-level Computer Science topics. The business concentration combines the applicable concepts of Computer Science with those from business and management. Both concentrations provide a foundation for careers in the business-related computing workplace.

Department of Mathematics, Physics, and Computer Science

Bachelor of Science in Computer Science and Math

The Bachelor of Science in Computer Science and Math degree consists of at least 24 hours of course work in Computer Science and at least 18 hours of course work in mathematics above MTH 115. The requirements are as follows:

CSC 201: Introduction to Computing	4 hours
CSC 202: Data Structures	3 hours
CSC 310: Computer Organization and Assembly Language Programming	3 hours
CSC 350: Principles of Programming Languages	3 hours
CSC 410: Operating Systems & Architecture.	3 hours
CSC 499: Senior Seminar	1 hour
CSC Electives (Choose 7 hours from the following)	
CSC 290: Software Workshops	
CSC 305: Database Design & File Structures	
CSC 309: Intro to Data Processing (COBOL)	
CSC 330: Intro to Numerical Analysis	
CSC 400: Special Topics in Computer Science	
CSC 420: Software Engineering	
CSC 430: Theory of Composition	
CSC 440: Algorithm Analysis	
Total Hours in Computer Science	24 hours

At least 18 hours of course work in mathematics above 115 is required for this major. The course of study will be planned in consultation with the chair of the department. The following is a suggested list of mathematics courses that the major should take.

MTH 120: Calculus & Analytic Geometry I	3 hours
MTH 210: Calculus & Analytic Geometry II	3 hours
MTH 220: Calculus & Analytic Geometry III ...	3 hours
MTH 205: Discrete Mathematics	3 hours
One of the following courses	3 hours
MTH 251: Linear Algebra	
MTH 413: Algebraic Structures	
One of the following courses	3 hours
MTH 323: Probability and Statistics	
MTH 400: Real Analysis	
MTH 401: Multivariable Calculus	
MTH 410: Differential Equations	
Total Hours in Math	18 hours
TOTAL HOURS FOR B.S. IN COMPUTER SCIENCE	42 hours

No more than 3 hours in CSC 290 may count toward the electives in Computer Science. CSC 101 (Computer Literacy), CSC 450 (Programming Internship), and CSC 460 (Data Processing Internship) may not count for major credit in the Bachelor of Science in Computer Science and Math degree.

Bachelor of Arts in Computer Science

The Bachelor of Arts in Computer Science degree consists of at least 24 hours of course work in Computer Science, at least 6 hours of course work in mathematics above MTH 115, and 12 hours of course work related to the student's selected concentration. The requirements are as follows:

CSC 201: Intro to Computing	4 hours
CSC 202: Data Structures	3 hours
CSC 310: Computer Organization & Assembly Language Programming	3 hours
CSC 410: Operating Systems & Architecture	3 hours
CSC 499: Senior Seminar	1 hour
MTH 120: Calculus & Analytic Geometry I	3 hours
MTH 205: Discrete Mathematics	3 hours

Business Concentration:

CSC 305: Database Design & File Structures	3 hours
CSC 309: Intro to Data Processing (COBOL). ...	3 hours
CSC Electives	4 hours
ACC 211: Accounting Principles I	3 hours
ECN 201: Microeconomics Principles II	3 hours
Choose two courses from the following	6 hours
ACC 212: Accounting Principles II	
ACC 451: Cost Accounting	
ECN 202: Macroeconomic Principles	
ECN 321: Money and Financial Institutions	
FIN 370: Business Finance	
BAD 231: Management	

COMPUTER SCIENCE Concentration:

CSC 305: Database Design & File Structures	3 hours
CSC 350: Principles of Programming Languages	3 hours
Elective courses from the following	16 hours
CSC 290: Software Workshops	
CSC 309: Intro to Data Processing (COBOL)	
CSC 330: Intro to Numerical Analysis	
CSC 400: Special Topics in Computer Science	
CSC 420: Software Engineering	
CSC 430: Theory of Computation	
CSC 440: Algorithm Analysis	
MTH 210: Calculus & Analytic Geometry II	
ISC 303: Social Science Statistics	
TOTAL HOURS FOR B.A. IN COMPUTER SCIENCE	42 hours

No more than 4 hours in CSC 290 may count towards the electives in Computer Science in the Bachelor of Arts in Computer Science degree. CSC 101 (Computer Literacy), CSC 450 (Programming Internship), and CSC 460 (Data Processing Internship) may not count for major credit in the Bachelor of Arts in Computer Science degree.

Minor in Computer Science:

The department offers a minor in Computer Science. The minor consists of 24 credit hours. No course may count for both the major and minor. The requirements for a minor in Computer Science are as follows:

- CSC 201: Intro to Computing 4 hours
- CSC 202: Data Structures 3 hours
- CSC 310: Computer Organization & Assembly Language Programming 3 hours
- CSC 410: Operating Systems & Architecture 3 hours
- CSC Electives
(Choose eleven hours from the following)
- CSC 290: Software Workshops
- CSC 305: Database Design and File Structures
- CSC 309: Intro to Data Processing (COBOL)
- CSC 330: Intro to Numerical Analysis
- CSC 350: Principles of Programming .. Languages
- CSC 400: Special Topics in Computer Science
- CSC 420: Software Engineering
- CSC 430: Theory of Computation
- CSC 440: Algorithm Analysis
- MTH 205: Discrete Mathematics
- ISC 303: Social Science Statistics

No more than 3 hours in CSC 290 may count towards the electives in the Computer Science minor. CSC 101 (Computer Literacy), CSC 450 (Programming Internship), and CSC 460 (Data Processing Internship) may not count for minor credit.

***101. COMPUTER LITERACY/THREE CREDITS**
GEP, elective credit. Students will discover the practical use of computers to acquire, manage, and use information in the remainder of their education and throughout their career. This course introduces the basics of computer technology and provides hands-on experience with applications software for word processing, electronic spreadsheets, graphics, data communication, and networks. *Students who have successfully passed any 200-level Computer Science course must have the approval of the department chair to take CSC 101. Pass/Fail grading.*

***199. FRESHMAN HONORS SEMINAR/ THREE CREDITS**
GEP, elective credit. A study of a selected subject within the discipline which will vary from term to term. The course is designed to encourage student participation in the intellectual processes through class discussion, research and writing, special projects, problem solving, and evaluation and defense of positions. *When the subject matter duplicates that of another course, credit toward graduation will be granted for only one of these courses. Offered periodically in rotation with seminars in other disciplines.*

***201. INTRODUCTION TO COMPUTING/ FOUR CREDITS**
Prerequisites: MTH 105 or equivalent. A study of computer systems, program development techniques, and basic programming concepts; emphasis on good programming style; introduction to a high-level programming language. *Lectures and laboratory.*

202. DATA STRUCTURES/THREE CREDITS
Prerequisites: CSC 201. To continue the study of the fundamental concepts of programming applied to problem solving and to introduce students to the major data structures (arrays, records, stacks, queues, and lists) and their use in Computer Science and classical Computer Science algorithms including searching, sorting, recursion, and pattern matching. *Lectures and laboratory.*

290. SOFTWARE WORKSHOP/ ONE CREDIT
Major or elective credit. Prerequisite: Consent of the instructor. A supervised workshop designed to develop competence and proficiency in using some commercial software product. This course may be taken more than once, provided that it is taken to learn different software and skills. No more than 6 credit hours in this course may be applied toward graduation requirements. *May be offered any term. Pass/Fail grading.*

305. DATABASE DESIGN AND FILE STRUCTURES/ THREE CREDITS
Prerequisites: CSC 202 or equivalent. A study of contemporary models and methodologies for representing, storing, and retrieving large quantities of information stored on external devices. Programming projects will be assigned to give the student experience in file processing and database design and creation. *Lectures and laboratory.*

309. INTRODUCTION TO DATA PROCESSING (COBOL)/THREE CREDITS
Prerequisites: CSC 201 or equivalent. A study of the problems of data processing as they occur in business and industry and an introduction to COBOL. *Lectures and laboratory.*

310. COMPUTER ORGANIZATION AND ASSEMBLY LANGUAGE PROGRAMMING/THREE CREDITS
Prerequisites: CSC 202 or equivalent. Introduction to the organization and structure of the major hardware components of computers. Machines and assembly language will be considered along with numeric representations, binary arithmetic, addressing techniques, subroutines, input/output operations, and features of machines in common use. *Lectures and laboratory.*

330. INTRODUCTION TO NUMERICAL ANALYSIS/ THREE CREDITS
Major or elective credit. Prerequisites: CSC 201; MTH 251. This is a first course in numerical analysis with the emphasis more on intuition, experimentation, and error assessment than on rigor. Students will be expected to program and run a number of problems on a computer, and considerable time will be spent analyzing the results of the programs. In particular, the analysis of roundoff and discretization errors, as well as the efficiency of algorithms, should be stressed. Topics will include the solution of linear systems, the solution of a single, non-linear equation, interpolation and approximation (including least squares approximation), differentiation and integration, and elements of the numerical solution of eigenvalue problems.

350. PRINCIPLES OF PROGRAMMING LANGUAGES/THREE CREDITS
Prerequisite: CSC 202 or permission of instructor. A comparative study of the syntax and semantics of programming languages; topics include data types, data control, sequence control, run-time storage, language translation, and semantics; actual programming languages are used to illustrate the concepts and virtual architectures of procedural, logic, functional, and object-oriented paradigms.

400. SPECIAL TOPICS IN COMPUTER SCIENCE/ ONE TO THREE CREDITS
Prerequisite: Consent of instructor. Each offering will deal with a topic selected from various fields of Computer Science.

Department of Mathematics, Physics, and Computer Science

410. OPERATING SYSTEMS AND ARCHITECTURE/THREE CREDITS

Prerequisite: CSC 310. Fundamental concepts of operating systems and their relationship to computer architecture including such topics as interrupt processing, memory management, and resource allocation.

420. SOFTWARE ENGINEERING/THREE CREDITS

Prerequisite: CSC 305. Methodical development of large-scale, high quality, cost-effective software systems. Topics include the basic concepts, motivations, and goals of software engineering; methods to write requirements and specifications; methods for software verification and validation; issues of reusability and reliability.

430. THEORY OF COMPUTATION/THREE CREDITS

Prerequisites: CSC 202 and MTH 205. Introduction to automata theory, formal languages, and complexity. Introduction to the mathematical foundations of Computer Science: finite state automata, formal languages and grammars, Turing machines, computability, unsolvability, and computational complexity.

440. ALGORITHM ANALYSIS/THREE CREDITS

Prerequisites: CSC 202 and MTH 205. Qualitative and quantitative analysis of algorithms and their corresponding data structures from a precise mathematical point of view. Performance bounds, asymptotic and probabilistic analysis, worst case and average case behavior. Correctness and complexity.

450. PROGRAMMING INTERNSHIP/THREE OR SIX CREDITS

Prerequisite: CSC 202, or equivalent. A program of work and study in which the student is accepted as a programming trainee by a local industry.

460. DATA PROCESSING INTERNSHIP/THREE OR SIX CREDITS

Prerequisite: CSC 450, or equivalent. A program of work and study in which the student is accepted as an apprentice in data processing by a local industry. She is expected to be a productive member of the data processing staff and have some programming responsibilities.

490. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/ONE TO THREE CREDITS.

Prerequisite: Consent of the instructor and the department chair. Intensive independent study of a topic in computer science which is not in the regular curriculum. This study will be directed by a cooperating faculty member. May be repeated for credit. Offered on demand.

499. SENIOR SEMINAR/ONE CREDIT

Required of all majors. This course allows the student to investigate a topic of particular interest in mathematics or Computer Science. The student will have the opportunity to present a written and oral report on her topic.

PHYSICS

A physics minor requires 22 hours of course work in physics, not including 100 level courses. The requirements are as follows:

Required Courses:

PHY 251–252: Essentials of Physics	8 hours
PHY 331–332: Modern Physics	6 hours
Two terms of PHY 310: Laboratory in Modern Physics	2 hours
Additional Physics Electives	6 hours
TOTAL HOURS	22 hours

Students seeking initial certification in secondary physics must complete a minor in physics and must take MTH 120, CHM 201, CHM 202, EDU 387, and ISC 303.

*140. CONCEPTS OF PHYSICS/FOUR CREDITS

A survey of some of the major concepts in PHY. Designed for the nonscientist with limited background in mathematics. *Lectures and laboratory. A non-refundable laboratory fee of \$20.00 is required. Offered yearly.*

*143. ASTRONOMY/FOUR CREDITS

A course in descriptive astronomy in which emphasis is placed upon the basic principles involved. *Lectures and laboratory. A non-refundable laboratory fee of \$20.00 is required. Offered yearly.*

*241. ELEMENTS OF PHYSICS I/FOUR CREDITS

A course of mechanics, properties of matter, heat, and sound. *Lectures and laboratory. A non-refundable laboratory fee of \$20.00 is required. Offered yearly.*

242. ELEMENTS OF PHYSICS II/FOUR CREDITS

Prerequisite: PHY 241. Study of light, static and current electricity, magnetism, and modern physics. *Lectures and laboratory. A non-refundable laboratory fee of \$20.00 is required. Offered yearly.*

251. ESSENTIALS OF PHY I/FOUR CREDITS

Prerequisite or corequisite: MTH 120 (*Calculus and Analytic Geometry*). This course studies mechanics, heat, and waves using calculus to derive relationships and find solutions to problems. This course may be used to partially satisfy the GEP science requirement. It is required for all physics minors. *Lectures and laboratory. A non-refundable laboratory fee of \$20.00 is required. Offered yearly.*

252. ESSENTIALS OF PHY II/FOUR CREDITS

Prerequisite: MTH 120 (*Calculus and Analytic Geometry*). This course is a continuation of PHY 251 and studies light, electricity, and magnetism using calculus. It is required for all physics minors. *Lectures and laboratory. A non-refundable laboratory fee of \$20.00 is required. Offered yearly.*

280. SPECIAL PROBLEMS/ONE, TWO, OR THREE CREDITS

Study in the area of a student's special interest. *Offered on demand.*

310. LABORATORY IN MODERN PHY/ONE CREDIT PER TERM

An advanced laboratory taken in conjunction with PHY 331 and 332. *Offered on demand.*

331. MODERN PHY I/THREE CREDITS

Prerequisites: PHY 242 or 252, *calculus*. A study of relativity and quantum theory with applications in atomic physics. *Offered on demand.*

332. MODERN PHY II/THREE CREDITS

Prerequisites: PHY 331, *calculus*. A study of nuclear structure and interaction. *Lectures and laboratory. A non-refundable laboratory fee of \$20.00 is required. Offered on demand.*

411–412. SEMINAR/ONE CREDIT PER TERM

Prerequisite: PHY 242 or 252. A study of various topics in physics. *Offered on demand.*

431. ANALYTICAL MECHANICS/THREE CREDITS

Prerequisites: PHY 242 or 252, *calculus*. Study of statics and dynamics of particles and rigid bodies. Harmonic oscillations. *Offered on demand.*

DEPARTMENT OF PSYCHOLOGY

MONICA L. McCOY, *chair*, WILLIAM M. BAKER, JANET R. LEFRANCOIS,
SPENCER R. MATHEWS

The mission of the Department of Psychology is to teach students about the laws of behavior all across the phylogenetic scale. This encompasses not only the laws themselves but also an examination of the methods through which the laws were discovered and some examination of the organization of the nervous system which mediates the operation of those laws.

Psychology majors will have a common core of study intended to teach the procedures of statistical methods and experimental design, the history and philosophy of the discipline, the laws of the major categories of behavior (respondent and operant), and the requirements of writing in manuscript style. Each major will be expected to demonstrate mastery in these areas through the preparation of a seminar paper during the spring of her senior year. Courses outside the common core are intended to permit specialized study of narrower fields of the discipline.

Students planning to major in Psychology should declare the major by late in the spring of the sophomore year. The major is a two-year program of study involving prerequisites among several of the core courses. Majors are expected to stand the *Major Field Test* in the spring of the senior year. This is done as part of the college assessment program. The fee for the test is paid by the college. **The General Psychology course (PSY 100) is a prerequisite for all other courses in the department.** The major must consist of at least 24 semester hours (eight regular courses) beyond the General Psychology course. The major requirements are as follows:

PSY 233: Psychology of Learning	3 hours
PSY 303: Social Science Statistics	3 hours
PSY 401: Experimental Psychology	3 hours
PSY 405: History and Philosophy of Psychology	3 hours
PSY 480: Psychology Seminar	3 hours
Additional Psychology Electives	9 hours
TOTAL HOURS	24 hours

The minor must consist of at least 18 semester hours (six regular courses) beyond the General Psychology course. The requirements are as follows:

PSY 233: Psychology of Learning	3 hours
PSY 303: Social Science Statistics	3 hours
PSY 405: History and Philosophy of Psychology	3 hours
Additional Psychology Electives	9 hours
TOTAL HOURS	18 hours

Students preparing for graduate study are advised to enroll in as many Psychology courses as college regulations will permit.

***100. GENERAL PSYCHOLOGY/THREE CREDITS**
Prerequisite for all other courses in the department except PSY 199. A survey of the areas which define psychology. Special emphasis will be given to conditioning phenomena. *Offered fall and spring terms.*

***199. FRESHMAN HONORS SEMINAR/THREE CREDITS**
This does not substitute for PSY 100, the prerequisite for subsequent courses in the department. A study of a selected subject within the discipline which will vary from term to term. The course is intended to encourage student participation in the intellectual process through class discussion, structured experiences, and the writing of short papers. *Offered periodically in rotation with seminars in other disciplines.*

202. PSYCHOLOGY OF WOMEN/THREE CREDITS
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. *Offered spring term.*

204. ABNORMAL PSYCHOLOGY/THREE CREDITS
A study of the changing meanings of the concept of abnormal behavior and the accompanying changes in methods of treatment. *Offered winter term.*

211. BEHAVIOR MODIFICATION/THREE CREDITS
A study of the effects of operant and respondent conditioning in changing and influencing human behavior. Students will do a project in which they apply the principles to some aspect of their own behavior. The population most emphasized by the text is children in an institutional setting. *Offered fall term.*

220. SENSATION AND PERCEPTION/THREE CREDITS
A course intended to "bring the student to her senses" by examining the experimental basis of our knowledge of sensory operation. Topics included are the operation of individual sensory systems, sensory disorders, the techniques for studying sensory function, and the historical significance of sensory psychology within the broader discipline. *Offered alternate years - spring term.*

231. SOCIAL PSYCHOLOGY/THREE CREDITS
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. *Offered fall term.*

Department of Psychology

232. PSYCHOLOGY IN THE WORKPLACE/ THREE CREDITS

This course is designed to introduce students to methods of managing behavior in the workplace. Specifically, students will learn to apply behavioral principles derived from the laboratory to all levels of performance in the organization. Topics to be covered include screening job applicants, on-the-job training, assessment of work performance, and methods of providing performance feedback to workers. *Offered in alternate years - winter term.*

233. PSYCHOLOGY OF LEARNING/ THREE CREDITS

A study of the learning process, principally through the experimental literature. *Offered in fall term.*

236. THEORIES OF PERSONALITY AND EMOTIONAL DISTURBANCES/THREE CREDITS

A study of theories of personality and the research that supports those theories. Some attention is given to personality disorders. Students will take some personality questionnaires and incorporate this material into a summary of some aspect of their personalities. Most frequently this will be a profile of how they handle stress. *Offered once a year in either winter or spring terms.*

250. COGNITIVE PSYCHOLOGY/THREE CREDITS

A study of the conceptual framework Psychology has developed to describe human remembering, forgetting, decision making, and problem solving. Special ancillary topics (attention, language, models of recognition) are considered as well. *Offered alternate years - spring term.*

280. HEALTH PSYCHOLOGY/THREE CREDITS

The aims of this course are to understand the psychological factors involved in health and in illness, to study interventions to help people get over illness and stay well, and to consider the health care system and its policies. Finally, a sample of the popular literature on the mind-body issue as it relates to health will be considered relative to the existing scientific literature. *Offered in fall or winter term.)*

303. SOCIAL SCIENCE STATISTICS/ THREE CREDITS

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 ISC 303. Offered winter term.*

307. EARLY INTERVENTION IN AUTISM/ THREE CREDITS

Prerequisite: Completion of either PSY 211 or PSY 233 with a grade of 'B' or better, or consent of instructor. A lecture and fieldwork course presenting (1) an overview of the condition of autism from a behavioral point of view; (2) an introduction to the techniques of early intervention; and (3) supervised experience in direct, one-on-one work with such children in the local area. *Offered in spring term.*

*320. CHILD PSYCHOLOGY/THREE CREDITS

A study of the child's development and behavior. *Offered fall and spring terms.*

*321. ADOLESCENT PSYCHOLOGY/ THREE CREDITS

A study of development and behavior during the adolescent period. *Offered fall and spring terms.*

332. PSYCHOLOGICAL TESTS/THREE CREDITS

A study of the psychological evaluation, the tests used for such an evaluation, and the procedures required for such tests to be valid and reliable. There will be an emphasis on personality tests. Each student will do two evaluations, one on herself and one on another student. *Offered in alternate years - winter term.*

335. PHYSIOLOGICAL PSYCHOLOGY/ THREE CREDITS

An examination of the relationship between the central nervous system and sensory processes, motivation, and learning. Various models of the brain will be discussed, with some attention to computer-simulation of brain process. *Offered on demand.*

370. CHILD ABUSE AND NEGLECT/THREE CREDITS

A lecture and seminar course examining the phenomenon of child abuse and neglect. Included in this course will be an overview of attitudes toward and legal definitions of child maltreatment. In addition, legal issues, parental factors, contextual influences, and the developmental consequences of maltreatment will be explored. This course relies heavily on current research in child abuse and neglect. *Offered winter term.*

401. EXPERIMENTAL PSYCHOLOGY/ THREE CREDITS

Prerequisites: PSY 233 and 303. A course designed to teach research methodology and instrumentation by bringing the student into the laboratory and providing the opportunity to conduct behavioral research with small animals and human beings. *Offered spring term.*

405. HISTORY AND PHILOSOPHY OF PSYCHOLOGY/THREE CREDITS

A study of the history of psychology with emphasis on the modern period and on the special contribution which philosophy makes to the viewpoint of a discipline which conducts an experimental analysis of behavior. *Offered fall term.*

410. COUNSELING AND PSYCHOTHERAPY/ THREE CREDITS

A study of the different techniques of counseling and psychotherapy. Class sessions will frequently be used to discuss and experience these techniques. *Offered winter term.*

480. SENIOR SEMINAR/THREE CREDITS

Prerequisites: PSY 233, 303, and 401. Each student will write a library research paper which all students will read and discuss. *Offered spring term.*

490. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/ONE TO THREE CREDITS

Prerequisite: Consent of the instructor. A course designed to allow the student to engage in concentrated experimental or library research in an area of personal interest. *May be repeated for credit.*

499. INTERNSHIP IN PROFESSIONAL PSYCHOLOGY/THREE CREDITS

Prerequisites: A 3.0 average in the major. PSY 204, 231, 303, and 332. In exceptional cases, consent of the department staff will permit enrolling in the course in the absence of some of the course prerequisites. It is intended for senior Psychology majors. The course will offer experience in an applied setting. Students will be placed with local social agencies or other dispensers of psychological services (out-of-town placement is also possible) which have agreed to accept and evaluate them on an internship basis. The course will also involve weekly seminars with the departmental staff and other interns for examination of problems which have arisen in the work situation. In the case of out-of-town placement, a paper will be required instead of the seminars. The course is intended for those Psychology majors who wish to seek employment at the B.A. level. It is not recommended for those who plan to pursue an advanced degree program. The course will be graded on a pass/fail basis. *Offered during winter term.*

DEPARTMENT OF RELIGION AND PHILOSOPHY

BYRON R. M^cCANE, *chair*, CORRIE E. NORMAN

The goal of the Department of Religion and Philosophy is to provide for students of the liberal arts a means of understanding human history, experience, and society through the examination of religious traditions. The study of religion provides a unique opportunity to develop an analytical understanding of human culture and to explore personal questions of life and thought.

Courses in the department pursue this understanding primarily in the historical and contemporary texts of the world's religions. In addition to gaining a knowledge of the sacred texts and historical features of western religions and a familiarity with world religions, students will gain skill in the following central disciplines of the liberal arts:

1. historical and critical methods
2. critical thinking and reading
3. clear and reasoned communication

PHILOSOPHY

The Department of Religion and Philosophy offers a minor program in philosophy. The program is very flexible and can be a profitable complement to any major in the College. Students in religion, English, and politics will find it especially beneficial. To minor in philosophy, a student must take six courses for a total of 18 hours. The minor requirements are as follows:

Philosophy 180: Introduction to Philosophy ..	3 hours
Philosophy 200: Philosophical Ethics	3 hours
Philosophy 300: Ancient and Medieval Philosophy or Philosophy 310: Modern Philosophy	3 hours
Philosophy Electives (200-level or above)	9 hours
TOTAL HOURS	18 hours

Certain courses offered by other departments in the College, as well as certain philosophy courses offered at Wofford, may count toward the minor. Generally, no more than two such substitutions will be allowed. Courses for the minor program should be selected in consultation with the philosophy adviser.

*100. INTRODUCTION TO LOGIC/THREE CREDITS

A study of the fundamental principles of correct reasoning directed toward improving reading, writing, speaking, listening, and thinking. Students learn to recognize, analyze, evaluate, construct, and refute arguments.

*180. INTRODUCTION TO PHILOSOPHY/THREE CREDITS

A study of some of the best contemporary and historical work in philosophy. Reading, lectures, discussions, and written assignments examine such topics as God, knowledge, responsibility, mind, morality, and life after death.

*199. FRESHMAN HONORS SEMINAR/THREE CREDITS

A study of a selected subject within the discipline which will vary from term to term. The course is designed to encourage student participation in the intellectual processes through class discussion, research, writing, special projects, problem solving, and evaluation and defense of positions. When the subject matter duplicates that of another course, credit toward graduation will be granted for only one of the courses. *Offered periodically in rotation with seminars in other disciplines.*

*200. PHILOSOPHICAL ETHICS/THREE CREDITS

Careful study of major texts in Western ethical thought, from Plato to the present. Emphasis on textual analysis, and on developing the skills needed to conduct philosophical discussions in writing and in the classroom.

*210. PHILOSOPHY OF WOMEN/THREE CREDITS

A study of selected philosophical works by women or on women and issues of concern to women. Authors, works, and topics will vary. Focus may be on historical or contemporary works or both. Topics may include woman's nature, man's nature, sexual equality, preferential hiring, sexism in language, work, family, sexuality, education, and childcare.

*300. ANCIENT AND MEDIEVAL PHILOSOPHY/THREE CREDITS

A study of the first 2,000 years of Western philosophy, examining the beginnings in myth and poetry, the classical philosophies of Plato and Aristotle, and the medieval systems of Augustine and Aquinas.

*310. MODERN PHILOSOPHY/THREE CREDITS

A study of major philosophers of the modern period, from 1600-1900. Typical figures would include Descartes, Hume, Kant, Hegel, and Nietzsche.

*320. INTRODUCTION TO SYMBOLIC LOGIC/THREE CREDITS

An introduction to contemporary symbolic logic, including logical symbols and deductive principles. Students learn to symbolize arguments, and to construct formal proofs and truth tables.

*325. ANCIENT, MEDIEVAL, AND RENAISSANCE POLITICAL PHILOSOPHY/THREE CREDITS

A survey of the major works in the Western tradition of political thought from Plato to Machiavelli. *Cross-listed with POL 310.*

*330. MODERN POLITICAL PHILOSOPHY/THREE CREDITS

A survey of the major works in the Western tradition of political thought from Hobbes to Marx. *Cross-listed with POL 312.*

Department of Religion and Philosophy

340. SPECIAL TOPICS IN PHILOSOPHY/ THREE CREDITS

Prerequisite: permission of instructor. Intensive study of a topic or area in philosophy such as philosophy of language, advanced symbolic logic, early analytical philosophy, or contemporary feminist philosophy. *May be repeated for credit if topic changes.*

*342. PHILOSOPHY OF RELIGION/THREE CREDITS

See REL 342.

360. PHILOSOPHY AND HISTORY OF AMERICAN EDUCATION/THREE CREDITS

See EDU360.

*400. WAYS OF KNOWING/THREE CREDITS

A study of the various philosophical theories of knowledge and of the range of human knowledge claimed by each of these theories.

401. STUDIES IN HUMANITIES: PHILOSOPHY/ THREE CREDITS

Exploration of philosophical and humanistic issues as they relate to the modern world. *May be taken more than once with the approval of the instructor.*

491. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/THREE CREDITS

Intensive study of a topic of the student's choice under the direction of a faculty member whose course or courses are listed in the philosophy curriculum.

495. INTERNSHIP IN PHILOSOPHY/THREE OR SIX CREDITS

Prerequisite: permission of department. Pass/fail grading.

RELIGION

A major in religion consists of 30 hours of course work. A minor consists of 18 hours of course work. The major requires one course from each of the five categories below. The minor requires one course from each of the first four categories. Additional courses are to be selected in consultation with the student's adviser. No more than three 100-level courses may be included in the major.

A. Biblical Studies 3 hours

- 101: Intro. to the Old Testament/Hebrew Bible
- 102: Introduction to the New Testament
- 203: Images of Jesus
- 300: Studies in New Testament Literature
- 301: Studies in Old Testament/Hebrew Bible

B. Western Religious History 3 hours

- 110: The Christian Tradition
- 201: The Christian Experience I
- 202: The Christian Experience II
- 203: The Christian Experience III
- 215: Religion in America
- 250: Studies in Western Religion

C. Non-Western Religious Traditions 3 hours

- 100: Introduction to Religion
- 104: Introduction to Religion: World Religions
- 260: Studies in World Religion

D. Ethical or Theological Analysis 3 hours

- 303: Issues in Ethics
- 305: Women and Religion
- 313: Studies in Modern Religious Thought
- 320: Christianity and the Family
- 340: Religion and Modern Literature
- 342: Philosophy of Religion

E. Junior Seminar 3 hours

- Senior Seminar 1 hour

With departmental approval, students may apply up to two courses or six hours of work in other departments toward the major. No more than six internship hours will apply toward the major. No more than two classes or six hours taken at Wofford will be accepted toward the major. Classes in religion from Wofford may be taken for major credit only if subject matter is not duplicated by courses offered at Converse.

*100. INTRODUCTION TO RELIGION/ THREE CREDITS

This course is an introductory study of human religious beliefs and practices, including ritual, myth, symbol, and the sacred. The application of these concepts to the contemporary world is emphasized.

*101. INTRODUCTION TO THE OLD TESTAMENT/THREE CREDITS

A survey of the historical development of the ancient Hebrews and their writings (2,000 B.C.E.—165 C.E.).

*102. INTRODUCTION TO THE NEW TESTAMENT/THREE CREDITS

A survey of New Testament writings within the historical contexts in which they were produced.

*104. INTRODUCTION TO RELIGION: WORLD RELIGIONS/THREE CREDITS

A study of the basic forms of religious belief, activity, and experience in the major world religions. Traditions to be discussed may include tribal religions, Hinduism, Buddhism, Chinese religion, Judaism, Christianity, and Islam.

*110. THE CHRISTIAN TRADITION/ THREE CREDITS

This course is an introduction to Christianity that focuses on examination of the major theological themes and problems that have commonly occupied Christians and how these issues have developed over time. We will use primary sources for the most part in our explorations. While this course focuses on Christian thought (theology), we will also make connections between theology and worship, ethics, and other aspects of Christianity.

*199. FRESHMAN HONORS SEMINAR/ THREE CREDITS

A study of a selected subject within the disciplines which will vary from term to term. The course is designed to encourage student participation in the intellectual processes through class discussion, research and writing, special projects, problem solving, and evaluation and defense of positions. When the subject matter duplicates that of another course, credit toward graduation will be granted for only one of the courses. *Offered periodically in rotation with seminars in other disciplines.*

Department of Religion and Philosophy

*201. THE CHRISTIAN EXPERIENCE I: EARLY AND MEDIEVAL CHRISTIANITY/ THREE CREDITS

A survey of the history of Christianity from its beginnings to the late Middle Ages. This course will focus on the issues, thought, and historical events which shaped Christianity, and on its contribution to western culture.

*202. THE CHRISTIAN EXPERIENCE II: THE REFORMATIONS/THREE CREDITS

This course is a survey of the development of Christianity from the late Middle Ages through the Early Modern Period, covering institutional and theological developments, spirituality, and popular movements. The course will focus on various types of reform during this period.

*203. THE CHRISTIAN EXPERIENCE III: MODERN CHRISTIANITY/THREE CREDITS

A survey of the history of Christianity from 1650 to the present, with focus on the issues, thought, and events which shape Christianity in its present forms. A special focus of the course will be the development of Christianity beyond Europe and North America. *Note: The history of Christianity in the United States is not covered in this course. (see REL 215).*

*204. IMAGES OF JESUS/THREE CREDITS

This course is an historical examination of the central figure in Christianity, Jesus of Nazareth. The literary and archaeological sources will be closely examined to determine what can and cannot be known about Jesus based on historical research.

210. ANCIENT LANGUAGES/THREE CREDITS

An introduction to the vocabulary, grammar, and syntax of koine Greek or biblical Hebrew. *May be repeated for credit if subject matter is not duplicated.*

*215. RELIGION IN AMERICA/THREE CREDITS

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.

*250. STUDIES IN WESTERN RELIGION/ THREE CREDITS

Studies in selected topics in Western religious thought and history. Topics may include the Reformation, Islam, and Roman Catholicism. *May be repeated for credit if subject matter is not duplicated.*

*260. STUDIES IN WORLD RELIGION/ THREE CREDITS

Studies in selected topics in non-Western religious thought and history. Topics may include mysticism, the Buddhist tradition, myth, history, and religion. *May be repeated for credit if subject matter is not duplicated.*

*300. STUDIES IN NEW TESTAMENT LITERATURE/THREE CREDITS

An intensive study of a selected portion of the New Testament, designed to help the student develop some facility in analyzing and researching biblical texts. Topics will vary yearly. *May be repeated for credit if subject matter is not duplicated.*

*301. STUDIES IN THE OLD TESTAMENT/ THREE CREDITS

A study of selected portions of the Old Testament, designed to help the student develop some facility in analyzing and researching biblical texts. Topics announced yearly. *May be repeated for credit if subject matter is not duplicated.*

*303. ISSUES IN ETHICS/THREE CREDITS

Studies in selected contemporary ethical problems and the process of making decisions. *May be repeated for credit if subject matter is not duplicated.*

*305. WOMEN AND RELIGION/THREE CREDITS

A study of the contributions and theological perspectives of women in major religious traditions.

*306. FIELD STUDIES IN RELIGION/ THREE CREDITS

Offers a combination of academic study with travel. Two weeks of instruction on campus and two or more weeks of travel to one or more religious centers. Topics of discussion will include religious literature, theology, archaeology, and geography of the site. The travel itinerary and the specific subject of the class may vary from year to year.

*313. STUDIES IN MODERN RELIGIOUS THOUGHT/THREE CREDITS

Studies in selected issues, figures, or movements in modern and contemporary theology. Topics may include backgrounds of contemporary religious thought, liberation theology, Christianity and the encounter of world religions, and religious existentialism. *May be repeated for credit if subject matter is not duplicated.*

*320. CHRISTIANITY AND THE FAMILY/ THREE CREDITS

This course examines the relationships between Christianity and the family from Christianity's origins through contemporary America. Attention will be given to sexuality, marriage, gender roles, parenting and children's education, "family values," and the intersection between society, Christianity, and the family in a variety of historical contexts. *Prerequisites: one course in Bible, history of Christianity, REL 100, or permission of instructor.*

*330. STUDIES IN RELIGION/THREE CREDITS

Studies of significant humanistic issues in religion. *May be taken more than once with the approval of the instructor.*

*340. RELIGION AND MODERN LITERATURE/ THREE CREDITS

A study of religious thought and problems reflected in the writing of selected contemporary authors.

*342. PHILOSOPHY OF RELIGION/THREE CREDITS

A study of philosophical problems relevant to religious belief. Topics to be considered may include proofs for the existence of God, the problem of evil, miracles, the nature of religious belief, the relation of religion and morality, and the nature of God. *Cross-listed with Philosophy 342.*

350. RELIGION INTERNSHIPS/THREE OR SIX CREDITS

Prerequisite: permission of the department. Pass/fail grading. Offered as needed.

391. JUNIOR SEMINAR/THREE CREDITS

This seminar introduces juniors majoring in religion to critical theories currently employed in the academic study of religion, and to the classic works in which those theories were first expressed.

490. DIRECTED INDEPENDENT STUDY IN SELECTED TOPICS/THREE CREDITS

Prerequisite: permission of the instructor. An independent course of study in a topic not covered by regular course offerings. *May be repeated for credit.*

491. SENIOR SEMINAR IN RELIGION/ ONE CREDIT

In this seminar seniors majoring in religion will perform the reading, research, writing, editing, and final presentation of a significant original paper in the study of religion.

DEPARTMENT OF SOCIOLOGY

ROBERT E. MUZZY, *chair*, JOAN L. FOSS

The mission of the Department of Sociology at Converse College is to provide as broad a course of study in sociology as possible within the capabilities of our resources. Upon completion of the major, students are expected to be prepared for a wide spectrum of career opportunities, including graduate and professional schools. For the general student, courses are designed to help the student locate herself in the larger social order, and to understand better her relationship to it.

At the time of graduation, the sociology major is expected to have been exposed to a range of current sociological knowledge, theoretical perspectives, and the importance of sociological variables and social processes. Further, the major is expected to understand the scientific method of acquiring knowledge, of analyzing and interpreting quantitative data, and communicating these understandings in both verbal and written form.

Sociology is offered as a major for both the Bachelor of Arts and Bachelor of Science degrees. (For the Bachelor of Science degree, you must take four laboratory courses in the Natural Sciences). In both cases, the major consists of 30 semester hours above SOC 100. The major requirements are as follows:

SOC 231: Social Psychology	3 hours
SOC 260: Complex Organizations	3 hours
SOC 302: Social Stratification	3 hours
SOC 492: Sociological Theory	3 hours
SOC 493: Research Design and Analysis	3 hours
ISC 303: Social Statistics	3 hours
Additional Sociology Electives	12 hours
TOTAL HOURS	30 hours

Sociology is offered as a minor, which consists of six courses above Sociology 100, for a total of 18 hours.

Supplemental fields of study for sociology majors interested in graduate study in the social sciences include computer science, economics, history, humanities, information science, mathematics, philosophy, and psychology. Those interested in social work are advised to do supplemental work in economics, politics, or psychology.

SPECIAL STUDY TRACKS

The Department of Sociology offers two special study tracks which students with other majors may take to supplement their major areas of study.

Studies in Organization: This special selection of courses is suggested for students who are preparing to pursue career plans which will involve working in an organizational setting. These courses will provide valuable information and insights about how organizations are structured, how they operate, and the nature of work groups. Professor Foss will consult with students needing advice about a program of courses to meet their needs and interests.

The four basic courses for this special study track are as follows:

SOC 231: Social Psychology	3 hours
SOC 245: Sociology of Work	3 hours
SOC 250: Occupations and Professions	3 hours
SOC 260: Complex Organizations	3 hours

Additional courses that may be taken to pursue a special interest include the following:

SOC 270: Criminology	3 hours
SOC 310: Social Problems	3 hours
SOC 490: Directed Independent Study	3 hours

Information Science: A selection of information science courses can be used as a special study track to supplement a variety of major areas of study. These courses will help students to develop skills in using computers and computer programs to process information in both academic and work settings. No special mathematical skill or computer programming is required. Professor Muzzy will consult with students needing advice about a program of courses to meet their needs and interests.

The basic courses for this special study track are as follows:

- CSC 201: Introduction to Computing or
- ISC 180: Introduction to
Computers and Data Processing 3 hours
- ISC 282: Data Base Processing 3 hours
- ISC 383: Systems Analysis and Design I 3 hours
- ISC 484: Management Information Systems 3 hours

Additional courses that may be taken to pursue a special interest include the following:

- ISC 303: Social Science Statistics 3 hours
- ISC 493: Research Design and Analysis 3 hours
- CSC 290: Software Workshop 3 hours

INTERDISCIPLINARY MINOR IN COMPUTER/INFORMATION SCIENCE

The Computer/Information Science minor consists of 24 hours of course work distributed among Computer and Information Science courses. No course may count for both the major and the minor. No more than six hours of internship credit, and no more than six hours in CSC 290 Software Workshop may count toward the minor. CSC 101 may not count for the minor.

Students who wish to pursue the interdisciplinary minor in Computer/Information Science should consult with either the major adviser of the Computer Science/Mathematics program or the coordinator of the Information Science program. Students pursuing this minor must have their minor course selections approved by both department chairs.

SOCIOLOGY

***100. PRINCIPLES OF SOCIOLOGY/ THREE CREDITS**

GEP. Not accepted for major credit. A study of the basic sociological concepts and their logical and empirical relations, including those factors which contribute to the emergence, persistence, and change in social relationships. *Offered during fall and spring terms.*

***199. FRESHMAN HONORS SEMINAR/ THREE CREDITS**

GEP, not accepted for major credit. A study of a selected subject within the discipline. The course is designed to encourage student participation in the intellectual processes through class discussion, research and writing, special projects, problem solving, evaluation and defense of positions, etc. May be taken for general education credit in the social sciences. When the subject matter duplicates that of another course, credit toward graduation will be granted for only one of the courses. *Offered periodically, in rotation with seminars in other disciplines.*

202. URBAN SOCIOLOGY/THREE CREDITS

Major credit, elective credit. A study of the urban social system and the influence of ecological, social, and cultural forces upon its structure and function.

***231/531. SOCIAL PSYCHOLOGY/THREE CREDITS**

Required for major. A study of the interaction between the individual and the group, and the influence on each of the other, with particular attention given to attitudes, attitude change, perception, communication, personality, and cultural influences on personality. *PSY 231 is accepted in lieu of SOC 231 for major requirement. Offered during winter term.*

***245. SOCIOLOGY OF WORK/THREE CREDITS**

Major credit, elective credit. A study of the social history of the concept of work and the social-psychological consequences of the development of self in the micro-environment of work. *Offered during fall term.*

***250. OCCUPATIONS AND PROFESSIONS/ THREE CREDITS**

Major credit, elective credit. A study of the history and structure of specific occupations and professions and the study of theories of professionalism. *Offered during spring term.*

***260. COMPLEX ORGANIZATIONS/ THREE CREDITS**

Required for major. A study of formal organizations, theories of complex organizations, and the social-psychological consequences for the development of self in the macro-environment of work. *Offered during spring term.*

***270. CRIMINOLOGY/THREE CREDITS**

Major credit, elective credit. A focus on theories of criminology as related to significant research concerning causes, extent, social and economic cost, and ecology of crime. A second emphasis will be placed on criminal justice issues of practices within police, criminal, and juvenile courts, as well as problems of prison, reformatories, prevention, and rehabilitation. *Offered during winter term in alternate years.*

***302. SOCIAL STRATIFICATION/ THREE CREDITS**

Required for major. A study of institutionalized patterns of economic, political, social, and prestige differentiation and the importance of class or stratum placement in determining opportunities, style of life, and patterns of interaction. *Offered during fall term.*

Department of Sociology

*306. THE FAMILY/THREE CREDITS

Major credit, elective credit. A cross-cultural approach to marriage and the family with emphasis on historical changes and the modern American family, particularly in its relation to other social institutions. *Offered during winter term in alternate years.*

*310/510. SOCIAL PROBLEMS AND DISORGANIZATION/THREE CREDITS

Major credit, elective credit. 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. *Offered during winter term.*

330. SOCIOLOGY PRACTICUM/THREE CREDITS

Major credit, elective credit. Prerequisites: permission of adviser and supervising faculty. This course is designed to provide the student the opportunity to gain practical applied experience in an organizational or institutional setting related to her academic course work. It is expected that appropriate work will have been completed, or will be taken concurrently, with this practicum. This course is for the advanced student in sociology who has sufficient course work to provide a background for her proposed practicum experience. The student is responsible for making the arrangements with the organization and the faculty member who will also monitor her academic and practical work. *Offered any term by arrangement.*

490. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/THREE CREDITS

Major credit, elective credit. For upperclass sociology majors, to provide the student with the opportunity to pursue a topic of her choice within the field of sociology. *Offered any term by arrangement. May be repeated for credit.*

*492. SOCIOLOGICAL THEORY/THREE CREDITS

Required for major. A consideration of classical to contemporary theories, with emphasis on formal theory building and the influence that theory and research have on each other. *To be taken preferably in the junior year. Offered during fall term.*

493. RESEARCH DESIGN AND ANALYSIS/THREE CREDITS

Prerequisite: ISC 303 or permission of instructor. Required for major. This course considers the methods and logic used in the collection, analysis, and interpretation of data in the social sciences. *To be taken preferably in the junior year. Same as ISC 493. Offered during spring term.*

495. SOCIOLOGY INTERNSHIP/THREE TO SIX CREDITS

Major credit, elective credit. The sociology internship is intended for sociology majors who wish to gain some experience in a work setting. The student is responsible for making the arrangements with the Career Services Center, and the faculty member who will monitor her work. This course may only be taken on a pass/fail basis. One credit hour will be awarded for each 30-33 hours of internship per term. *Offered any term by arrangement.*

INFORMATION SCIENCE

180. INTRODUCTION TO COMPUTERS AND DATA PROCESSING/THREE CREDITS

Prerequisites: None. This course introduces the basic concepts related to computers and information processing. Through classroom demonstrations and use of the computer, students learn about the application of computers to academic subject matter, to business processes, and to personal record keeping and planning. These applications do not require special skills in mathematics or computer programming. Students intending to take ISC 282, 383, or 484 should take this course or CSC 201 first.

282. DATA BASE PROCESSING/THREE CREDITS

Prerequisites: ISC 180, or CSC 201, or CSC 205, or permission of instructor. This course is a conceptually oriented course, not a programming course. While the introductory course in COBOL (CSC 205) is helpful, it is not required. This course focuses on data base organization, its advantages, the variety of applications programs available, and how a data base may be processed.

303/503. SOCIAL SCIENCE STATISTICS/THREE CREDITS

Prerequisites: None. 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.

383. SYSTEMS ANALYSIS AND DESIGN I/THREE CREDITS

Prerequisites: ISC 180, or permission. Emphasis is on teamwork and the design of a computerized system for some selected applications problem. This will include an analysis of the demands of the problem, the design of data input and output, the design of the analysis algorithm, and documentation of the developed system. This course does not include the programming of the system and is language and machine independent.

484. MANAGEMENT INFORMATION SYSTEMS/THREE CREDITS

Prerequisite: ISC 383. The design and implementation of integrated, synergistic, data base information and control systems to provide real-time information for the management of business, governmental, and other organizational operations. The student will be exposed to many of the problems and issues typically encountered, current management trends and practices, strategic planning, and computer-based decision support systems.

490. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/THREE CREDITS

Prerequisites: 12 credit hours in ISC or CSC course or permission of instructor. For advanced students to pursue a topic of their choice within the field of Information Science. This may include developing an applications program with full documentation and users manual. *Offered any term by arrangement. May be repeated for credit.*

493. RESEARCH DESIGN AND ANALYSIS/THREE CREDITS

Prerequisite: ISC 303 or permission of instructor. This course considers the methods and logic used in the collection, analysis, and interpretation of data in the social sciences. *Offered during spring term. Same as SOC 493.*

DEPARTMENT OF THEATRE AND DANCE

JOHN M. BALD, *chair*, STEVEN R. HUNT, MARY NICHOLSON,
JENNIFER SCANLON

The Department of Theatre provides opportunities which enable students to develop their skills and talents in theatre arts and to foster a better understanding of the contribution that live theatre makes to the process of educating the whole person in a liberal arts environment. Through the availability of experiences in a number of areas, students will find a wide variety of challenges and means of expression. The program of study places emphasis on the aesthetic and practical decisions inherent to these areas, thereby strengthening the student's general intellectual capabilities and growth as an artist.

By the time of graduation, theatre majors should demonstrate basic competencies in each area of theatre and should be able to compete successfully for positions in graduate school and in the professional job market.

A major in the Department of Theatre consists of 42 hours of course work. The requirements are as follows:

THR 102: Seminar in Play Analysis	3 hours
THR 110: Voice and Diction	3 hours
THR 115: Beginning Acting	3 hours
THR 201: Technical Production	3 hours
THR 203 and 204: History of the Theatre and Drama I and II	6 hours
THR 207: Costume Design	3 hours
THR 230: Basic Stage and Lighting Design	3 hours
THR 350: Directing	3 hours
THR 421.13: Theatre Practicum Senior Project	
Additional Theatre Practicums	5 hours
Additional Theatre Electives	9 hours
TOTAL HOURS	42 hours

Each student may choose to take additional courses in the department that will lead to a concentration in one of the following areas: Acting, Directing, Dramaturgy, Technical Production, Production Design, Arts Management, or Theatre Education. The prospective secondary teachers of theatre must be certain that her program includes THR 260 and 340, and that one of her practicums is in promotion and publicity. THR 421.13, "Theatre Practicum: Senior Project," is required of all

senior theatre majors. A student who wishes to major in Theatre should consult with the chair of the department early in her college career.

A student may elect to take a minor in Theatre, which consists of a minimum of 24 hours of course work. All minors are required to take THR 102 and three hours of Theatre Practicum. The remainder of the hours may be selected from other Theatre department offerings or, with the approval of the chair of the department, related course offerings in other disciplines.

THEATRE

*100. INTRODUCTION TO THEATRE/ THREE CREDITS

This course is designed for anyone interested in theatrical production. Theatre history and theory are covered with an emphasis on the production process. The mounting of one or more plays for Theatre/Converse is an intrinsic part of the course and allows the student to experience first-hand concepts and processes dealt with in lectures and assigned readings. *No previous theatre experience is necessary.*

102. SEMINAR IN PLAY ANALYSIS/ THREE CREDITS

Required of majors and minors. Readings and discussions focus on the basic forms and styles of dramatic literature. Emphasis is placed on learning how to analyze a play script as the foundation out of which stem all the choices used by the director, designers, and actors in the creation of a performance. *Offered in alternate years.*

*105. THE LIVING THEATRE/SIX CREDITS

Major or elective credit. This course is designed to provide an intensive look at theatre arts by combining readings and classroom discussions with extended visits to the theatres in Washington, D.C., New York City, regional professional theatres, or Region IV Kennedy Center/American College Theatre Festival. *Offered during alternate winter terms.*

110. VOICE AND DICTION/THREE CREDITS

Required of majors. This course is a study of voice production with major emphasis placed on laboratory work designed to help the student develop greater clarity, flexibility, and expressiveness in the speaking voice. *Offered in alternate years.*

115. BEGINNING ACTING/THREE CREDITS

Required of all majors. A beginning laboratory course in acting. Consists of basic exercises in sensory awareness, imagination, body memory, physicalization, and improvisation. *Offered during fall term.*

120. PUBLIC SPEAKING AND DISCUSSION/THREE CREDITS

An exploration of the processes and techniques of oral communication, applied to both group discussion and public speaking. Emphasis placed on gathering and organization of material, critical thinking and analysis, effective listening, and physical attributes of delivery. *Offered during spring and winter terms.*

Department of Theatre and Dance

121. THEATRE PRACTICUM I/ONE CREDIT

Required of all majors and minors. A laboratory course wherein credit is given for the successful completion of assigned responsibilities in the process of preparing a specific production for public performance by Theatre/Converse. Emphasis is placed on the decision making process used throughout the various phases of production from script analysis through to the final performance. Students will serve as crew heads, and should register in specific areas of responsibility by course sections as follows: Section 1=Scenery; Section 2=Costumes/wardrobe; Section 3=Lighting; Section 4=Props; Section 5=Publicity; Section 6=House and ticket management; Section 7=Sound; Section 8=Makeup; Section 9=Performance; Section 10=Production assistant; Section 11=Stage managing, 12=Directing, 13=Senior project, 14=Playwriting. Please consult a member of the theatre faculty at registration time if you have any questions.

201. TECHNICAL PRODUCTION/THREE CREDITS

Required of majors. This course familiarizes the student with the fundamentals of the physical production process. Among the areas covered are materials, tools, and safety, construction methods, electricity, and plan reading. Students in the course participate in the construction of a play (or plays) for actual performance and thereby have ample opportunities to apply knowledge gained in the course. *Offered in alternate years.*

202. DRAFTING/ENGINEERING FOR THE STAGE/THREE CREDITS

Prerequisite: THR 201 or permission of instructor. The course will focus on drafting techniques and problem solving as it applies to the engineering of the building of the scenic elements for a play. The student will get hands-on experience by assisting the Technical Director for the semester's current production. *Offered in alternate years.*

*203. HISTORY OF THE THEATRE AND DRAMA I/THREE CREDITS

Required of majors. A survey of the development of the theatre and its literature from its beginnings through French Classicism. *Offered in alternate years.*

*204. HISTORY OF THE THEATRE AND DRAMA II/THREE CREDITS

Required of majors. A survey of the development of the theatre and its literature from the Restoration to the present day. *Offered in alternate years.*

205. STAGE MAKE-UP/THREE CREDITS

This course covers make-up materials, make-up design, corrective make-up, character make-up, prosthesis, chiaroscuro, physiognomy, and stylization. *Lab fee: \$30. Offered during winter term in alternate years.*

207. COSTUME DESIGN/THREE CREDITS

Required of all majors. A study of the history of costuming and the fundamentals of design. Emphasis will be placed on adapting existing garments, as well as designing and creating basic garments for use in fully mounted productions and/or acting and directing projects. *Offered in alternate years.*

215. ADVANCED ACTING/THREE CREDITS

Prerequisite: Beginning Acting 115 or permission of instructor. An extension of 115 with emphasis on characterization. Consists of advanced script work and advanced improvisational exercises designed to help the student approach the physicalization of character through sensory awareness, kinesthetics, and poised relaxation. *Offered in alternate years.*

216. MOVEMENT FOR THE ACTOR/THREE CREDITS

Prerequisite: THR 115 or permission of the instructor. Elective credit. Movement for the Actor will concentrate on the acting process through

focusing on the student actor's body as a medium of expression. Emphasis will be placed on certain movement techniques such as self-analysis, physical awareness, and freeing, centering, and focusing the body and psyche. *Offered during winter term.*

221. THEATRE PRACTICUM II/ONE CREDIT

Required of all majors and minors. This is the second level of Practicum, consisting of assigned technical and/or performance responsibilities. Students should register by the appropriate Section designation as outlined under THR 121.

230. BASIC STAGE AND LIGHTING DESIGN/THREE CREDITS

Prerequisites: None. Required of all majors. Through lectures, demonstrations, and class projects, students learn the fundamental aesthetics and conventions of scenery and lighting design. Emphasis will be placed on the development of design ideas resulting from studying scripts, research techniques, drawings and models, and light plots. The unique interrelationship between the design disciplines will also be stressed. *Offered in alternate years.*

260. INTRODUCTION TO ARTS MANAGEMENT/THREE CREDITS

Prerequisites: None. Elective credit. This course is designed for students interested in a career in arts management. Its purpose is to survey the nature of how the arts function as one of the central forces in society and the relationship that exists between the arts and economics. *Offered in alternate years.*

303. SPECIAL TOPICS IN PERFORMANCE/THREE CREDITS

Prerequisite: Permission of instructor. An in-depth study of one specific area of theatrical performance. *Offering based on available staff/student interest. Because course content will vary, it may be taken more than once for credit.*

304. SPECIAL TOPICS IN PRODUCTION/THREE CREDITS

Prerequisite: Permission of instructor. A study/workshop course that is focused on one specific problem or aspect of technical theatre production. *Offering based on available staff/student interest. Because course content will vary, it may be taken more than once for credit.*

305. SPECIAL TOPICS IN DRAMATIC LITERATURE/THREE CREDITS

Prerequisite: Permission of instructor. This course is focused on one specific aspect of dramatic literature, such as a playwright or an historical period. *Offering based on available staff/student interest. Because course content will vary, it may be taken more than once for credit.*

315. SCENE STUDY/THREE CREDITS

Prerequisite: 115 and 215 or permission of instructor. An advanced laboratory course that will allow the student/actor to study advanced acting techniques through the detailed study of specific scenes from the repertory of world drama. *Offered in alternate years.*

321. THEATRE PRACTICUM III/ONE CREDIT

Required of all majors and minors. This is the third level of Practicum, consisting of assigned technical and/or performance responsibilities. Students should register by the appropriate Section designations as outlined under THR 121.

330. ADVANCED STAGE AND LIGHTING DESIGN/THREE CREDITS

Prerequisite: THR 230 or permission of instructor. This course affords a closer examination of the design process through the study of a wider range of stylistic approaches. The course will culminate with the student serving either as designer or assistant designer on a production for public presentation as part of the Theatre/Converse season. *Offered in alternate years.*

340. THE THEATRE IN SCHOOL AND SOCIETY/ THREE CREDITS

Required of prospective teachers of theatre. This course explores the function of theatre as an integral part of a school's curriculum. It focuses on the issues related to the place of theatre in society, education of the whole person, methods of teaching theatre art, the structuring of a theatre program within a school curriculum, and the legal and ethical issues of producing theatre within a school. *Offered in alternate years.*

350. DIRECTING/THREE CREDITS

Prerequisite: THR 102, 201, and 215 or permission of instructor. *Required of all majors.* A lecture/laboratory course covering the fundamentals of play direction. Student laboratory work will consist of solving directorial problems in the actual direction of scenes.

EDU. 368/568. CREATIVE DRAMATICS FOR THE CLASSROOM TEACHER/THREE CREDITS

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

THR 391. PLAYWRITING/THREE CREDITS

Elective credit. A course designed to give the student the basic understanding and practical experience in the craft of playwriting. The course will culminate in the development of an original one act script. *Offered in alternating years.*

411. PROFESSIONAL INTERNSHIP/SIX CREDITS

Majors only. Prerequisites: THR 101, 102, 202. This program is designed for students who plan a career in theatre. It offers the major an opportunity to observe and participate in the activities of a regional professional theatre. Students accepted for this program must receive a written recommendation from the chair of the theatre department.

412. PROFESSIONAL INTERNSHIP IN ARTS MANAGEMENT/SIX CREDITS

Prerequisite: Must have the approval of the chair of the theatre department. This program is designed for students who plan a career in arts management. Students accepted for the program will observe and participate in the activities of an arts council or similar organization whose function is the management of an arts activity.

415. AUDITION TECHNIQUES AND PREPARATION/ THREE CREDITS

Prerequisite: 115 or permission of the instructor. Courses 215 and 315 are highly recommended before enrollment. An advanced acting course that will focus primarily on the process of preparing for getting a role through the auditioning procedure. Techniques such as cold readings, prepared monologues, call back preparation, and resume writing will be explored. Laboratory fee required. *Offered in alternate years.*

421. THEATRE PRACTICUM IV/ONE CREDIT

Required of all majors and minors. This is the fourth level of Practicum, consisting of assigned technical and/or performance responsibilities. Students should register by the appropriate Section designation as outlined under THR 121.

450. ADVANCED DIRECTING/THREE CREDIT

Elective credit. Prerequisite: THR 350. Advanced work in the directorial process will be covered. Topics of study include the directing of experimental works, musicals, non-realistic drama, and period work. The student's work will culminate in the performance of selected scenes from different genres.

490. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/ONE TO THREE CREDITS

Prerequisites: Consent of the chair of the theatre department. This course is designed to allow the student to engage in independent research of personal interest. *May be repeated for credit.*

DANCE

Students in the Dance Program may study dance technique from beginning to advanced levels. Students studying dance at the introductory level improve their technique, visual skills, and spatial awareness as well as rhythm and creativity. In intermediate level classes, students continue to improve these skills and become more adept at skills necessary for the particular dance being studied. In addition to technique classes, students also have the opportunity to study History of Dance, which counts as a fine arts requirement in the General Education Program.

Students wishing to dance at an advanced level may participate in Dance Ensemble, an extracurricular performing modern dance group, that performs in a variety of activities on campus, including Women's History Month events and the Martin Luther King, Jr. Celebration and also performs in area schools and at state dance events. The work of Dance Ensemble culminates each year in a spring concert. The concert gives students an opportunity to showcase their dance skills and also their choreography because students choreograph many of their own dances. Visiting artists may be brought in to choreograph pieces for the Spring Concert.

Converse College does not offer a major or minor in dance.

*110 BEGINNING MODERN DANCE/ONE CREDIT
GEP, elective

*111 BEGINNING BALLET/ONE CREDIT
GEP, elective

*112 BEGINNING FOLK AND SQUARE DANCE/
ONE CREDIT
GEP, elective

*113 BEGINNING TAP DANCE/ONE CREDIT
GEP, elective

*114 BEGINNING JAZZ
GEP, elective

*190 HISTORY OF DANCE/THREE CREDITS
GEP, elective (Fine Arts). A study of the significant developments of dance, giving consideration to the functions of dance as art, ritual, social activity, spectacle, and entertainment and to the relationship of dance to other arts. Offered during fall and spring terms.

*210 INTERMEDIATE DANCE/ ONE CREDIT
GEP, elective. Prerequisite: Beginning Dance 110 or 111. Offered on demand.

*211 INTERMEDIATE DANCE/ONE CREDIT
GEP, elective. Prerequisite: Beginning Dance 110 or 111. Offered on demand.

490 DIRECTED INDEPENDENT STUDY IN DANCE/
ONE OR TWO CREDITS
Elective. This course is designed as an individual study of a topic chosen by the student and approved by the instructor or as a group study designed to complement a specific course

NON-DEPARTMENTAL COURSES

NON-DEPARTMENTAL COURSES

CONVERSE 101. ONE CREDIT

Converse 101 is designed to increase the student's success in college. Topics include study skills, time management, writing and speaking skills, utilizing library resources, and personal issues.

CONVERSE 299. EXPERIENTIAL LEARNING/ THREE OR SIX CREDITS

Elective or major credit as determined by the department. Offered periodically, changing syllabus. A course which combines academic study with experiential work. Emphasis is on integrating on-campus and off-campus study under the supervision of departmental faculty in specially approved course offerings. This work may include selected volunteer work with given programs or agencies, travel-study experiences, and approved service learning experiences. No student may count more than six semester hours of such course work in any combination of departments toward degree credit.

CLP 100. INTRODUCTION TO LEADERSHIP/ THREE CREDITS

This course introduces students to the historical development of leadership, the skills necessary for leaders, leadership styles, and will provide students an opportunity to function as leaders in solving a community problem.

JAPANESE CULTURE 101, 102. AN INTRODUCTION TO JAPANESE CULTURE

Elective credit. Offered periodically. This course provides students the opportunity to learn about the history, language, and culture of Japan. Special emphasis will be given to learning how to deal with Japanese businesses. Student do not have to speak or write Japanese to take this course. No prerequisites.

*IDEAS AND CULTURES 150./THREE CREDITS

A chronological investigation of events and concepts that have shaped humanity until the 1500's. While incorporating history, art, architecture and music, the course focuses mainly upon primary texts of religion, philosophy and literature. *This course is required of all students to meet the Category II GEP requirement. Offered during fall term; must be completed by the end of the sophomore year.*

*IDEAS AND CULTURE 151./THREE CREDITS

Prerequisite: IDC 150. A chronological investigation of event and concepts that have shaped humanity from the 1500's until the present. While incorporating history, art, architecture and music, the course focuses mainly upon primary texts of religion, philosophy, science, and literature. *This course is required of all students to meet the Category II GEP requirement. Offered during spring term; must be completed by the end of the sophomore year.*

*WOMEN'S STUDIES 200. INTRODUCTION TO WOMEN'S STUDIES.

Elective or minor credit. An interdisciplinary introduction to Women's Studies examining methodology, perspectives, and writings in Women's Studies from the humanities, social sciences, and sciences. Course offered every fall semester. This course satisfies humanities credit in Category III of the GEP.

INTERDISCIPLINARY PROGRAMS

Converse offers interdisciplinary minors that encourage students to study a specific topic from a variety of perspectives rather than from the focus of one department. These innovative academic programs therefore foster a multifaceted discourse and reach beyond the boundaries that tend to structure human thought.

INTERDISCIPLINARY MINORS

COMPUTER/INFORMATION SCIENCES

JAMES HYMAS AND ROBERT MUZZY, DIRECTORS

The Computer/Information Sciences minor consists of 24 hours of course work distributed among Computer and Information Science courses. No course may count for both the major and this minor. No more than six hours of internship credit and no more than six hours in CSC 290 Software Workshop may count toward the minor. CSC 101 may not count for this minor.

Students wishing to pursue the interdisciplinary minor in Computer/Information Science should consult with either the major adviser of the Computer Science/Mathematics program or the coordinator of the Information Science program. Students pursuing this minor must have their minor course selections approved by both.

ENVIRONMENTAL STUDIES

SHARON LAMBERT, DIRECTOR

The mission of the Environmental Studies minor is to prepare students for careers and/or advanced study in Environmental Science. Completion of the minor will:

1. provide an introduction to the broad based nature of environmental studies which includes the areas of biology, chemistry, economics, politics and sociology
2. provide practical experience in the area of environmental studies through an internship or research program

The minor consists of 21 credit hours of course work, to include the following requirements:

BIO 411: Ecology	4 hours
CHM 311: Environmental Chemistry	4 hours
ECN 361: Geography of World Resources	3 hours
Additional Electives (choose two)	6 hours
BIO 250: Horticultural Botany	
CHM 404: Hazardous Waste and Public Policy	
HIS 491: Environmental History	
POL 308: Environmental Politics	
SOL 310: Social Problems	
Internship or Research Experience	4 hours
TOTAL HOURS	21 hours

A non-credit work or research experience may substitute with permission of the director.

WOMEN’S STUDIES

CATHY JONES WEST, DIRECTOR

The Women’s Studies minor will enhance Converse students’ ability to understand themselves and their place in the global community by encouraging them to analyze the assumptions that inhere in language and in cultural symbols. This program will foster awareness of women’s roles and image in various cultures.

The minor consists of 21 hours of course work. Women’s Studies 200 and six elective courses are required. One elective course may be a cognate course.

Women’s Studies 200: Intro to Women’s Studies	3 hours
Electives (choose 6)	18 hours
ENG 199: Reading and Writing Women	
POL 199: Third World Cultures Through the Eyes of Women	
BIO 270: Human Sexuality	
PSY 202: Psychology of Women	
HIS 210: Women Leaders in American History	
ENG 304: American Feminist Literature	
REL 305: Women in Religion	
POL 317: Gender and Politics	
HIS 345: Women in American History	
ART 315: Women in Art	
FRN/SPN 314: Special Topics: Women in Film	
SOC 306: The Family	
ECN 326: Labor Economics	

TOTAL HOURS	21 hours
--------------------------	-----------------

CAREER AND PRE-PROFESSIONAL PROGRAMS

The programs presented in this section of the catalog have been created to help students relate their liberal arts education to career goals. Their general characteristics are explained in the chapter titled "Academic Life." While it is necessary to point out that the success of students in gaining employment or admission to graduate school depends most of all upon their own initiative, talents, and efforts, many of our students find these career-oriented programs to be helpful in identifying their own objectives, gaining practical experience, and realizing their career ambitions.

Career programs are those that provide prerequisite training for a particular career that may be entered immediately after graduation or after further study. They are groups of courses that do not constitute a major. Majors (such as accounting, business administration, interior design, and education) that provide this kind of training are described in the departmental courses of study. Pre-professional programs are those that provide prerequisite training for graduate study leading to a professional degree. Internships, some of which are included in these programs, are described in the departmental course listings, and further information may be obtained from the department. See also the Guidelines for Internships, available from the Office of Career Services.

CAREER PROGRAMS

ARTS MANAGEMENT

JOHN BALD, *Adviser*
Department of Theatre

The Arts Management Program is an interdisciplinary program which combines studies in the arts and business with specific courses in the field of Arts Management. Students enrolled in this program will usually major in art, music, or theatre.

This program is recommended for students who are interested in professional careers in management of community arts organizations, theatres, opera or dance companies, symphonies, museums, or galleries.

The following courses are required for the Arts Management Program:

*THR 100: Introduction to Theatre	3 hours
*Music Appreciation 100: Music Apprec	3 hours
*HPE 190:History of Dance	3 hours
*ART100: Art Appreciation	3 hours
THR 260: Intro to Arts Management	3 hours
BAD 231: Management	3 hours
ECN 150: Economic Concepts	3 hours
ACC 211: Accounting Principle I	3 hours
ACC 212: Accounting Principles II	3 hours
BAD 252: Business Organizations, Property, and Commercial Law	3 hours
THR 412: Prof Intern in Arts Management	3 hours
BAD 241: Marketing Fundamentals	3 hours
DES 124: Graphic Design I	3 hours
TOTAL HOURS	39 hours

* Students majoring in any of these areas will not be allowed to take the appreciation course in that area.

INTERIOR DESIGN

FRAZER S. M. PAJAK, AIA, and
DONN BRITTEN PING, ASID, *Advisers*
Department of Art and Design

The program in interior design is offered as a major leading to the B.F.A. degree. There is no B.A. major or minor in interior design because the program is structured as a professional degree. B.A. students majoring in other departments may enter interior design courses given the following conditions:

1. they have completed the prerequisites
2. space is available
3. the instructor approves

B.A. students majoring in art may not use interior design as a related field or minor.

Interior design is an art, a science, a business, an industry, and a profession. The nature of this professional interior design program is a sequencing of intensive studies intended to prepare career professionals. This is a rigorous program that helps to prepare graduates for professional examinations.

Refer to the B.F.A. Program in Interior Design on page 42 for curricular requirements.

The student must complete the General Education Program and have a total of 120 hours to graduate from Converse.

Career and Pre-Professional Programs

MEDICAL TECHNOLOGY

EDNA STEELE, *Director*
Department of Biology

Converse offers a major in Medical Technology for students who are ASCP-certified Medical Laboratory Technicians. Students completing this major must make their own arrangements for their certification examinations and must complete all requirements for a Converse degree. Required courses include the following:

Biological Sciences:

BIO 100: General Biology or	
BIO 202: General Zoology	4 hours
BIO 312: Microbiology	4 hours
BIO 330: Introduction to Immunology	3 hours
Additional Biology Electives (choose courses from the topics listed)	8 hours
Genetics	
Comparative Anatomy	
Embryology	
Cell Biology	
Physiology	

Chemistry:

CHM 201–202: General College Chemistry	8 hours
CHM 303–304: Organic Chemistry	8 hours
Biochemistry	4 hours

Mathematics and Physics:

MTH Elective above MTH 110	3 hours
PHY 241: Elements of Physics	4 hours

The student must complete the General Education Program and have a total of 120 hours to graduate from Converse.

PUBLICATION AND MEDIA

SUSAN TEKULVE, *Adviser*
Department of English

The career program in journalism and publications (newspapers, magazines, institutional publications, business publications, television, public relations, advertising, etc.) gives students first-hand work experience as interns during the six week winter term. Internships in journalism and the media provide practical experience in publishing a newspaper or newsletter, producing a television news program, or designing and publishing a magazine. In most instances, the organization for which the student works will have its own program of instruction for interns under the supervision of a senior editor or news director.

To begin an internship in Publication and Media, students consult with the program's

director about their interests and goals and about the details of their internships. Career Services will then arrange the intern's appointment. In addition to the experience of working off-campus, students present for academic credit a portfolio of completed and published work. Their supervisor also writes to the director at Converse with an appraisal of their work. On the strength of the portfolio and this appraisal, students may receive three or six hours of credit for ENG 493 and the grade "Pass."

Many students have arranged internships in their hometowns. Others have lived at colleges in the city where they work. Others have worked in Spartanburg and remained on campus.

While Converse College does not offer a degree in journalism, the Publication and Media Program gives students professional experience within the context of the liberal arts—still the best preparation for careers in journalism and broadcasting. Students are urged to study widely during their first two years at Converse and, barring unusual circumstances, to wait until the junior year before requesting an internship.

Students should probably consider a major in languages and literature business, or the social sciences in preparation for media/journalism. And, in addition to fulfilling the requirements for a major subject, students should include the following courses, some of which satisfy the GEP requirements as well:

BAD 241: Marketing Principles	3 hours
ECN 201: Microeconomic Principles,	
BAD 231: Management,	
or BAD 200: Introduction to Business	3 hours
ENG 291: Writing for the Public or	
ENG 294: Introduction to Journalism	3 hours
ENG 290: Advanced Writing	3 hours
ENG 292: Intro to Creative Writing	3 hours
ENG 391: Feature Writing	3 hours
Literature Electives	6 hours
(Consult the director or your major subject adviser about these elective courses in English)	
HIS 201– 202: American History	6 hours
Philosophy 180: Introduction to Philosophy	3 hours
Philosophy 400: Ways of Knowing	3 hours
POL 101: Intro to American Government	3 hours
Three Politics Electives from the areas of American Government, Foreign Policy and International Relations, and Comparative Government and Politics	9 hours
PSY 100: General Psychology	3 hours
SOC 100: Principles of Sociology	3 hours
One Additional Sociology Elective (choose one) ...	3 hours
SOC 202: Urban	
SOC 231: Social Psychology	
SOC 310: Social Problems and Disorganization	
THR 120: Public Speaking and Discussion	

Career and Pre-Professional Programs

RESERVE OFFICERS' TRAINING CORPS (ROTC)

LT. COL. FRED DOWDEN, *Professor of Military Science*
Military Science Department, Wofford College

Converse students may cross-enroll at Wofford College in the Army Reserve Officer Training Corps (ROTC). Classes are taught at Wofford College and Converse.

Military Science offers a basic program and an advanced program. Satisfactory completion of six semester hours in the basic program may qualify the student for selection for the advanced program. (Satisfactory completion of a six-week basic camp in the summer after the sophomore year, or suitable prior military experience, or three years of JROTC may substitute for a portion of the basic program as means of qualifying for the advanced program.) Successful completion of the advanced program, including the advanced camp in the summer between the junior and senior years, a military history course, computer and math literacy courses, and of the bachelor's degree, qualifies the graduate for either a reserve or a regular commission as a Second Lieutenant in the United States Army.

Advanced program students are required to participate in a weekly military science laboratory. Students in the basic program are encouraged to participate in the department's adventure training activities, which are held periodically during the year. These activities include rafting, paint ball, rappelling, marksmanship, and the Ranger platoon.

There is *no military obligation* associated with any of the *basic program* courses. Converse students may compete for two- and three-year scholarships. Army scholarships apply toward tuition only and are funded at either \$12,000, \$8,000 or \$5,000 per year as determined by the Army at the time of award. In addition, they provide \$450 per year for books and \$1,500 in spending money. The application period runs from October-March. See the Professor of Military Science for details. The Military Science Department does not offer a major.

BASIC PROGRAM

111. INTRODUCTION TO ROTC AND THE U.S.

ARMY/ONE CREDIT

This course, intended primarily for freshmen, provides a basic orientation to ROTC and the U.S. Army. Course topics include the role and structure of the Army, military customs and courtesies, and basic marksmanship. Optional laboratory each week.

112. INTRODUCTION TO ROTC AND THE U.S.

ARMY/ONE CREDIT

This course, a continuation of MS 111, further introduces the student to the Army, basic military skills, and mountaineering/rough terrain skills. Topics include recent military operations, introduction to leadership, the Soviet threat, and basic mountaineering techniques. Optional laboratory each week.

211. ROTC BASIC MILITARY SKILLS/TWO CREDITS

Designed for sophomores who have previously taken MS 111 and MS 112, this course introduces the student to the basic military skills utilized by all members of the military forces. Topics include first aid, communications, nuclear, biological, and chemical operations, and leadership techniques and applications. Optional laboratory each week.

212. ROTC BASIC MILITARY SKILLS/TWO CREDITS

Topics in this course include military map reading, army weapons, and fundamentals of physical training.

ADVANCED PROGRAM

301. MILITARY SCIENCE/THREE CREDITS

Comprehensive instruction in map reading and land navigation, squad and platoon movement techniques, first aid, the Soviet soldier, and communications. There will be at least one weekend field-exercise and a weekly leadership laboratory.

302. MILITARY SCIENCE/THREE CREDITS

Development of skills useful for advanced camp, including analysis of terrain, movement under fire and obstacles, squad defensive employment, adjustment of artillery fire, first aid, and the use of various weapons. There will be at least one weekend field-exercise and a weekly leadership laboratory.

401. MILITARY SCIENCE/THREE CREDITS

A study of the officer personnel management system, military command and staff functions, military briefings, the Army training management system, military correspondence, the law of war, military ethics and professionalism, and personnel counseling. Student plan and conduct weekly leadership laboratories to include a field training exercise for MS 301 students. Mandatory laboratory each week.

402. MILITARY SCIENCE/THREE CREDITS

This is the last course in the Military Science requirements for commissioning. Subjects include military justice, laws of war, military logistics, military courtesies, Army personnel management, the role of the NCO and officer-enlisted relationships, Army battle doctrine, the National Defense Organization, the Army and society, Army customs and courtesies, and the transition from student to officer. Students plan and conduct weekly leadership laboratories and two field training exercises for MS 302 students. Mandatory laboratory each week.

PRE-PROFESSIONAL PROGRAMS

PRE-LAW

JEFFREY J. POELVOORDE, *Adviser*
Department of History and Politics

Law schools require no specific undergraduate curriculum for admission. No particular major is necessarily the best preparation for the study of law. Law schools seek students who have strong conceptual and analytical skills, high verbal facility, and the ability to think creatively. One means of measuring these abilities is the Law School Admission Test (LSAT) used by all law schools to evaluate prospective candidates for admission. These LSAT scores, college grades, and letters of recommendation are the usual criteria for admission to law school. There is no better preparation for success on the LSAT and in the study of law than a rigorous, broad, liberal arts program.

The aspiring law student should pursue a program which requires diligent reading, analysis, critical thought, and ample written and oral expression. Pre-law students often choose majors in English, history, politics, philosophy, religion, sociology, or economics—all of which provide strong training in the necessary skills.

At Converse, pre-law students follow courses of study that meet their particular needs and interests. The success of our students in gaining admission to law schools verifies the soundness of this approach. Individuals interested in pre-law should consult the Pre-Law adviser, who, working in conjunction with academic advisers, helps pre-law students plan their programs.

The following are suggestions which have proven to be good preparation in the past.

Freshman Year

- Politics 101: American Government (3)
- IDC 150 & 151: Ideas and Culture sequence (6 hrs.)
- Philosophy 100 or 180: Logic (3)
or Introduction to Philosophy (3)

Sophomore Year

- Politics 205: Introduction to Law & the Judicial Process (3)

(Winter Term course offered biannually; to be taken in freshman or sophomore years; prerequisite Politics 101)

- Economics 201 &/or 202: Microeconomics/Macroeconomics Principles (3/6)
- History 201 &/or 202: American History to 1877 & since 1877 (3/6)

Recommended Upper Division Courses during Sophomore through Senior Years

Although none of these courses are required, we believe that they are particularly useful both for understanding the nature of the legal profession and preparation for success in law school. Individual students should make selections according to her personal academic interests and the areas of law which she may be contemplating. Students interested in international law might take more courses in international subjects in politics, history, economics, etc.; those interested in environmental issues might emphasize the several courses in this area in the sciences, history, politics, etc.; those interested in gender issues could pursue relevant courses in women's studies, history, politics, English, sociology, psychology, and religion; those interested in business would emphasize work in this area and should take at least two courses in accounting; those interested in social welfare areas might consider psychology, sociology, or related areas. Many other concentrations exist as well.

- Politics 335: Constitutional Law (3)
- Politics 336: Civil Liberties (3)
- Politics 448: Public Administration (3)
- Politics 316: American Political Thought (3)
- Politics 465: Comparative Government and Politics (3)
- History 441: Recent U.S. History, 1945 to present (3)
- Business Law 251: American Legal System and Contracts (3)
- Business Law 252: Business Organization, Property, and Commercial Law (3)
- Business Law 253: Labor and Human Relations Law (3)
- Economics 324: Business and the Public Sector (3)
- Economics 326: Labor Economics (3)
- Sociology 270: Criminology (3)
- ISC 303: Social Statistics (3)

Career and Pre-Professional Programs

PRE-MEDICINE AND PRE-DENTISTRY

DOUGLAS P. JENSEN, *Adviser*
Department of Biology

Recommended pre-medical and pre-dental preparation at Converse consists essentially of a science major—either biology or chemistry—or a double major in biology and chemistry with heavy emphasis on related work in non-major science areas, humanities, and the arts.

Whether a student majors in biology or chemistry (either or both as a double major) or in a non-science area, the following groups of courses are recommended:

Preparatory Program for Medicine

CHE 201-202: General College Chemistry	8 hours
CHE 303-304: Organic Chemistry	8 hours
BIO 202: General Zoology	4 hours
BIO 203: General Botany	4 hours
MTH 110: Elementary Functions	3 hours
MTH 115, 120, or 210: Calculus	3 hours
PHY 241-242: Elements of Physics	8 hours
ENG 101: Composition	3 hours
ENG 102: Introduction to Literary Types	3 hours

The subjects listed above are the minimum entrance requirements for most medical schools. The following additional courses are highly recommended to round out the student's program.

BIO 200: Introduction to Human Genetics	3 hours
BIO 210: Human Anatomy	3 hours
BIO 211: Human Physiology	3 hours
BIO 301: Genetics	4 hours
BIO 304: Comp Vertebrate Embryology	4 hours
BIO 305: Chordate Anatomy	4 hours
CHM 251: Quantitative Analysis	4 hours
CHM 315: Physical Chemistry	4 hours
CHM 415: Biochemistry	4 hours
PSY 100: General Psychology	3 hours
PSY 204: Abnormal Psychology	3 hours
PSY 211: Behavior Modification	3 hours
PSY 236: Theories of Personality and Emotional Disturbances	3 hours
ENG 201-202: Survey of English Literature	6 hours
ENG 290: Advanced Writing	3 hours
MTH: Continuation of the Calculus sequence	3 hours
REL 241: Issues in Ethics	3 hours

Preparatory Program for Dentistry

CHM 201-202: General College Chemistry	8 hours
CHM 303-304: Organic Chemistry	8 hours
BIO 202: General Zoology	4 hours
BIO 203: General Botany	4 hours
MTH 110: Elementary Functions	3 hours
MTH 115 or 120, 210-220: Calculus	3 hours
PHY 241-242: Elements of Physics	8 hours
ENG 101: Composition	3 hours

ENG 102: Introduction to Literary Types	3 hours
---	---------

The subjects listed above are the minimum entrance requirements for most dental schools. The following additional courses are highly recommended to round out the student's program.

BIO 200: Introduction to Human Genetics	3 hours
BIO 210: Human Anatomy	3 hours
BIO 211: Human Physiology	3 hours
BIO 304: Comparative Vertebrate Embryology	4 hours
BIO 305: Comparative Chordate Anatomy	4 hours
CHM 251: Quantitative Analysis	4 hours
CHM 315: Physical Chemistry	4 hours
CHM 415: Biochemistry	4 hours
PSY 100: General Psychology	3 hours
PSY 204: Abnormal Psychology	3 hours
ENG 201-202: Survey of English Literature	6 hours
HIS 100: Introduction to the Study of Modern European History	3 hours
HIS 201: American History	3 hours
MTH Cont. of the Calculus sequence	3 hours
PSY 303: Social Science Statistics	3 hours
ECN 102: Macroeconomic Principles	3 hours

Pre-medical and pre-dental students should begin their preparation in the first term of their freshman year. This is essential for students planning to major in biology or chemistry.

PRE-MINISTRY

SUSAN ASHWORTH, *Adviser*
College Chaplain

Students who are considering careers in ministry are encouraged to take a broad range of courses, especially within the various disciplines of the humanities. A major in religion is not usually a prerequisite for admission to a divinity school or seminary. Some basic courses in the study of religion, however, may provide helpful background. The Chaplain is available to meet with any student considering such a career to discuss her own sense of calling to this vocation and to help her get in touch both with other pre-ministry Converse students as well as people from the community who may be of help in clarifying the appropriate steps toward such a career.

At the end of their years at Converse, students considering a career in ministry should have a clearer idea regarding their own sense of "calling to the ministry" as well as practical guidance and information necessary to determine what the next step might be for them. To accomplish this the Chaplain will:

Career and Pre-Professional Programs

1. meet with individuals and groups of students to discuss the meaning of calling to ministry, as well as the practical aspects of ministry and the different forms that ministry may take
2. attempt to ensure that students who are considering ministry have been placed in touch with other students who are considering the same profession and with religious leaders from their own faith communities who are equipped to guide them in the particular process required by their faith community to move toward a career in ministry
3. work with Career Services to insure that there are opportunities for Converse students to meet and talk with other people, but particularly women, who are presently engaged in ministry and to provide religion internships for those who want to explore the possibility of this profession in a more in-depth and structured manner
4. arrange for the return to campus of ordained alumnae who will serve as role models for Converse students as they lead campus worship
5. work with other members of the Religion Department, as well as representatives of various faith communities, to inform students about the opportunities available at various seminaries and divinity schools

PRE-NURSING

DOUGLAS P. JENSEN, *Adviser*
Department of Biology

Students interested in nursing may secure their first two years or more of required general college preparation at Converse. Each student should become familiar with the requirements of the school in which she is interested and should work closely with her adviser to fulfill these requirements.

PRE-PHARMACY

JERRY J. HOWE, *Adviser*
Department of Chemistry

Pre-pharmacy is a 2-, 3-, or 4-year program required for admission to pharmacy school. The length of this pre-professional program will depend upon the abilities of the individual student,

the pharmacy school of her choice, and her career goals. Pre-pharmacy students need to show a strong aptitude toward the sciences. Since pharmacy schools vary in their admission policies, a student should contact the school of her choice for its requirements.

The typical pre-pharmacy curriculum will include the following courses:

BIO 100: General Biology	3 hours
BIO 202: General Zoology or	
BIO 203: General Botany	4 hours
CHM 201–202: General Chemistry	8 hours
CHM 303–304: Organic Chemistry	8 hours
ECN 201: Microeconomics or	
ECN 202: Macroeconomics	3 hours
ENG 101: Composition	3 hours
ENG 102: Introduction to Literary Types	3 hours
HST 100: Intro to Modern European History	3 hours
ISC 303: Social Science Statistics	3 hours
MTH 110: Elementary Functions	3 hours
MTH 115: Survey of Calculus or	
MTH 120: Calculus I	3 hours
PHY 241–242: Elements of Physics	8 hours
PSY 100: General Psychology	3 hours
THR 120: Public Speaking	3 hours
At least six electives from the areas of literature, humanities, and social sciences	18 hours

In addition to the above courses, some pharmacy schools require either BIO 211: Human Physiology or BIO 312: Microbiology

Students pursuing the four-year pre-pharmacy program will major in chemistry or biology. Some pharmacy schools require prospective students to take the Pharmacy College Admission Test.

ALLIED HEALTH PROFESSIONS

DOUGLAS P. JENSEN, *Adviser*
Department of Biology

Students interested in careers in the allied health professions may secure their first two years or more of required general college preparation at Converse. Each student should plan a Converse curriculum designed to meet prerequisites by working cooperatively with the adviser. Individuals planning to qualify for Converse degrees must meet the prescribed standards.

THE CARROLL McDANIEL PETRIE SCHOOL OF MUSIC

Converse College was founded in 1889 as a liberal arts institution for women with a strong program in music. Throughout its history, the professional School of Music at Converse has had a prominent role on campus, in the region, and in the country. From the early part of this century, Twichell Auditorium has hosted internationally recognized musicians, 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. All Music Education degree programs are approved by the South Carolina Department of Education under the guidelines of the National Association of State Directors of Teacher Education and Certification (NASDTEC) which facilitates certification in many other states. Information concerning certification requirements in states which are not members of NASDTEC may be obtained by writing directly to the Departments of Education in those states.

MISSION

The mission of the Petrie School of Music is to provide a comprehensive program that meets the needs of the following:

1. students who wish to prepare for careers in the music field
2. students who wish to enhance their liberal arts studies through courses in music
3. citizens of Spartanburg and the region who look to the College for education enrichment opportunities through music and the other arts

The Petrie School of Music is characterized by:

1. quality academic programs
2. innovative interdisciplinary programs
3. a dynamic internal and external internship program

4. international programs that ensure students are prepared for careers in the global arena
5. international research and performance by students and faculty
6. leadership and interaction with external constituents
7. programs enhanced by technology

ADMISSION

Enrollment in all undergraduate programs at Converse College is open only to women.

To be admitted to the Petrie School of Music, a prospective student must satisfy the admission requirements of Converse College and pass a performance audition. Prospective students are encouraged to visit the campus for an interview and audition. A tape recording may be submitted in lieu of an audition.

The student should be familiar with the visual and aural aspects of rhythm, meter, notation, key signatures, and scales in the common modes. The incoming freshman is required to take a placement examination in music theory.

All students must audition. Non-keyboard instrumentalists are encouraged to audition with an accompanist (taped accompaniment is not permitted). Composition majors must also submit examples of original compositions. Students may be asked to sightread during the audition.

- Piano: Two pieces, memorized, from contrasting style periods.
- Organ: Two pieces, memorized, from contrasting style periods. (Prospective organ majors who meet piano requirements may be accepted on one year probation with an exam at the end of the freshman year.)
- Voice: Three solos, memorized, from contrasting style periods. One selection should be in Italian.

- Strings: Two solos, memorized, from contrasting style periods.
- Winds: Two solos from contrasting style periods.
- Percussion: Percussionists should provide their own sticks, mallets, and music. Performance on two of the following areas is required:
- Snare drum:* Rudiments and a prepared solo or etude.
- Timpani:* Two solos in contrasting styles.
- Marimba:* Major scales and arpeggios, two solos in contrasting styles.
- Composition: Examples of original compositions should be presented.

See the Graduate Catalog for information regarding graduate programs. The Graduate program in music is coeducational.

ADVANCED PLACEMENT

Advanced Placement credit is available in Music Theory and Music History based on CEEB Advanced Placement tests. A minimum score of 3 is necessary to receive the credit. Students receiving Advanced Placement credit must take a placement exam administered by the Petrie School of Music during registration.

FACULTY

The faculty in the Petrie School of Music are teacher/artists committed to quality teaching and continued performance. They are in demand as solo recitalists, members of chamber and large ensembles, conductors, and clinicians. Faculty are also active in research.

The faculty and their academic credentials are listed in The Register found on page 142.

ADVISERS

Upon enrolling at Converse College, students in the Petrie School of Music are assigned an adviser, normally in the major performance area. The role of the adviser is to facilitate the student's completion of an academic program. Although every effort will be made to provide assistance, it is the ultimate

responsibility of the student to satisfy all degree requirements.

TRANSFER STUDENTS

To be eligible for the bachelor's degree, the student must complete not less than the last 42 semester hours of course work at Converse College.

Credit in performance studies is determined by the standards established in the Petrie School of Music. In the case of those majoring in performance, credit for previous study is determined by audition with the faculty, either at the time of registration, or, with the approval of the dean, during the first term of study at Converse.

Placement examinations in music history and theory are normally required to determine whether equivalent standards have been met. Credit toward graduation is not given for courses taken to satisfy deficiencies.

The application of transferred music credits to the Converse degree program remains tentative until all auditions and examinations have been satisfactorily completed.

For students transferring to Converse, all course work attempted prior to enrollment at Converse and all course work taken at Converse will be used to determine the cumulative grade point average. A failing grade at another institution may be cancelled by taking a comparable course at Converse as approved by the Registrar. If these admission requirements are not met, the student may be denied admission to the Petrie School of Music. A student who does not meet the entry requirements is advised to declare another major.

FACILITIES

The Petrie School of Music is housed in the Blackman Music Hall, one of the finest music facilities in the region. In this center is Daniel Recital Hall, a 340-seat hall. Large scale performances are presented in Twichell Auditorium, an excellent 1500-seat concert hall which serves not only the School and the College, but also the upstate region.

The Petrie School of Music

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

MUSIC FOR THE NON-MAJOR

Academic courses in the Petrie School of Music are open to all Converse students regardless of major or area of study. Courses which have prerequisites are identified in the Courses of Instruction.

The Petrie School of Music offers music courses which may be used to satisfy the Fine Arts Requirement in the College's General Education Program. Other courses may be used as elective credits toward degrees in the College of Arts and Sciences.

Performance studies (private lessons) are available for all Converse students subject to the approval of the School.

Music ensembles are open to all students based upon audition and approval of the ensemble director.

BREVARD MUSIC CENTER

Students in good standing in an accredited college, or students who have been accepted for admission to an accredited college, may enroll for Converse College credit in the Advanced Division of the Brevard Music Center, Brevard, North Carolina. Brevard offers a summer session of six weeks in which the normal workload for students taking credit consists of one course, private lessons, and their major ensemble. Any exception must be approved by the Center's Education Director.

ALIA LAWSON PRE-COLLEGE PROGRAM

The mission of the Alia Lawson Pre-College Program is to welcome the community of young persons to the arts experience through instruction and creative participation in music, dance, and drama. The curriculum includes special activities for the young child. Scholarships are available. Activities take place in the Pre-College wing of Twichell Auditorium and in Blackman Music Hall.

The Pre-College program is accredited by the National Guild of Community Schools of the Arts and holds membership in the South Carolina and National Federation of Music Clubs. The Pre-College philosophy is focused toward providing programs of high quality, low cost, and deep commitment to life-enrichment and development.

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 cancelled, 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 normally will be offered only when scheduled.

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

DEGREE PROGRAMS

The Petrie School of Music offers both the professional Bachelor of Music degree and the Bachelor of Arts degree. The B.M. degrees are conceived as intensive preparations for careers in music. The B.A. degree is designed for students who wish to combine music study with a second major or minor. Alternative career options are made available through unique programs designed to meet the interests and goals of students.

A minor in Music is available for students pursuing a major in the College of Arts and Sciences.

See the Converse College Graduate Catalog for details on the graduate offerings of the Petrie School of Music.

DEGREE REQUIREMENTS

Bachelor of Arts Degree with a Major in Music

Required courses in Music:

MEN 120-190: Large Ensemble	5.0 hours
MMD 102: Introduction to Music Tech	1.0 hour
MUA Performance Studies	15.0 hours
MUA 101: Piano Class I*	1.0 hour
MUA 102: Piano Class II	0.0 hours
MUA 103: Piano Class III	1.0 hour
MUH 100: Recital Attendance (9 terms)	0.0 hours
MUH 101: Music History I	2.0 hours
MUH 103: Music History II	2.0 hours
MUH 211: Music History III	3.0 hours
MUH 213: Music History IV	3.0 hours
MUT 101: Music Theory I	2.5 hours
MUT 102: Music Theory II	1.0 hour
MUT 103: Music Theory III	2.5 hours
MUT 201: Music Theory IV	2.5 hours
MUT 202: Music Theory V	1.0 hour
MUT 203: Music Theory VI	2.5 hours
Electives in Music	5.0 hours
Total Hours in Music	50.0 hours

*Keyboard majors substitute two long terms of study in another instrument or voice.

Required courses for General Education Program (see also pages 38-40):*

ENG 101: Composition	3.0 hours
Foreign language competency (must complete intermediate level)	0-12.0 hours
MTH 105 (or higher)	3.0 hours
Physical Educ (2 courses, different areas)	2.0 hours
Ideas & Culture 150, 151	6.0 hours
THR 120: Public Speaking	3.0 hours
**Fine Arts (1 course, not music)	3.0 hours
**Humanities (2 courses, different areas)	6.0 hours
**Literature	3.0 hours
**Laboratory Science and/or Computer Science (2 courses, different areas)	7-8.0 hours
**Social Sciences (2 courses)	6.0 hours
Total hours for General Education Program	42-55.0 hours

**Two of these courses must be at the 200 level or above

Free Electives (A second major or a

minor is recommended.) **18-31.0 hours**
 *One course selected in fulfillment of the General Education or Free Elective requirement must be "writing intensive" (see p. 38)

TOTAL HOURS FOR BACHELOR OF

ARTS IN MUSIC 123.0 hours

Bachelor of Arts Degree with a Major in Music (Business Emphasis)

Required courses in Music:

MEN 120-190: Large Ensemble	5.0 hours
MMD 102: Introduction to Music Tech	1.0 hour
MUA Performance Studies	15.0 hours
MUA 101: Piano Class I*	1.0 hour
MUA 102: Piano Class II	0.0 hours
MUA 103: Piano Class III	1.0 hour
MUB 101: Intro to Music Business	3.0 hours
MUB 201: Music Business Seminar (9 terms)	0.0 hours
MUB 301: Music Business Internship (one yr.)	2.5 hours
MUH 100: Recital Attendance (9 terms)	0.0 hours
MUH 101: Music History I	2.0 hours
MUH 103: Music History II	2.0 hours

MUH 211: Music History III	3.0 hours
MUH 213: Music History IV	3.0 hours
MUT 101: Music Theory I	2.5 hours
MUT 102: Music Theory II	1.0 hour
MUT 103: Music Theory III	2.5 hours
MUT 201: Music Theory IV	2.5 hours
MUT 202: Music Theory V	1.0 hour
MUT 203: Music Theory VI	2.5 hours
Electives in Music	3.0 hours
Total Hours in Music	46.0 hours

*Keyboard majors substitute two long terms of study in another instrument or voice.

Required courses for General Education Program

(see also pages 38-40):*

ENG 101: Composition	3.0 hours
Foreign language competency (must complete intermediate level)	0-12.0 hours
MTH 105 (or higher)	3.0 hours
Physical Educ (2 courses, different areas)	2.0 hours
Ideas & Culture 150, 151	6.0 hours
THR 120: Public Speaking	3.0 hours
*Fine Arts (1 course, not music)	3.0 hours
*Humanities (2 courses, different areas)	6.0 hours
*Literature	3.0 hours
*Laboratory Science and/or Computer Science (2 courses, different areas)	7-8.0 hours
*Social Sciences (1 course, not ACC, BAD, FIN, or ECN)	6.0 hours
Total hours for General Education Program	39-52.0 hours

**Two of these courses must be at the 200 level or above

Business Core:

ECN 201: Microeconomic Principles	3.0 hours
ECN 202: Macroeconomic Principles	3.0 hours
ACC 211-212: Accounting Principles	6.0 hours
FIN 370: Business Finance	3.0 hours
BAD 231: Management	3.0 hours
BAD 241: Marketing Fundamentals	3.0 hours
BAD 251 or BAD 252: Business Law	3.0 hours
ECN 304: Quantitative Methods	3.0 hours
ECN 400: Senior Seminar	3.0 hours
ISC 303: Social Statistics	3.0 hours
Total hours for Business Core	33.0 hours

Concentration (choose one):

Marketing: BAD 242, 342, 343, plus dept. approved 300-400 Business Elective.

International Business: BAD 342, ECN 322, 323, and choice of ECN 361, 365, or BAD 343.

Music Media: MMD 302, 311, 313, and 450.

Special: Student proposal approved jointly by Petrie School of Music and Economics and Business Department.

Total hours for Concentration **12.0 hours**

TOTAL HOURS FOR BACHELOR OF ARTS

IN MUSIC, BUSINESS EMPHASIS 130-143.0 hours

Minor in Music

MEN 120-160: Large Ensemble	5.0 hours
MUA 100: Elective Performance Studies	8.0 hours
MUH 100: Recital Attendance (6 terms)	0.0 hours
MMD 102: Introduction to Music Tech	1.0 hour
MUH 101: Music History I	2.0 hours
MUH 103: Music History II	2.0 hours
MUT 101: Music Theory I	2.5 hours
MUT 102: Music Theory II	1.0 hour
MUT 103: Music Theory III	2.5 hours
Electives in Music	1.0 hours
TOTAL HOURS FOR MUSIC MINOR	25.0 hours

The Petrie School of Music

DEPARTMENT OF PERFORMANCE

JOHN TURNBULL, *Chair*, RON BOUDREAUX, BEVERLY HAY, MARSHA HOOD, KEITH JONES, KENNETH LAW, EUN-SUN LEE, SUSAN LYLE, VALERIE MACPHAIL, MILDRED ROCHE, LYNN STALNAKER, KELLY VANEMAN, DOUGLAS WEEKS.

Bachelor of Music Degree with a Major in Performance, Piano

Required Courses in Music:

MEN 120-160: Large Ens. (12 terms)	10.0 hours
MEN 170: Accompanying	2.5 hours
MUA 100: Performance Studies-Organ	2.5 hours
MUA 100: Performance Studies-Piano	7.5 hours
MUA 200: Performance Studies-Piano	7.5 hours
MUA 300: Performance Studies-Piano	7.5 hours
MUA 390: Junior Recital	0.0 hours
MUA 400: Performance Studies-Piano	7.5 hours
MUA 490: Senior Recital	0.0 hours
MUH 100: Recital Attendance (9 terms)	0.0 hours
MMD 102: Introduction to Music Tech	1.0 hour
MUH 101: Music History I	2.0 hours
MUH 103: Music History II	2.0 hours
MUH 211: Music History III	3.0 hours
MUH 212: Survey of the Arts	3.0 hours
MUH 213: Music History IV	3.0 hours
MUH Music History Courses (choose one)	3.0 hours
MUH 331: Music of the Romantic Era	
MUH 333: Music of the Twentieth Century	
MUH 441: Music of the Mid. Ages & Ren.	
MUH 443: Music of the Baroque and Classical Eras	
MUH 453: Piano Literature	3.0 hours
MUT 101: Music Theory I	2.5 hours
MUT 102: Music Theory II	1.0 hour
MUT 103: Music Theory III	2.5 hours
MUT 201: Music Theory IV	2.5 hours
MUT 202: Music Theory V	1.0 hour
MUT 203: Music Theory VI	2.5 hours
MUT 333: Form & Analysis	3.0 hours
MUT Music Theory Courses (choose 1)	3.0 hours
MUT 331: Counterpoint	
MUT 353: Intro. to Music Comp. & Improvisation	
MUT 441: Advanced Analysis	
MUT 442: Orchestration	
MUT 443: Adv. Harmony & 20th Century Idioms	
MUE 211: Piano Teaching Preparation	1.5 hours
MUE 212: Mgmt. of the Priv. Piano Studio	1.0 hour
MUE 213: Elem. Meth. in Piano Teaching	1.5 hours
MUE 301: Piano Teaching Procedures I	1.5 hours
MUE 302: Organ.&Comp.for the Piano Tchr	1.0 hour
MUE 303: Piano Teaching Procedures II	1.5 hours
Music Electives	2.0 hours
Total Hours in Music	93.0 hours

Required Courses in General Studies:

ENG 101: Composition	3.0 hours
ENG Literature Elective	3.0 hours
Foreign language competency	
(must complete intermediate level)	6.0 hours
HPE Physical Education (2 courses)	2.0 hours
HST History Elective	3.0 hours
General Studies Electives	9.0 hours
Total Hours for General Studies	26.0 hours
Free Electives	9.0 hours

TOTAL HOURS FOR BACHELOR OF MUSIC
IN PIANO PERFORMANCE 128.0 hours

Bachelor of Music Degree with a Major in Performance, Organ

Required Courses in Music:

MEN 120-160: Large Ens. (12 terms)	10.0 hours
MEN 170: Accompanying	2.5 hours
MUA 100: Performance Studies-Voice	2.5 hours
MUA 100: Performance Studies-Organ	7.5 hours
MUA 200: Performance Studies-Organ	7.5 hours
MUA 300: Performance Studies-Organ	7.5 hours
MUA 390: Junior Recital	0.0 hours
MUA 400: Performance Studies-Organ	7.5 hours
MUA 490: Senior Recital	0.0 hours
MUH 100: Recital Attendance (9 terms)	0.0 hours
MMD 102: Introduction to Music Tech	1.0 hour
MUH 101: Music History I	2.0 hours
MUH 103: Music History II	2.0 hours
MUH 211: Music History IV	3.0 hours
MUH 212: Survey of the Arts	3.0 hours
MUH 213: Music History V	3.0 hours
MUH Music History Courses (choose one)	3.0 hours
MUH 331: Music of the Romantic Era	
MUH 333: Music of the Twentieth Century	
MUH 441: Music of the Mid Ages & Ren.	
MUH 443: Music of the Baroque & Classic Eras	
MUH 471: Organ Literature	3.0 hours
MUT 101: Music Theory I	2.5 hours
MUT 102: Music Theory II	1.0 hour
MUT 103: Music Theory III	2.5 hours
MUT 201: Music Theory IV	2.5 hours
MUT 202: Music Theory V	1.0 hour
MUT 203: Music Theory VI	2.5 hours
MUT 333: Form & Analysis	3.0 hours
MUT Music Theory Courses (choose one)	3.0 hours
MUT 331: Counterpoint	
MUT 353: Intro. to Mus. Comp. & Improv.	
MUT 441: Advanced Analysis	
MUT 442: Orchestration	
MUT 443: Adv. Harmony & 20th Century Idioms	
MUE 211: Piano Teaching Preparation	1.5 hours
MUE 212: Mgmt. of the Priv. Piano Studio	1.0 hour
MUE 213: Elem. Meth. in Piano Teaching	1.5 hours
Music Electives	2.0 hours
Total Hours in Music	89.0 hours

Required Courses in General Studies:

ENG 101 Composition	3.0 hours
ENG Literature Elective	3.0 hours
Foreign lang. competency	
(must complete inter. level)	6.0 hours
HPE Physical Education (2 courses)	2.0 hours
HST History Elective	3.0 hours
General Studies Electives	12.0 hours
Total hours for General Studies	29.0 hours
Free Electives	7.0 hours

TOTAL HOURS FOR BACHELOR OF MUSIC
IN ORGAN PERFORMANCE 125.0 hours

Bachelor of Music Degree with a Major in Performance, Voice

Required Courses in Music:

MEN 110-190: Ensembles (12 terms)	10.0 hours
MUA 100: Performance Studies	7.5 hours
MUA 101: Piano Class I	1.0 hour
MUA 102: Piano Class II	0.0 hours
MUA 103: Piano Class III	1.0 hour
MUA 200: Performance Studies	7.5 hours
MUA 201: Piano Class IV	1.0 hour
MUA 202: Piano Class V	0.0 hours
MUA 203: Piano Class VI	1.0 hour
MUA 221: English & Italian Diction	1.0 hour
MUA 223: German & French Diction	1.0 hour
MUA 300: Performance Studies	7.5 hours
MUA 390: Junior Recital	0.0 hours
MUA 400: Performance Studies	7.5 hours
MUA 401: Opera Workshop I	1.0 hour
MUA 403: Opera Workshop II	1.0 hour
MUA 490: Senior Recital	0.0 hours
MUH 100: Recital Attendance (9 terms)	0.0 hours
MMD 102: Introduction to Music Tech	1.0 hour
MUH 101: Music History I	2.0 hours
MUH 103: Music History II	2.0 hours
MUH 211: Music History III	3.0 hours
MUH 212: Survey of the Arts	3.0 hours
MUH 213: Music History IV	3.0 hours
MUH Music History Courses (choose one)	3.0 hours
MUH 331: Music of the Romantic Era	
MUH 333: Music of the Twentieth Century	
MUH 441: Music of the Mid. Ages & Ren.	
MUH 443: Music of the Baroque & Classic Eras	
MUH 451: Song Literature	3.0 hours
MUT 101: Music Theory I	2.5 hours
MUT 102: Music Theory II	1.0 hour
MUT 103: Music Theory III	2.5 hours
MUT 201: Music Theory IV	2.5 hours
MUT 202: Music Theory V	1.0 hour
MUT 203: Music Theory VI	2.5 hours
MUT 333: Form & Analysis	3.0 hours
MUT Music Theory Courses (choose 1)	3.0 hours
MUT 331: Counterpoint	
MUT 353: Intro. to Mus. Comp. & Improv.	
MUT 441: Advanced Analysis	
MUT 442: Orchestration	
MUT 443: Adv. Harmony & 20th Century Idioms	
MUE 201: Private Applied Teaching I	1.0 hour
MUE 202: Private Applied Teaching II	0.5 hours
MUE 203: Private Applied Teaching III	1.0 hour
Music Electives	2.0 hours
Total Hours in Music	90.5 hours

Required Courses in General Studies:

ENG 101: Composition	3.0 hours
ENG Literature Elective	3.0 hours
FRN 101-102: Elementary French	6.0 hours
GER 101-102: Elementary German	6.0 hours
ITL 101-102: Elementary Italian	6.0 hours
HPE Physical Education (2 courses)	2.0 hours
General Studies Electives	6.0 hours
Total Hours in General Studies	32.0 hours
Free Electives	6.0 hours

TOTAL HOURS FOR BACHELOR OF MUSIC
IN VOCAL PERFORMANCE 128.5 hours

Bachelor of Music Degree with a Major in Performance, String Instruments

Required Courses in Music:

MEN 130-140: Lrg. Ens. (12 terms)	10.0 hours
MEN 110: Chamber Ens. (1 term min.)	1.0 hour
MUA 100: Performance Studies	7.5 hours
MUA 101: Piano Class I	1.0 hour
MUA 102: Piano Class II	0.0 hours
MUA 103: Piano Class III	1.0 hour
MUA 200: Performance Studies	7.5 hours
MUA 201: Piano Class IV	1.0 hours
MUA 202: Piano Class V	0.0 hours
MUA 203: Piano Class VI	1.0 hour
MUA 300: Performance Studies	7.5 hours
MUA 390: Junior Recital	0.0 hours
MUA 400: Performance Studies	7.5 hours
MUA 490: Senior Recital	0.0 hours
MUH 100: Recital Attendance (9 terms)	0.0 hours
MMD 102: Introduction to Music Tech	1.0 hour
MUH 101: Music History I	2.0 hours
MUH 103: Music History II	2.0 hours
MUH 211: Music History III	3.0 hours
MUH 212: Survey of the Arts	3.0 hours
MUH 213 Music History IV	3.0 hours
MUH Music History Courses (choose one)	3.0 hours
MUH 331: Music of the Romantic Era	
MUH 333: Music of the Twentieth Century	
MUH 441: Music of the Mid. Ages & Ren.	
MUH 443: Music of the Baroque & Classic Eras	
MUH 463: Orchestral Literature	3.0 hours
MUT 101: Music Theory I	2.5 hours
MUT 102: Music Theory II	1.0 hour
MUT 103: Music Theory III	2.5 hours
MUT 201: Music Theory IV	2.5 hours
MUT 202: Music Theory V	1.0 hour
MUT 203: Music Theory VI	2.5 hours
MUT 333: Form & Analysis	3.0 hours
MUT Music Theory Courses (choose one)	3.0 hours
MUT 331: Counterpoint	
MUT 353: Intro. to Music Comp. & Improv.	
MUT 441: Advanced Analysis	
MUT 442: Orchestration	
MUT 443: Adv. Harmony & 20th Century Idioms	
MUE 201: Private Applied Teaching I	1.0 hour
MUE 202: Private Applied Teaching II	0.5 hours
MUE 203: Private Applied Teaching III	1.0 hour
Total Hours in Music	85.5 hours

Required Courses in General Studies:

ENG 101: Composition	3.0 hours
ENG Literature Elective	3.0 hours
Foreign language competency (must complete intermediate level)	6.0 hours
HPE Physical Education (2 courses)	2.0 hours
General Studies Electives	13.0 hours
Total hours for General Studies	27.0 hours
Free Electives	9.0 hours

TOTAL HOURS FOR BACHELOR OF MUSIC
IN STRING PERFORMANCE 121.5 hours

The Petrie School of Music

Bachelor of Music Degree with a Major in Performance, Wind Instruments

Required Courses in Music:

MEN 110: Chamber Ensemble (2 terms)	2.0 hours
MEN 120-180: Lrg. Ens. (12 terms)	10.0 hours
MUA 100: Performance Studies	7.5 hours
MUA 101: Piano Class I	1.0 hour
MUA 102: Piano Class II	0.0 hours
MUA 103: Piano Class III	1.0 hour
MUA 200: Performance Studies	7.5 hours
MUA 201: Piano Class IV	1.0 hour
MUA 203: Piano Class V	0.0 hours
MUA 203: Piano Class VI	1.0 hour
MUA 300: Performance Studies	7.5 hours
MUA 390: Junior Recital	0.0 hours
MUA 400: Performance Studies	7.5 hours
MUA 490: Senior Recital	0.0 hours
MUH 100: Recital Attendance (9 terms)	0.0 hours
MMD 102: Introduction to Music Tech	1.0 hour
MUH 101: Music History I	2.0 hours
MUH 103: Music History II	2.0 hours
MUH 211: Music History III	3.0 hours
MUH 212: Survey of the Arts	3.0 hours
MUH 213: Music History IV	3.0 hours
MUH Music History Courses (choose one)	3.0 hours
MUH 331: Music of the Romantic Era	
MUH 333: Music of the Twentieth Century	
MUH 441: Music of the Mid. Ages & Ren.	
MUH 443: Music of the Baroque & Classic Eras	
MUH 463: Orchestral Literature	3.0 hours
MUT 101: Music Theory I	2.5 hours
MUT 102: Music Theory II	1.0 hour
MUT 103: Music Theory III	2.5 hours
MUT 201: Music Theory IV	2.5 hours
MUT 202: Music Theory V	1.0 hour
MUT 203: Music Theory VI	2.5 hours
MUT 333: Form & Analysis	3.0 hours
MUT 442: Orchestration	3.0 hours
MUE 201: Private Applied Teaching I	1.0 hour
MUE 202: Private Applied Teaching II	0.5 hours
MUE 203: Private Applied Teaching III	1.0 hour
Total Hours in Music	86.5 hours

Required Courses in General Studies:

ENG 101: Composition	3.0 hours
ENG Literature Elective	3.0 hours
Foreign language competency (must complete intermediate level) 6.0 hours	
HPE Physical Education (2 courses)	2.0 hours
General Studies Electives	13.0 hours
Total hours for General Studies	27.0 hours
Free Electives	9.0 hours

TOTAL HOURS FOR BACHELOR OF MUSIC
IN WIND PERFORMANCE 122.5 hours

COURSES OF INSTRUCTION

PERFORMANCE STUDIES (MUA)

101. PIANO CLASS I / ONE CREDIT
An introduction to the rudiments of piano playing.
102. PIANO CLASS II / NO CREDIT
Prerequisite: MUA 101. *Pass/fail.* A continuation of MUA 101.
103. PIANO CLASS III / ONE CREDIT
Prerequisite: MUA 102. A continuation of MUA 102.
111. VOICE CLASS I / ONE CREDIT
An elementary study of vocal production and repertoire.
113. VOICE CLASS II / ONE CREDIT
Prerequisite: MUA 111. A continuation of MUA 111, using more advanced repertoire and developing technical skills.
201. PIANO CLASS IV / ONE CREDIT
Prerequisite: MUA 103. A continuation of MUA 103.
202. PIANO CLASS V / NO CREDIT
Prerequisite: MUA 201. *Pass/fail.* A continuation of MUA 201.
203. PIANO CLASS VI / ONE CREDIT
Prerequisite: MUA 202. Successful completion of MUA 203 satisfies the Piano Proficiency requirement for music degrees.
211. VOICE CLASS III / ONE CREDIT
Prerequisite: MUA 113. A continued study of vocal production, technical skills, and repertoire using more advanced methods and materials.
213. VOICE CLASS IV / ONE CREDIT
Prerequisite: MUA 211. A continuation of MUA 211. Successful completion of MUA 213 satisfies the Voice Proficiency requirement for music degrees.
221. INTRODUCTION TO ITALIAN AND ENGLISH DICTION / ONE CREDIT
The study and performance of Lyric Italian and English diction for the stage and concert platform. Designed to identify the techniques of enunciation and projection. Students learn to use the International Phonetic Alphabet as a means toward effecting accurate and idiomatic pronunciation. Open to singers and those who work with singers as coaches or conductors.
223. INTRODUCTION TO FRENCH AND GERMAN DICTION / ONE CREDIT
The study and performance of lyric German and French diction for the stage and concert platform. Designed to identify the techniques of enunciation and projection. Students learn to use the International Phonetic Alphabet as a means toward effecting accurate and idiomatic pronunciation. Open to singers and those who work with singers as coaches or conductors.
390. JUNIOR RECITAL / NO CREDIT
Prerequisite: Approval of the faculty.
401. OPERA WORKSHOP I / ONE CREDIT
Prerequisite: Junior or Senior standing. 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.
403. OPERA WORKSHOP II / ONE CREDIT
Prerequisite: MUA 401 or permission of instructor. A continuation of MUA 401. 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.

The Petrie School of Music

450. INTERNSHIP IN PERFORMANCE / ONE TO SIX CREDITS

Prerequisite: Declared music major; permission of the department. A supervised internship which provides music majors with the opportunity to explore an external area of interest related to Performance Studies. The course will serve as a music elective or a free elective in the student's degree program.

490. SENIOR RECITAL / NO CREDIT

Prerequisite: Approval of the faculty. A \$50 scheduling fee is required in this course.

493. HONORS PROGRAM / SIX CREDITS

Prerequisite: Approval of the Music Curriculum Committee. For Music Performance Majors. Program includes senior recital, a second full recital in the major performance area, independent written project, and an ensemble.

PRIVATE LESSONS

Private Lessons are offered in Piano, Harpsichord, Organ, Voice, Violin, Viola, Cello, Bass, Flute, Oboe, Clarinet, Bassoon, Saxophone, French Horn, Trumpet, Trombone, Euphonium, Tuba, Percussion, and Guitar. Consult the appropriate section of the Catalog for lesson fees. Two categories of private instruction are available:

1. Performance Studies (to satisfy degree requirements for music majors)
2. Elective Performance Studies (requires approval of the appropriate performance area faculty. Enrollments are limited by available resources. Open to all Converse students.)

ENSEMBLES AND CHAMBER MUSIC (MEN)

110. CHAMBER ENSEMBLE / ONE CREDIT

Prerequisite: Permission of the director. Participation in small instrumental, keyboard and/or vocal ensembles. May be repeated for credit.

120. 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.

130. 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.

140. CHAMBER SINGERS / ONE CREDIT*

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

150. 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.

160. 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.

170. ACCOMPANYING / ONE CREDIT*

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

180. 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.

190. OPERA STUDIO/ONE CREDIT

Prerequisite: Permission of the instructor. An opera performance course designed for the advanced undergraduate or graduate singer. Includes the preparation and performance of an opera role. Audition required.

**These Ensembles receive one-half credit during the Winter Term.*

The Petrie School of Music

DEPARTMENT OF MUSIC EDUCATION AND PEDAGOGY

PATRICIA FOY, *Chair*, PAUL DAVIS, VALERIE MACPHAIL, MELANIE FOSTER TAYLOR

Bachelor of Music Degree with a Major in Music Education

A music education major must be admitted to a teacher education program. Normally, a student applies to the Department of Music Education at the end of the sophomore year. The application must be approved by the Department of Music Education and by the Teacher Education Admissions Committee no later than one full semester prior to student teaching. In order to be admitted to a teacher education program, the following requirements must be met:

1. completion of at least 60 hours of course work
2. minimum cumulative G.P.A. of 2.5, or cumulative G.P.A. of 2.0 with a score above the 50th percentile of examinees in South Carolina taking the S.A.T. or the A.C.T. in the year of graduation from high school
3. recommendation by both general and music education faculty members
4. a passing grade on all parts of the Praxis I Examination, a standardized test which may be taken during the freshman or sophomore year.

Application to student teach must be submitted no later than April 15 of the junior year. The Praxis II Specialty Area Test in music is required for graduation from Converse College as a music education major. These test scores must be submitted to the Director of Teacher Education no later than the spring of the academic year in which student teaching is done. Students should apply to the state for certification during the spring semester of the senior year through the Director of Teacher Education.

DEGREE REQUIREMENTS

Bachelor of Music Degree with a Major in Music Education, Choral

Required courses in Music:

MEN 110-160: Ensemble (11 terms)*	9.0 hours
MUA 100: Performance Studies	7.5 hours
MUA 200: Performance Studies	7.5 hours
MUA 300: Performance Studies	5.0 hours
MUA 390: Junior Recital (optional, with permission of performance faculty)	0.0 hours
MUA 400: Performance Studies	3.0 hours

* Must include at least one year of an SATB ensemble.

MUA 101: Piano Class I**	1.0 hour
MUA 102: Piano Class II	0.0 hours
MUA 103: Piano Class III	1.0 hour
MUA 201: Piano Class IV	1.0 hour
MUA 202: Piano Class V	0.0 hours
MUA 203: Piano Class VI	1.0 hour
MUA 221: Italian & English Diction	1.0 hour
MUA 223: French & German Diction	1.0 hour
MUH 100: Recital Attendance (9 terms)	0.0 hours
MMD 102: Introduction to Music Tech	1.0 hour
MUH 101: Music History I	2.0 hours
MUH 103: Music History II	2.0 hours
MUH 211: Music History III	3.0 hours
MUH 212: Survey of the Arts	3.0 hours
MUH 213: Music History IV	3.0 hours
MUT 101: Music Theory I	2.5 hours
MUT 102: Music Theory II	1.0 hour
MUT 103: Music Theory III	2.5 hours
MUT 201: Music Theory IV	2.5 hours
MUT 202: Music Theory V	1.0 hour
MUT 203: Music Theory VI	2.5 hours
MUT 442: Orchestration	3.0 hours
MUE 221: Intro. to Music Education	2.0 hours
MUE 311: General Music, K-12	3.0 hours
MUE Instrumental Methods (choose 1)	2.0 hours
MUE 321: Woodwind Methods I	
MUE 331: Brass Methods I	
MUE 341: String Methods I	1.0 hour
MUE 352: Percussion Methods	1.0 hour
MUE 361: Conducting I	2.0 hours
MUE 363: Conducting II	2.0 hours
MUE 411: Choral Methods	3.0 hours
MUE 460: Student Teaching	9.0 hours
Total Hours in Music	91.0 hours

* See asterik below

Required courses in General Studies***

EDU 360: Foundations of American Educ	3.0 hours
ENG 101: Composition	3.0 hours
ENG Literature Elective	3.0 hours
Foreign language competency (must complete elementary level)	6.0 hours
HPE Physical Education (2 courses)	2.0 hours
HST History Elective	3.0 hours
Humanities (1 course from PHI, REL, or WST) ...	3.0 hours
Lab Sciences (1 biological; 1 physical)	8.0 hours
MTH 105 (or higher)	3.0 hours
PSY 100: General Psychology	3.0 hours
PSY 320: Child Psychology	3.0 hours
PSY 321: Adolescent Psychology	3.0 hours
Social Sciences (1 course)	3.0 hours
Total Hours for General Studies	46.0 hours

TOTAL HOURS FOR BACHELOR OF MUSIC

IN MUSIC EDUCATION, CHORAL 137.0 hours

**Piano majors substitute two years of Voice Class

***Students must consult with Advisers to be sure that required competencies in General Studies are met.

Bachelor of Music Degree with a Major in Music Education, Instrumental

Required courses in Music:

MEN 110-160: Ensemble (11 terms)	9.0 hours
MUA 100: Performance Studies	7.5 hours
MUA 200: Performance Studies	7.5 hours
MUA 300: Performance Studies	5.0 hours
MUA 390: Junior Recital (optional, with permission of performance faculty)	0.0 hours
MUA 400: Performance Studies	3.0 hours
MUA 101: Piano Class I*	1.0 hour
MUA 102: Piano Class II	0.0 hours
MUA 103: Piano Class III	1.0 hour
MUA 111: Voice Class	1.0 hour
MUA 201: Piano Class IV	1.0 hour
MUA 202: Piano Class V	0.0 hours
MUA 203 :Piano Class VI	1.0 hour
MUH 100: Recital Attendance (9 terms)	0.0 hours
MMD 102: Introduction to Music Tech	1.0 hour
MUH 101: Music History I	2.0 hours
MUH 103: Music History II	2.0 hours
MUH 211: Music History III	3.0 hours
MUH 212: Survey of the Arts	3.0 hours
MUH 213: Music History IV	3.0 hours
MUT 101: Music Theory I	2.5 hours
MUT 102: Music Theory II	1.0 hour
MUT 103: Music Theory III	2.5 hours
MUT 201: Music Theory IV	2.5 hours
MUT 202: Music Theory V	1.0 hour
MUT 203: Music Theory VI	2.5 hours
MUT 442: Orchestration	3.0 hours
MUE 221: Introduction to Music Education	2.0 hours
MUE 311: General Music, K-12	3.0 hours
MUE 321: Woodwind Methods I	1.0 hour
MUE 323: Woodwind Methods II	1.0 hour
MUE 331: Brass Methods I	1.0 hour
MUE 333: Brass Methods II	1.0 hour
MUE 341: String Methods I	1.0 hour
MUE 343: String Methods II	1.0 hour
MUE 352: Percussion Methods	1.0 hour
MUE 361: Conducting I	2.0 hours
MUE 363: Conducting II	2.0 hours
MUE 412: Instrumental Methods	3.0 hours
MUE 460: Student Teaching	9.0 hours
Total Hours in Music	94.0 hours

* Piano majors substitute two years of Voice Class

Required courses in General Studies*

EDU 360: Foundations of American Educ.	3.0 hours
ENG 101: Composition	3.0 hours
ENG Literature Course	3.0 hours
Foreign language competency (must complete elementary level)	6.0 hours
HPE Physical Education (2 courses)	2.0 hours
History Course	3.0 hours
Humanities (1 course from PHI, REL., or WST) ...	3.0 hours
Lab. Sciences (1 biological; 1 physical)	8.0 hours
MTH 105 (or higher)	3.0 hours
PSY 100: General Psychology	3.0 hours
PSY 320: Child Psychology	3.0 hours
PSY 321: Adolescent Psychology	3.0 hours
Social Sciences (1 course)	3.0 hours

Total Hours for General Studies **46.0 hours**

TOTAL HOURS FOR BACHELOR OF MUSIC IN MUSIC EDUCATION, INSTRUMENTAL 140.0 hours

* Students must consult with Advisers to be sure that required competencies in General Studies are met.

Bachelor of Music Degree with a Major in Piano Pedagogy

Required courses in Music:

MEN 110-160: Ensemble (12 terms)	10.0 hours
MEN 170: Accompanying	2.5 hours
MUA 100: Performance Studies	7.5 hours
MUA 200: Performance Studies	7.5 hours
MUA 300: Performance Studies	7.5 hours
MUA 390: Junior Recital	0.0 hours
MUA 400: Performance Studies	7.5 hours
MUA 490: Senior Recital	0.0 hours
MUH 100: Recital Attendance (9 terms)	0.0 hours
MMD 102: Introduction to Music Tech	1.0 hour
MUH 101: Music History I	2.0 hours
MUH 103: Music History II	2.0 hours
MUH 211: Music History III	3.0 hours
MUH 212: Survey of the Arts	3.0 hours
MUH 213: Music History IV	3.0 hours
MUH Music History Courses (choose one)	3.0 hours
MUH 331: Music of the Romantic Era	
MUH 333: Music of the Twentieth Century	
MUH 441: Music of the Mid. Ages & Ren.	
MUH 443: Music of the Baroque & Classic Eras	
MUH 453: Piano Literature	3.0 hours
MUT 101: Music Theory I	2.5 hours
MUT 102: Music Theory II	1.0 hour
MUT 103: Music Theory III	2.5 hours
MUT 201: Music Theory IV	2.5 hours
MUT 202: Music Theory V	1.0 hour
MUT 203: Music Theory VI	2.5 hours
MUT 333: Form & Analysis	3.0 hours
MUE 211: Piano Teaching Preparation	1.5 hours
MUE 212: Mgmt of the Priv. Piano Studio	1.0 hour
MUE 213: Elem. Meth. in Piano Teaching	1.5 hours
MUE 301: Piano Teaching Procedures I	1.5 hours
MUE 302: Organizations and Competitions for the Piano Teacher	1.0 hour
MUE 303: Piano Teaching Procedures II	1.5 hours
MUE 401: Seminar in Piano Pedagogy	1.5 hours
MUE 402: Piano Music Publishing Industry	1.0 hour
MUE 403: Research in Piano Pedagogy	1.5 hours
MUE 442: Contemporary Writings in Piano Tchg	2.0 hours
MMD 432: Tech. for the Priv. Piano Tchr.	1.0 hour
Music Elective(s)	5.0 hours
Total Hours in Music	97.5 hours

Required courses in General Studies

ENG 101: Composition	3.0 hours
ENG Literature Elective	3.0 hours
Foreign language competency (must complete intermediate level)	6.0 hours
HPE Physical Education (2 courses)	2.0 hours
HST History Elective	3.0 hours
PSY 100: General Psychology	3.0 hours
PSY 320/321: Child or Adolescent Psych	3.0 hours
General Studies Electives	9.0 hours
Total Hours for General Studies	32.0 hours
TOTAL HOURS FOR BACHELOR OF MUSIC IN PIANO PEDAGOGY	129.5 hours

The Petrie School of Music

COURSES OF INSTRUCTION

MUSIC EDUCATION AND PEDAGOGY (MUE)

201. PRIVATE APPLIED TEACHING I / ONE CREDIT

Prerequisite: Permission of the department. Instruction of elementary and intermediate pupils by applied music majors in their principal field under faculty supervision. Includes methodology and materials for teaching.

202. PRIVATE APPLIED TEACHING II / ONE-HALF CREDIT

Prerequisite: MUE 201. A continuation of MUE 201.

203. PRIVATE APPLIED TEACHING III / ONE CREDIT

Prerequisite: MUE 202. A continuation of MUE 202.

211. PIANO TEACHING PREPARATION/ ONE AND ONE-HALF CREDITS

The study of careers as a pianist, necessary professional preparation, the history of piano pedagogy, and learning theory as applied to piano teaching.

212. MANAGEMENT OF THE PRIVATE PIANO STUDIO/ ONE CREDIT

Provides students with tools to establish and maintain an independent private studio.

213. ELEMENTARY METHODS IN PIANO TEACHING / ONE AND ONE-HALF CREDITS

A survey and evaluation of contemporary beginner's piano methods and the application of principles of Dalcroze eurhythmics to the teaching of rhythm.

221. INTRODUCTION TO MUSIC EDUCATION / TWO CREDITS

The philosophical, sociological, and psychological foundations of music education.

301. PIANO TEACHING PROCEDURES I / ONE AND ONE-HALF CREDITS

Supervised teaching of elementary piano students in both private and class situations. Includes the study of early intermediate literature for piano teaching.

302. ORGANIZATIONS AND COMPETITIONS FOR THE PIANO TEACHER / ONE CREDIT

A survey of the professional organizations available for the independent piano teacher and associated competitions and festivals.

303. PIANO TEACHING PROCEDURES II / ONE AND ONE-HALF CREDITS

Continued experience in teaching private and class piano under supervision. Continued study of intermediate literature for the piano, including practice techniques, learning styles, and related teaching styles, use of recordings in teaching, and recital and competition preparation for students.

311. GENERAL MUSIC, K-12 / THREE CREDITS

Prerequisite: MUE 221. Methods, materials, and practicum for teaching general music in the elementary, middle, and high school.

321. WOODWIND METHODS I / ONE CREDIT

Acquisition of a basic working knowledge of all woodwind instruments with emphasis on two assigned instruments. Includes methodology and materials for teaching.

323. WOODWIND METHODS II / ONE CREDIT

Prerequisite: MUE 321. Acquisition of a more advanced working knowledge of all woodwind instruments with emphasis on two assigned instruments. Includes methodology and materials for teaching.

331. BRASS METHODS I / ONE CREDIT

Acquisition of a basic working knowledge of all brass instruments with emphasis on two assigned instruments. Includes methodology and materials for teaching.

333. BRASS METHODS II / ONE CREDIT

Prerequisite: MUE 331. Acquisition of a more advanced working knowledge of all brass instruments with emphasis on two assigned instruments. Includes methodology and materials for teaching.

341. STRING METHODS I / ONE CREDIT

Acquisition of a basic working knowledge of all string instruments with emphasis on two assigned instruments. Includes methodology and materials for teaching.

343. STRING METHODS II / ONE CREDIT

Prerequisite: MUE 341. Acquisition of a more advanced working knowledge of all string instruments with emphasis on two assigned instruments. Includes methodology and materials for teaching.

352. PERCUSSION METHODS / ONE CREDIT

Acquisition of a basic working knowledge of major percussion instruments. Includes methodology and materials for teaching.

361. CONDUCTING I / TWO CREDITS

Prerequisite: MUT 203. A study of the fundamental principles of instrumental and choral conducting. Concentration on score reading and conducting of vocal works.

363. CONDUCTING II / TWO CREDITS

Prerequisite: MUE 361. Advanced choral and instrumental conducting skills. Includes score reading and conducting of instrumental ensembles.

370. MUSIC FOR THE CHILD / THREE CREDITS

The fundamentals of music needed to meet South Carolina certification requirements for classroom teachers. Includes basic notation, methodology for teaching music to elementary students, and methodology for using music to teach other subjects.

401. SEMINAR IN PIANO PEDAGOGY/ ONE AND ONE-HALF CREDITS

Supervised teaching of private and class piano continues through MUE 403. Concentration on group teaching materials and dynamics for the private teacher and group teaching at the college level. Techniques of harmonization, improvisation, transposition, and score reading.

402. PIANO MUSIC PUBLISHING INDUSTRY/ ONE CREDIT

Study of the materials and qualities of the various piano music publishing houses. Students will assess the philosophies of publishing for these houses, identify a need, and develop a project worthy of publication for a particular house.

403. RESEARCH IN PIANO PEDAGOGY / ONE AND ONE-HALF CREDITS

The reading and evaluation of experimental literature in piano teaching. Application of the results of various experiments in the field of music education to the private piano studio. The design, implementation, and reporting of a simple experiment using private piano students from the class.

411. CHORAL METHODS / THREE CREDITS

Prerequisite: MUT 203, permission of instructor. Methods, materials and practicum for teaching choral music in grades K-12.

412. INSTRUMENTAL METHODS / THREE CREDITS

Prerequisite: MUT 203, permission of instructor. Methods, materials and practicum for teaching instrumental music.

442. CONTEMPORARY WRITINGS IN PIANO TEACHING/ TWO CREDITS

Evaluation of contemporary writings in the field of piano pedagogy, including monographs, journal articles, and the most recent publications by piano music publishing companies. Students will write an article worthy of publication in a music journal.

450. INTERNSHIP IN MUSIC EDUCATION / ONE TO SIX CREDITS

Prerequisite: Declared music major; permission of the department. A supervised internship which provides music majors with the opportunity to explore an external area of interest related to Music Education or Pedagogy. The course will serve as a music elective or a free elective in the student's degree program.

460. STUDENT TEACHING IN MUSIC / NINE CREDITS

Prerequisites: Admission to the Teacher Education Program in Music Education; completion of all music education courses required for the degree, MUA 203 or MUA 213, minimum G.P.A. 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.

470. DIRECTED INDEPENDENT STUDY / ONE TO FOUR CREDITS

Prerequisite: Approval of the Music Curriculum Committee. Projects of independent study approved by the faculty and the Music Curriculum Committee.

493. HONORS THESIS IN MUSIC EDUCATION / THREE CREDITS

Prerequisite: MUH 501. An optional Senior Thesis for Music Education majors pursuing Honors in Music Education. The thesis topic must be approved in advance by the student's major professor and the Music Curriculum Committee.

DEPARTMENT OF MUSIC HISTORY, THEORY, AND COMPOSITION

SCOTT ROBBINS, *Chair*, DAVID BERRY, KELLY VANEMAN, ROBIN WALLACE

Bachelor of Music Degree with a Major in Music History

Required courses in Music:

MEN 110-170: Ensembles	10.0 hours
MUA Performance Studies	5.0 hours
MUA 101: Piano Class I*	1.0 hour
MUA 102: Piano Class II	0.0 hours
MUA 103: Piano Class III	1.0 hour
MUA 201: Piano Class IV	1.0 hour
MUA 202: Piano Class V	0.0 hours
MUA 203: Piano Class VI	1.0 hour
MUH 100: Recital Attendance (9 terms)	0.0 hours
MMD 102: Introduction to Music Tech	1.0 hour
MUH 101: Music History I	2.0 hours
MUH 103: Music History II	2.0 hours
MUH 211: Music History III	3.0 hours
MUH 212: Survey of the Arts	3.0 hours
MUH 213: Music History IV	3.0 hours
MUH Advanced Music History Courses	15.0 hours
MUH 331: Music of the Romantic Era	
MUH 332: World Music	
MUH 333: Music of the Twentieth Century	
MUH 441: Music of the Mid. Ages & Ren.	
MUH 443: Music of the Baroque & Classic Eras	
MUH Music Lit Courses (choose two)	6.0 hours
MUH 451: Song Literature	
MUH 453: Piano Literature	
MUH 463: Orchestral Literature	
MUH 471: Organ Literature	
MUH 472: Hist of Performance Practice	3.0 hours
MUH 493: Music Honors Thesis	
(Optional 3 credits)	0 hours

MUT 101: Music Theory I	2.5 hours
MUT 102: Music Theory II	1.0 hour
MUT 103: Music Theory III	2.5 hours
MUT 201: Music Theory IV	2.5 hours
MUT 202: Music Theory V	1.0 hour
MUT 203: Music Theory VI	2.5 hours
MUT 331: Counterpoint	3.0 hours
MUT 333: Form & Analysis	3.0 hours
MMD 313: Multimedia	3.0 hours
MUE 361: Conducting I	2.0 hours
Electives in Music	9.0 hours
Total Hours in Music	89.0 hours

* Piano majors substitute Instrumental Methods or Voice Classes.

Required courses in General Studies

ART 100: Art Appreciation (or Art History)	3.0 hours
ENG 101: Composition	3.0 hours
HST 100: Modern European History	3.0 hours
GER 201-202	6.0 hours
Elective Language	
(including more German if desired)	6.0 hours
Physical Education (2 courses)	2.0 hours
General Studies Electives	7.0 hours
Total Hours in General Studies	30.0 hours
Free Electives	8.0 hours

TOTAL HOURS FOR BACHELOR OF MUSIC IN MUSIC HISTORY	127.0 hours
--	-------------

The Petrie School of Music

Bachelor of Music Degree with a Major in Music Theory

Required courses in Music:

MEN 110-170: Ensembles	10.0 hours
MUA Performance Studies	5.0 hours
MUA 101: Piano Class I*	1.0 hour
MUA 102: Piano Class II	0.0 hours
MUA 103: Piano Class III	1.0 hour
MUA 201: Piano Class IV	1.0 hour
MUA 202: Piano Class V	0.0 hours
MUA 203: Piano Class VI	1.0 hour
MUH 100: Recital Attendance (9 terms)	0.0 hours
MMD 102: Introduction to Music Tech	1.0 hour
MUH 101: Music History I	2.0 hours
MUH 103: Music History II	2.0 hours
MUH 211: Music History III	3.0 hours
MUH 212: Survey of the Arts	3.0 hours
MUH 213: Music History IV	3.0 hours
MUH Music History Courses (choose one)	3.0 hours
MUH 331: Music of the Romantic Era	
MUH 332: World Music	
MUH 333: Music of the Twentieth Century	
MUH 441: Music of the Mid. Ages & Ren.	
MUH 443: Music of the Baroque & Classic Eras	
MUH Music Literature Courses (choose one)	3.0 hours
MUH 451: Song Literature	
MUH 453: Piano Literature	
MUH 463: Orchestral Literature	
MUH 471: Organ Literature	
MUT 153: Intro. to Mus. Comp. & Improv.	3.0 hours
MUT 101: Music Theory I	2.5 hours
MUT 102: Music Theory II	1.0 hour
MUT 103: Music Theory III	2.5 hours
MUT 201: Music Theory IV	2.5 hours
MUT 202: Music Theory V	1.0 hour
MUT 203: Music Theory VI	2.5 hours
MUT 331: Counterpoint	3.0 hours
MUT 333: Form & Analysis	3.0 hours
MUT 441: Advanced Analysis	3.0 hours
MUT 442: Orchestration	3.0 hours
MUT 443: Adv. Harmony & 20th C. Idioms.....	3.0 hours
MUT 493: Music Theory Honors Thesis	
(Optional; 3 credits)	0.0 hours
MMD 302: Electronic Music Publishing	3.0 hours
MMD 313: Multimedia	3.0 hours
MUE 361: Conducting I	2.0 hours
Electives in Music (recommend Music Media	
and/or Performance Studies)	9.0 hours

Total Hours in Music **86.0 hours**

* Piano majors subs. Instrumental Methods or Voice Classes.

Required courses in General Studies

ENG 101: Composition	3.0 hours
HST 100: Modern European History	3.0 hours
FRN or GER 201-202: Inter. Frn or Ger	6.0 hours
Alternative Second Language (French,	
German, Italian, or Latin)	6.0 hours
Math or Science Elective	3.0 hours
Physical Education (2 courses)	2.0 hours
General Studies Electives	7.0 hours
Total Hours in General Studies	30.0 hours
Free Electives	11.0 hours

TOTAL HOURS FOR BACHELOR OF

MUSIC IN MUSIC THEORY

127.0 hours

Bachelor of Music Degree with a Major in Composition

Required courses in Music:

MEN 110-170: Ensembles	10.0 hours
MUA 101: Piano Class I*	1.0 hour
MUA 102: Piano Class II	0.0 hours
MUA 103: Piano Class III	1.0 hour
MUA 201: Piano Class IV	1.0 hour
MUA 202: Piano Class V	0.0 hours
MUA 203: Piano Class VI	1.0 hour
MUH 100: Recital Attendance (9 terms)	0.0 hours
MMD 102: Introduction to Music Tech	1.0 hour
MUH 101: Music History I	2.0 hours
MUH 103: Music History II	2.0 hours
MUH 211: Music History III	3.0 hours
MUH 213: Music History IV	3.0 hours
MUT 153/353: Intro. to Music Comp. &	
Improv.	3.0 hours
MUT 101: Music Theory I	2.5 hours
MUT 102: Music Theory II	1.0 hour
MUT 103: Music Theory III	2.5 hours
MUT 201: Music Theory IV	2.5 hours
MUT 202: Music Theory V	1.0 hour
MUT 203: Music Theory VI	2.5 hours
MUT 281: Major Studies in Composition	2.0 hours
MUT 282: Major Studies in Composition	1.0 hour
MUT 283: Major Studies in Composition	2.0 hours
MUT 331: Counterpoint	3.0 hours
MUT 333: Form & Analysis	3.0 hours
MUT 381: Major Studies in Composition	3.0 hours
MUT 382: Major Studies in Composition	1.5 hours
MUT 383: Major Studies in Composition	3.0 hours
MUT 410: Composition Recital	0.0 hours
MUT 441: Advanced Analysis	3.0 hours
MUT 442: Orchestration	3.0 hours
MUT 443: Adv. Harm. & 20th C. Idioms..	3.0 hours
MUT 481: Major Studies in Composition	3.0 hours
MUT 482: Major Studies in Composition	1.5 hours
MUT 483: Major Studies in Composition	3.0 hours
MUT 493: Composition Honors Thesis	
(Optional; 3 credits)	0.0 hours
MMD 302: Electronic Music Publishing	3.0 hours
MMD 313: Multimedia	3.0 hours
MUE 361: Conducting I	2.0 hours
Music Electives (recommend Music Media	
or Performance Studies)	6.0 hours
Total Hours in Music	89.0 hours

* Pianists substitute 4 credits selected from MUE 321-352, Voice Class, or Performance Studies.

Required courses in General Studies

ENG 101: Composition	3.0 hours
HST 100: Modern European History	3.0 hours
FRN or GER 201-202: Intermediate	6.0 hours
Math or Science Elective	3.0 hours
MUH 212: Survey of the Arts	3.0 hours
Physical Education (2 courses)	2.0 hours
General Studies Electives	10.0 hours
Total Hours in General Studies	30.0 hours
Free Electives	8.0 hours

TOTAL HOURS FOR BACHELOR OF MUSIC IN

MUSIC COMPOSITION

127.0 hours

COURSES OF INSTRUCTION

MUSIC HISTORY AND LITERATURE (MUH)

100. CONCERT ATTENDANCE / NO CREDIT

A minimum of 15 Fall Term, 7 Winter Term, and 15 Spring Term concert/recital/special music event attendances is required, selected from The Petrie School of Music Calendar of Events or outside events approved in advance by the instructor. Nine terms (six Fall or Spring and three Winter Terms) must be passed in order to graduate. Transcript listing: pass/fail for each term. Required of all undergraduate music majors, all degrees.

101. MUSIC HISTORY I / TWO CREDITS

An introduction to the study of music history, including terminology, aesthetics, acoustics, musical form, literature, the diversity of musical styles, library and music research skills, and score reading. *Required of all music majors.*

103. MUSIC HISTORY II / TWO CREDITS

Prerequisite: MUH 101. A survey of the development of Western music from earliest times to 1600. The course begins with the study of World Music and how that music relates to its various cultures. *Required of all music majors.*

*110. MUSIC APPRECIATION / THREE CREDITS

An introduction to the music of Western Civilization through a study of its history and literature. Partial fulfillment of the fine arts requirement in the General Education Program for non-music majors.

*111. AMERICAN POPULAR MUSIC / THREE CREDITS

A survey of American popular music including folk, blues, jazz, rock and roll, and musical theater. Partial fulfillment of the fine arts requirement in the General Education Program for non-music majors.

211. MUSIC HISTORY III / THREE CREDITS

Prerequisite: MUH 103. A survey of the development of Western music from 1600 to 1820. *Required of all music majors.*

212. SURVEY OF THE ARTS / THREE CREDITS

An exploration of the elements common to the visual arts, architecture, dance, music, and theatre.

213. MUSIC HISTORY IV / THREE CREDITS

Prerequisite: MUH 211. A survey of the development of Western music from 1820 to the present. *Required of all music majors.*

331. MUSIC OF THE ROMANTIC ERA / THREE CREDITS

Prerequisites: MUH 211 and MUH 213. An examination of Western music in the Nineteenth Century.

332. WORLD MUSIC / THREE CREDITS

An examination of musical styles other than traditional Western art music.

333. MUSIC OF THE TWENTIETH CENTURY / THREE CREDITS

Prerequisites: MUH 211 and MUH 213. An examination of Western music in the Twentieth Century.

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.

441. MUSIC OF THE MIDDLE AGES AND RENAISSANCE/ THREE CREDITS

Prerequisites: MUH 211 and MUH 213. A topics seminar in Western music through 1600.

443. MUSIC OF THE BAROQUE AND CLASSIC ERAS/ THREE CREDITS

Prerequisites: MUH 211 and MUH 213. A topics seminar focusing on Western music from 1600 through 1800.

450. INTERNSHIP IN MUSIC EDUCATION / ONE TO SIX CREDITS

Prerequisite: Declared music major; permission of the department. A supervised internship which provides music majors with the opportunity to explore an external area of interest related to Music Education or Pedagogy. The course will serve as a music elective or a free elective in the student's degree program.

451. SONG LITERATURE / THREE CREDITS

Prerequisites: MUH 211 and MUH 213. A survey of standard art song literature from the Sixteenth Century to the present, with emphasis on both music and poetry.

453. PIANO LITERATURE / THREE CREDITS

Prerequisites: MUH 211 and MUH 213. A survey of piano and harpsichord literature from the Baroque to the present.

463. ORCHESTRAL LITERATURE /THREE CREDITS

Prerequisites: MUH 211 and MUH 213. A survey of the literature for large and small orchestras from the Baroque to the present.

471. ORGAN LITERATURE / THREE CREDITS

Prerequisites: MUH 212 and MUH 213. A survey of the literature for the instrument.

472. HISTORY OF PERFORMANCE PRACTICE / THREE CREDITS

Prerequisites: MUH 211 and MUH 213. A survey of the Early Music Movement and selected topics in applied performance practice.

480. 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.

493. HONORS THESIS / THREE CREDITS

Prerequisite: MUH 501. An optional Senior Thesis for Music History majors pursuing Honors in Music History. The thesis topic must be approved by the student's major professor and the Music Curriculum Committee.

501. BIBLIOGRAPHY / THREE CREDITS

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

The Petrie School of Music

MUSIC MEDIA (MMD)

102. INTRODUCTION TO MUSIC TECHNOLOGY/ ONE CREDIT

An introduction to music computer technology, including the use of campus computer facilities, computer research skills, and an exploration of rudimentary composition and improvisation skills. *Required of all music students.*

301. ELECTRONIC MUSIC LABORATORY I/ THREE CREDITS

Prerequisites: MMD 101 or the equivalent, and the ability to read music. An introduction to advanced techniques in the electronic music studio with a focus on using it as a composition, improvisation, and arranging tool. *Permission of the instructor required.*

302. ELECTRONIC MUSIC PUBLISHING/ THREE CREDITS

Prerequisite: MMD 101 or permission of the instructor. An in-depth study and application of technical and artistic techniques used for electronic music publishing.

303. ELECTRONIC MUSIC LABORATORY II/ THREE CREDITS

Prerequisite: MMD 301. A continuation of MMD 301.

311. SOUND RECORDING / THREE CREDITS

Prerequisite: MMD 101 or permission of instructor. An introduction to specific technical and artistic elements of current multitrack sound recording equipment and techniques.

313. MULTIMEDIA / THREE CREDITS

Prerequisite: MMD 101 or permission of the instructor. 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.

432. TECHNOLOGY FOR THE PRIVATE STUDIO TEACHER / 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.

450. MUSIC MEDIA INTERNSHIP / ONE TO THREE CREDITS

Prerequisite: Declared music major and permission of the department. An external, supervised internship with a business specializing in some area(s) of music media.

470. 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.

MUSIC BUSINESS (MUB)

101. INTRODUCTION TO MUSIC BUSINESS/ THREE CREDITS

Prerequisites: Admission to the degree program or permission of the instructor. This course provides a general overview of the music industry, focusing on the relationship between successful musicianship and business strategies. The goal is to help the student make informed choices about a music vocation or avocation.

201. MUSIC BUSINESS SEMINAR/ NO CREDIT

Prerequisite: Admission to the music business program. The Seminar provides opportunities for relating musical processes (such as performance, analysis, and historical considerations) with business processes (such as budget design and analysis, accounting procedures, and historical/legal considerations) to increase the breadth of student competence. Topics may also include current issues in business, music, technology, and society which are germane to the discipline. Each major is required to participate in nine terms of the Seminar during the course of Bachelor of Arts degree in Music with an Emphasis in Business. The ultimate goal of the Seminar is to enable the student to synthesize the disciplines of Music and Business.

301. MUSIC BUSINESS INTERNSHIP / ONE/ONE-HALF/ ONE CREDITS

Prerequisites: MUB 101, enrollment in MUB 201, and permission of the department. A three-term, external, supervised internship with a professional business, school, or performing, arts organization specializing in some area(s) relating to music business. The course is required for the completion of the music business degree.

MUSIC THEORY AND COMPOSITION (MUT)

101. MUSIC THEORY I / TWO AND ONE-HALF CREDITS

Fall Term introduction to the elements of music, including rudiments, diatonic harmony, ear-training, sightseeing, score reading, and conducting. This course prepares the student for further music theory study. *Required of all music majors.*

102. MUSIC THEORY II / ONE CREDIT

Prerequisite: MUT 101. The continuation of MUT 101. Winter Term study of the elements of music, including rudiments, diatonic harmony, ear-training, sightseeing, score reading, and conducting. *Required of all music majors.*

103. MUSIC THEORY III / TWO AND ONE-HALF CREDITS

Prerequisite: MUT 102. The continuation of MUT 102. Spring Term study of the elements of music, including rudiments, diatonic and beginning chromatic harmony, ear-training, sightseeing, score reading, and conducting. *Required of all music majors.*

153/353. INTRODUCTION TO MUSIC COMPOSITION & IMPROVISATION / THREE CREDITS

The basic concepts and procedures for creating original compositions—written or improvised. Open to all students with permission of the instructor. Some keyboard proficiency is required. Required of Composition majors (may be exempted without credit with permission of the composition faculty). *Nine hour weekly commitment including class periods (twelve hours for majors).*

181/182/183 MUSIC COMPOSITION—ONE AND ONE- HALF/ONE/ONE AND ONE-HALF CREDITS

Prerequisites: Submission of works and permission of the composition faculty. For composition majors who successfully audition before their freshman year. This sequence of courses substitutes for MUT 153 in the composition degree program. Original, appropriately competent music must be completed by the end of 183 and performed if possible. *Twelve hour minimum weekly commitment including a one-hour lesson, seminar experience, and composing.*

201. MUSIC THEORY IV /
TWO AND ONE-HALF CREDITS

Prerequisite: MUT 103. The continuation of MUT 103. Fall Term study of the elements of music, including chromatic harmony, musical form, ear training, sightsinging, score reading, and conducting. *Required of all music majors.*

202. MUSIC THEORY V / ONE CREDIT

Prerequisite: MUT 201. A continuation of MUT 201. Winter Term study of the elements of music, including chromatic harmony, enharmonicism, ear training, sightsinging, score reading, and conducting. *Required of all music majors.*

203. MUSIC THEORY VI /
TWO AND ONE-HALF CREDITS

Prerequisite: MUT 202. The continuation of MUT 202. Spring Term study of the elements of music, including advanced chromatic harmony, modes and basic post-tonal concepts, ear training, sightsinging, score reading, and conducting. This course constitutes the culmination of the core theory sequence and prepares the student for upper-level music theory study. *Required of all music majors.*

281/282/283 MUSIC COMPOSITION—
TWO / ONE / TWO CREDITS

Prerequisites: MUT 153 or permission of the composition faculty. For composition majors. Original, appropriately competent music must be completed by the end of 283 and performed if possible. *Fourteen hour minimum weekly commitment including a one-hour lesson, seminar experience, and composing.*

331. COUNTERPOINT / THREE CREDITS

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

333. FORM AND ANALYSIS / THREE CREDITS

Prerequisites: MUT 203 and MUH 213. An introduction to the principal formal structures of eighteenth- and nineteenth-century Western Music including binary and ternary forms, rondo, variation, fugue, and sonata form.

381/382/383 MUSIC COMPOSITION—
THREE / ONE AND ONE-HALF / THREE CREDITS

Prerequisite: MUT 283. For composition majors. Public performances of original compositions are required for the completion of 383 and entrance to 481-82-83. *Twenty hour minimum weekly commitment including a one-hour lesson, seminar experience, and composing.*

410. SENIOR RECITAL, MUSIC COMPOSITION /
NO CREDIT

In the semester concurrent with MUT 483, the student will schedule and present a one-hour recital (including a ten-minute intermission) consisting entirely of original works. Must include at least one first performance of a work composed during the final year of study.

441. ADVANCED ANALYSIS / THREE CREDITS

Prerequisite: MUT 333. Analysis of musical forms, harmonic procedures, and tonal organization from 1300 to the present.

442. ORCHESTRATION / THREE CREDITS

Prerequisites: MUT 203 and MUH 213. Scoring for instrumental ensembles and full orchestra. Includes score analysis.

443. ADVANCED HARMONY AND 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.

450. INTERNSHIP IN MUSIC THEORY OR
COMPOSITION/ ONE TO SIX CREDITS

Prerequisite: Declared music major; permission of the department. A supervised internship which provides music majors with the opportunity to explore an external area of interest related to Music Theory or Composition. The course will serve as a music elective or a free elective in the student's degree program.

470. 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.

472. MUSIC THEORY REVIEW / ONE CREDIT

A review of undergraduate theory for entering graduate students.

481/482/483. MUSIC COMPOSITION—
THREE / ONE AND ONE-HALF / THREE CREDITS

Prerequisite: MUT 383. For composition majors, culminating in MUT 410, Senior Recital. *Twenty hour minimum weekly commitment including a one-hour lesson, seminar experience, and composing.*

493. HONORS THESIS / THREE CREDITS

Prerequisite: MUH 501 for music theory majors. An optional scholarly research paper for Music Theory majors, or an original five-minute (minimum) composition of large proportions of advanced structure for composition majors, who are pursuing Honors in their major areas. The thesis topic must be approved in advance by the student's major professor and the Music Curriculum Committee.

The Register

THE BOARD OF TRUSTEES

Mary Rainey Belser, *Chairman* '69 (1995)
Columbia, South Carolina

Thomas E. Hannah, *Vice Chairman* (1994)
Spartanburg, South Carolina

Marsha Harrison Gibbs, *Secretary* (1996)
Spartanburg, South Carolina

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

True Gregory Applegate '66 (1998)
Charleston, South Carolina

Sally Harmon Caughman '68 (1997)
Columbia, South Carolina

Lacy Dennis Chapman '73 (1997)
Spartanburg, South Carolina

Arthur F. Cleveland II (1997)
Spartanburg, South Carolina

Gay Simmons Colyer '73 (2000)
Atlanta, Georgia

Mary Helen Garrison Dalton '46 (1977)
Atlanta, Georgia

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

Edwin J. Delattre (1994)
Boston, Massachusetts

Gillian White Goodrich '68 (2000)
Birmingham, Alabama

Rochelle Thomason Grubb '58 (2001)
Lexington, North Carolina

Jeanne Smith Harley '73 (1984)
Spartanburg, South Carolina

Kenneth B. Howard (2001)
Raleigh, North Carolina

George Dean Johnson, Jr. (1986)
Spartanburg, South Carolina

William Lowndes III (2001)
Spartanburg, South Carolina

Margaret Campbell MacDonald '59 (1997)
Charleston, South Carolina

Jane Spratt McColl '60 (2001)
Charlotte, North Carolina

Betty James Montgomery '72 (1997)
Campobello, South Carolina

Marian McGowan Nisbet '62 (1996)
Charlotte, North Carolina

Ruthlee Phillips Orr '62 (1996)
Winston-Salem, North Carolina

Virginia Preston Self '68 (1994)
Greenwood, South Carolina

George E. Stone (1986)
Spartanburg, South Carolina

The Honorable James Talley (1995)
Spartanburg, South Carolina

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

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

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

Kurt Zimmerli (1983)
Spartanburg, South Carolina

THE BOARD OF TRUSTEES

Ex officio members

Nancy Oliver Gray

President, Converse College

B. Brant Bynum (1999)

Faculty Senate, Faculty Representative

Elise Warren '75 (2000)

President, Converse College Alumnae Association

Victoria Vann Meyer '71 (1998)

Past-President, Converse College

Alumnae Association

Stephen and Eloise Fraser Shepherd '74 (2000)

Co-Chairs, Parents' Advisory Council

Mary DeGraw (2001)

President, Student Government Association

LIFE TRUSTEES

W. D. Bain, Jr. (1969, 1993)

Spartanburg, South Carolina

Lucy Simpson 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

THE BOARD OF VISITORS

Eugenia Clarkson Brabham '69
Columbia, SC

Mary Alice Ingram Busch '50
Florence, SC

Elizabeth White Calvert '84
Atlanta, GA

Cara Lynn Desern Cannon '84
Spartanburg, SC

Marion Rivers Cato '65
Charleston, SC

Elizabeth Syfan Chapman '53
Spartanburg, SC

Martha Cloud Chapman '42
Spartanburg, SC

Foster and Ruth Gray Chapman '95
Spartanburg, SC

Kathryn Wyatt Cheves '67
Greenville, SC

Paul and Nancy Bain Coté '79
Spartanburg, SC

John H. Dargan
Spartanburg, SC

Karen Abele DeVore '84
Spartanburg, SC

John and Ysal Dulken
Spartanburg, SC

Jule and Frankie Eldridge, Jr.
Sumter, SC

Elizabeth Burnett Fleming '65
Spartanburg, SC

Ellen Holmes Gramling '64
Gramling, SC

Marianna Black Habisreutinger
Spartanburg, SC

Phyllis Perrin Harris '82
Atlanta, GA

Martha Beach Howard '80
Raleigh, NC

Mary Gossett Dalton King '75
Atlanta, GA

Anne Jeter Lindsay '93
Beaufort, SC

Carolyn Sauter Little '63
Winnetka, IL

Ronny and Harriet Lowder
Sumter, SC

Beatrice Smith Maybank '66
Rocky Face, GA

Elise Sharp Moore '76
Columbia, SC

Rebecca Ramsaur Pennell '53
Spartanburg, SC

Edward and Anne Porcher Perrin
Spartanburg, SC

Ann Carol Hall Price '61
Columbia, SC

Charlotte Smith Purrington '69
Raleigh, NC

Betty Poole Rose '63
Raleigh, NC

Hugh and Emily Jones Rushing '73
Birmingham, AL

Jane Boatwright Schwab '77
Charlotte, NC

Elizabeth Anne Richardson Seabrook '82
Columbia, SC

A.B. Pearce Stewart '75
Greenville, SC

Frances Jeter Stowe '91
Beaufort, SC

Benjamin and Marianna MacIntyre Taylor '81
Spartanburg, SC

Mary Lemon Townsend '62
Laurens, SC

Jo Carr Ussery '61
Greenville, SC

John and Charlotte Smeak Verreault '79
Spartanburg, SC

Elizabeth Bell Weisiger '84
Charlotte, NC

David White
Spartanburg, SC

Alanna Ivey Wildman '71
Spartanburg, SC

Kathleen Cohen Willard '65
Spartanburg, SC

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 Grogan Ikerd, B.A., M.A.
Vice President for Enrollment Management

Thomas R. McDaniel, B.A., M.A.T., M.L.A., Ph.D
Vice President for Academic Affairs and Provost

W. Scott Rawles, B.A.
Vice President for Institutional Advancement

GENERAL ADMINISTRATION

OFFICE OF THE PRESIDENT

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

Donna P. Copeland, A.A.
Administrative Assistant

OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS AND PROVOST

Thomas R. McDaniel, B.A., M.A.T., M.L.A., Ph.D.
Vice President for Academic Affairs and Provost

Debra Young, A.A.
Administrative Assistant

Kathy Miller, Ph.D.
Director of Academic Support Center

ADVISING

B. Brant Bynum, B.A., M.A., Ph.D.
Director of Advising

CONTINUING EDUCATION

Liz J. Patterson, B.A., M.L.A.
Director of Continuing Education

Dena Gomez
Secretary, Continuing Education

CONVERSE II (*Program for Adult Women*)

Liz J. Patterson, B.A., M.L.A.
Director of Converse II

Betty Miles
Administrative Assistant, Converse II

MICKEL LIBRARY

Wade M. Woodward, B.S., M.L.S., M.A.
Director of the Mickel Library and Media Services

Wendi W. Arms, B.Mus., M.Mus.
Music Library Assistant

Louise B. Carson, B.S., M.S., M.A.
Supervisor of the Curriculum Resource Center

Mark A. Collier, A.B., M.A., M.L.I.S.
*Head Reference Librarian and
Coordinator of Public Services*

Rebecca G. Dalton, B.A.
Administrative Assistant

Darlene E. Fawver, B.A., B.Mus., M.L.S., M.Mus.
*Music Librarian and Coordinator of Music and
Technical Services*

James G. Harrison, Jr., A.B., M.A., M.S.L.S., Ph.D.
Director of Archives

Ann Holt, B. Mus., M.Mus.
Part-time Interlibrary Loan and Periodicals Assistant

Ingrid P. Myrick, B.A., M.L.S.
Assistant Librarian I and Reference Librarian

Rebecca S. Poole, B.A.
Circulation Supervisor

Shannon Wardlaw
Interlibrary Loan and Periodicals Assistant

OFFICE OF THE REGISTRAR

Mary L. Brown, B.S., M.Ed.
Registrar

Linda L. Blackwood
Assistant to the Registrar

Sheran Steading
Data Entry and Customer Service

OFFICE OF CAREER SERVICES

Robbie Moseley Richards
Director of Career Services

Dianne Blackwell
Secretary

Administration and Staff

COLLEGE OF ARTS AND SCIENCES

Joe Ann Lever, B.A., M.A.
Dean

Angela Mills Janulis
Administrative Assistant

DIVISIONAL COORDINATORS

John Bald, B.A., M.F.A.
Art and Theatre

Joe P. Dunn, B.S., M.A., Ph.D.
Humanities

Charles H. Morgan, A.B., M.A.
Language and Literature

Sharon Lambert, A.B., Ph.D.
Natural Sciences and Mathematics

Robert E. Muzzy, B.A., M.A., Ph.D.
Social Sciences

Katharine Stephens Slemenda, B.A., M.Ed
Education

INTERNATIONAL STUDIES

Jeri King, B.A., M.A., Ph.D
Director

OFFICE OF TEACHER CERTIFICATION

Joanne Jolly
Administrative Assistant

Alicia McCourry
Secretary

FACULTY SECRETARIES

Myra Hindman
Languages

THE WRITING CENTER

Susan Tekulve, B.A., M.F.A.
Director

PETRIE SCHOOL OF MUSIC

Lynn R. Stalnaker, B.Mus., M.Mus.
Interim Dean

Suzanne Brown, B.M.
Part-time Assistant to the Director of Pre-College

Cathy Siarris, B.M., M.M.
Part-time Director of Summer Programs

Ida Hollingsworth, B.A.
Office Manager

Frankie Humphries
Administrative Assistant, Pre-College Program

Paula Morgan, B.A., M.M.
Director, Pre-College Program

Sarah G. Spigner, B.A.
Business Manager

OFFICE OF CAMPUS LIFE

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

Pam Davis
Director of Student Activities

Peggy Rowe
Part-time Administrative Assistant

Candice H. Taylor
Administrative Assistant, Dean of Students Office

Kristin Watkins, B.S., M.S.
Director of Leadership Program and Orientation

Andrea Wyrosdick, B.A., M.Ed.
Director of Residential Life and Judicial Programs

OFFICE OF THE CHAPLAIN

Susan Ashworth, B.A., M. Div.
Chaplain

WELLNESS CENTER

Carol Edens Epps, B.A., M.Ed., Ph.D.
Director of Counseling

Heidi Moss, LISW
Part-time Counselor

Ann P. Merrell, B.S., R.N.
Director of Health Services

Eastside Family Physicians

Peggy Williams
Administrative Assistant

COLLEGIATE SPORTS AND FITNESS

Margaret S. Moore, A.B., M.Ed.
Director of Intercollegiate Athletics

Jo Dech, B.A.
*Administrative Assistant and
Sports Information Director*

Kingsley Emerson, B.A.
Head Coach, Soccer and Tennis

Alex C. Ericson, B.A., M.S.
Head Coach, Basketball and Volleyball

Niles Yantchook
*Part-time Cross Country Coach and
Assistant Sports Information Director*

CAMPUS SAFETY

Larry Jones
Director

Carol Ann Parris
Captain

Dennis Brown
Officer

Bobby Finch
Sergeant

James Hood
Sergeant

Norman Mann
Officer

Clinton J. Mickles
Officer

Lannie Rudicill
Sergeant

Larry Sprouse
Officer

Nathan Stutler
Officer

SWITCHBOARD

Claire Owings
Switchboard/Dispatcher

**OFFICE OF THE VICE PRESIDENT
FOR INSTITUTIONAL ADVANCEMENT**

W. Scott Rawles, B.A.
Vice President for Institutional Advancement

Ann Casey, B.S.
*Director of Donor Relations and
Campaign Coordinator*

Donna-Leigh E. Harmon, B.S.
Director of Corporate and Foundation Relations

Joshua R. Newton, B.A.
Executive Director of Development

Anita W. Redman, B.A.
Administrative Assistant

OFFICE OF ADVANCEMENT SERVICES

Brenda G. Lancaster
Director of Advancement Services

Barbara Zimmerman
Coordinator of Donor Services

OFFICE OF ALUMNAE

Melissa Daves Jolly, B.A., MAT
Director of Alumnae

Roberta (Bobbie) Daniel, B.A., M.L.S.
Alumnae Information Coordinator

Adelaide Johnson, B.A.
Part-time Coordinator of Recruitment Volunteers

Elizabeth Gaillard Simons, B.A.
Associate Director of Alumnae

OFFICE OF COMMUNICATIONS

Beth Farmer, B.A.
Director of Communications

Donna P. Gardner, B.A.
Communications Associate

Eric Lawson, B.A.
*Assistant Director of Communications and
Senior Writer*

Allison M. Walker, A.A., B.A.
Graphic Designer

OFFICE OF DEVELOPMENT

Suzanne White, B.A.
Director of the Converse Fund

Becky Snow, B.A.
Part-time Converse Fund Assistant

Administration and Staff

OFFICE OF THE VICE PRESIDENT FOR ENROLLMENT MANAGEMENT

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

Joyce H. Byrd, B.A.
*Secretary, Office of Admissions and Enrollment
Management*

OFFICE OF ADMISSIONS

Wanda Moore McDowell, B.A.
Director of Admissions

Alice Eanes, B.A.
Director of Admissions, Petrie School of Music

Ann-Marie Burgdorf
Data Entry Specialist

Jessica Eggimann, B.A.
Admissions Counselor

Jacquelyn Gaffney
Admissions Applications Specialist

Carrie Hill, B.A.
Associate Director of Admissions Volunteers

Stephanie Kirkland, B.A.
Admissions Counselor

Emilie Lewis, B.A.
Admissions Counselor

Leigh L. Theo, B.A.
Assistant Director of Admissions

Shannon White, B.A.
*Associate Director of Recruitment, Training, &
Internationals*

OFFICE OF SCHOLARSHIPS AND FINANCIAL ASSISTANCE

Margaret Printz Collins, B.A., M.Ed.
Director

Sally M. Stroup, B.A., M.L.A.
Associate Director

Sandra C. Mintz, B.A.
Assistant to the Director

OFFICE OF THE VICE PRESIDENT FOR FINANCE AND ADMINISTRATION

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

Susan O. Stevenson, B.A., M.A.
Controller/Director

Barbara J. Austin
Accounts Receivable

Sheila Bishop
Accounts Payable

Kimberly Campbell
Cash Receipts/Perkins Loan Coordinator

Jennifer M. Liechty, B.A.
General Ledger/Data Processing Clerk

Krisina O. Little, A.A.
Administrative Assistant/Receptionist

Cynthia A. Mercer
General Ledger/Data Processing Clerk

Lee F. Sturgill
Office Manager/Payroll

HUMAN RESOURCES

Barbara Bishop, A.A., B.S.
Director of Human Resources

INFORMATION TECHNOLOGY SERVICES

Leona Barcomb
ITS Specialist

Steve Collins
Computer Services Specialist

Judy D. Folk
Director of Information Technology Services

John F. James
SQL Database Administrator

Dr. George Speed
ITS Consultant

Cori L. Williams
Computer Hardware Specialist

MAIL ROOM

Carol W. Gibbs
Postmistress

Janice Harris
Part-time Mail Clerk

RISK MANAGEMENT AND PROPERTY SERVICES

Kathy Worley
*Director of College Events and Twitchell Auditorium
Property/Compliance/Business Services Director*

SUMMER PROGRAMS

Joe P. Dunn, B.S., M.A., Ph.D.
Director of Summer Programs

THE 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 Oliver Gray, *president*

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

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.;
LL.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)

Jerry H. Cromer, *associate professor emeritus of biology*

B.S., Wofford College; M.S., University of South Carolina; Ph.D., Vanderbilt University. (1968, 1997)

Janis Dengler, *associate professor emerita of health and physical education*

B.S. Ed., M.Ed., Ohio University. (1960, 2001)

Maxwell H. Goldberg, *Andrew Helmus distinguished professor emeritus of humanities and literature*

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

Phillip E. Highsmith, *Charles A. Dana professor emeritus of physics*

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

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)

Gayle G. Magruder, *associate professor emerita of physical education*

B.S., Auburn University; M.S., University of North Carolina at Greensboro. (1967, 2001)

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, 1999)

Robert W. Powell, Jr., *Charles A. Dana professor emeritus of biology*

B.S., Memphis State University; M.S., University of Houston; Ph.D., Duke University. (1963, 1999)

Rosa Shand, *Larrabee professor emerita of English*

B.A., Randolph-Macon Woman's College;
M.A., Ph.D., University of Texas at Austin. (1985, 2001)

Alfred O. Schmitz, *professor emeritus of philosophy*

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

George M. Speed, *associate professor emeritus of mathematics and director of computer center*

B.S., Birmingham-Southern College; M.S., Ph.D., George Peabody College for Teachers. (1964, 2001)

John W. Stevenson, *Charles A. Dana professor emeritus of English*

A.B., Wofford College; M.A.,
Ph.D., Vanderbilt University. (1962, 1983)

Malinda Maxfield Tulloh, *Leland L. and Nell B. Larrabee emerita professor of English*

B.A., Ph.D., Vanderbilt University. (1976, 1997)

TEACHING FACULTY

Thomas R. McDaniel, *professor of education, vice president for academic affairs and provost*

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

Joe Ann Lever, *associate professor of biology and dean, College of Arts and Sciences*

B.A., M.A., University of Mississippi;

PROFESSORS

Mayo Mac Boggs, *professor of art*

B.A., University of Kentucky;
M.F.A., University of North Carolina at Chapel Hill. (1970, 1994)

Karen Carmean, *Charles A. Dana professor of English*

B.A., M.A., North Texas State University;
Ph.D., Auburn University. (1983, 1997)

Anita P. Davis, *Charles A. Dana professor of education*

B.S., M.A., Appalachian State University; Ed.D., Duke University. (1969, 1983)

Joe P. Dunn, *Charles A. Dana professor of history and politics*

B.S., Southeast Missouri State University;
M.A., Ph.D., University of Missouri—Columbia. (1976, 1988)

Rafael E. Hernández, *Reeves Brothers professor of Spanish*

B.Architecture., Bolivariana University; M.S.Planning.,
Ph.D. in Spanish and Latin American Literatures, University of Tennessee.
(1984, 1993)

Jerry J. Howe, *Charles A. Dana professor of chemistry*

B.S., Ohio University;
Ph.D., Michigan State University.
(1972, 1986)

Jeri-Anne King, *Anne Morrison Chapman Distinguished professor of modern languages*

B.A., George Peabody College;
M.A., Ph.D., Louisiana State University. (1972, 1992)

John M. Theilmann, *professor of history and politics*

B.A., University of Missouri, Rolla; M.A., M.P.A., Ph.D., University of Georgia. (1985, 2001)

Jeffrey R. Willis, *Andrew Helmus distinguished professor of history*

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

Faculty

ASSOCIATE PROFESSORS

William M. Baker, *associate professor of psychology*
B.A., Oberlin College; Ph.D., Duke University. (1967, 1978)

John M. Bald, *associate professor of theatre*
B.A., Baldwin-Wallace College; M.F.A., Brandeis University.
(1982, 1995)

B. Brant Bynum, *associate professor of Spanish*
B.A., Austin College; M.A., University of Missouri at Columbia;
Ph.D., University of North Carolina at Chapel Hill. (1988, 1993)

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

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

*****Jean E. Dunbar**, *associate professor of mathematics*
B.A., Erskine College; M.S., Ph.D., Clemson University.
(1986, 1992)

James G. Harrison, Jr., *associate professor of classics*,
Director of Archives
A.B., University of North Carolina at Chapel Hill; M.A., Harvard University;
M.S.L.S., Simmons College; Ph.D., University of North Carolina at Chapel
Hill. (1970, 1980)

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

James A. Hymas, *associate professor of mathematics*
B.S., M.S., D.A., Idaho State University. (1978, 1984)

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

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

Martha T. Lovett, *associate professor of education and
dean of graduate education and special programs*
B.A., James Madison University; M.A., Cleveland State University;
Ph.D., Bowling Green State University (1986, 1995)

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

Byron R. McCane, *associate professor of religion*
B.A., University of Illinois; M.Div., Trinity Evangelical Divinity School;
Th.M. Duke Divinity School; Ph.D. Duke University.
(1995, 2000)

Grace Elena Méndez, *associate professor of physics*
B.S., State University of New York; M.A., Ph.D., Duke University.
(1991, 1997)

Margaret S. Moore, *associate professor of physical education*
A.B. Queens College; M.Ed., University of Georgia. (1973, 1991)

Charles H. Morgan, *associate professor of English*
A.B., Princeton University; M.A., Tulane University. (1965, 1978)

****Richard D. Mulkey**, *associate professor of English*
B.A., Bluefield College; M.S., Radford University; M.F.A., Wichita State
University. (1995)

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

Frazer S. M. Pajak, *AIA, associate professor of interior design*
B.Arch., M.Arch., Clemson University. (1985, 1992)

Donn Britten Ping, ASID, *assistant professor of interior design*
B.A., B.S., M.A., Purdue University. (1992, 1998)

Ann M. Pletcher, *associate professor of accounting*
B.A., Albion College; M.B.A., Keller Graduate School of Management.
C.M.A. (1984, 1999)

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

Teresa A. Prater, *associate professor of art*
B.F.A., University of Tennessee; M.A., M.F.A., University
of New Mexico. (1990, 1999)

Suzanne Schuweiler-Daab, *associate professor of art history*
B.A., M.A., Virginia Commonwealth University; Ph.D., University of
Illinois. (1992)

Katharine Stephens Slemenda, *associate professor of
deaf education*
B.A., Converse College; M.Ed., Georgia State University.
(1978, 1990)

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

Suzanne Smith, *associate professor of computer science*
B.S., Baylor University; M.A., Vanderbilt University; M.S., University of
Southwestern Louisiana; Ph.D., Florida State University. (1992, 1997)

Cathy Jones West, *associate professor of French*
B.A., University of North Carolina at Asheville; M.A., Ph.D., University of
North Carolina at Chapel Hill. (1988, 1995)

***Madelyn V. Young**, *associate professor of economics*
A.B., Indiana University; M.A., University of Notre Dame; Ph.D.,
Georgia State University. (1991, 1996)

David C. Zacharias, *associate professor of art*
B.F.A., M.F.A., University of South Carolina. (1990)

ASSISTANT PROFESSORS

Nancy S. Breard, *assistant professor of education and assistant
director of graduate education programs*
B.A., Newcomb College; M.Ed., Northeast Louisiana University; Ed.D.,
University of Georgia. (1989)

Laura Feitzinger Brown, *assistant professor of English*
B.A., Williams College; M.A., University of Virginia;
Ph.D., University of North Carolina—Chapel Hill. (1997)

Ann Dillon, *assistant professor of education*
B.S., M.A., Ed.D., University of Alabama. (1999)

Joan L. Foss, *assistant professor of sociology*
B.A., M.A., University of Missouri at Columbia. (1974)

Clayton Frances Houchens, B.A., *assistant professor of*
B.A., Davidson College; M.A., University of North Carolina at Chapel
Hill; Ph.D., University of Oregon. (2001)

Steven R. Hunt, *assistant professor of theatre*
B.S., Francis Marion College; M.F.A., University of Utah.
(1990, 1995)

Douglas P. Jensen, *assistant professor of biology*
B.S., University of Michigan; Ph.D., University of North Carolina
at Chapel Hill. (1999)

Roger F. Luttrell, *assistant professor of accounting*
B.A., Baldwin-Wallace College; M.B.A., Siedman Graduate College,
Grand Valley State College; C.P.A.; additional graduate studies,
University of Akron. (1985, 1996)

*On Sabbatical, Fall 2001

**On Sabbatical, Spring 2002

***On Sabbatical, 2001-2002

Monica McCoy, *assistant professor psychology*

B.A., Grove City College; M.S., Villanova University;
Ph.D., University of Wyoming. (1997)

Corrie Norman, *assistant professor of religion*

B.A., Florida State University; M.A., Harvard Divinity School; Ph.D.,
Harvard University. (1999)

Marlene E. Preedom, *assistant professor of business*

B.S., Southern Illinois University; Ph.D., University of South Carolina.
(1989)

Anita R. Rose, *assistant professor of English*

B.A., Concord College; M.Ed., North Carolina State University; M.A.,
Western Carolina University; Ph.D., University of North Carolina at
Greensboro. (2001)

Edna Steele, *assistant professor of biology*

B.S., M.S., University of the Philippines; Ph.D., Clemson University. (1997)

Susan Tekulve, *assistant professor of English and director of the Writing Center*

B.A., Miami University; M.F.A., Wichita State University. (1999)

Melissa Walker, *assistant professor of history*

B.A., Maryville College, M.A., Providence College;
Ph.D., Clark University. (1996)

Douglas E. Whittle, *assistant professor of art*

B.F.A., University of Florida; M.F.A., University of Florida. (1992)

INSTRUCTORS**Merilyn Melton Field**, *instructor in art therapy*

B.A., Converse College; M.A., Vermont College of Norwich University.
(1999)

Ed Gosnell, *coordinator of clinical experiences*

B.S., M.A., East Tennessee State University. (1991)

Elizabeth Anne Nevison Gray, *instructor in computer science*

A.B., Mount Holyoke College, M.F.S., Yale University. (2001)

Kelly Harrison, *instructor in education*

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

W. Thomas Maynard, C.L.U., F.L.M.I., A.R.M., *instructor in economics and business*

B.S., University of South Carolina; J.D., University of South Carolina law.
(1989)

Mary Nicholson, *instructor in theatre*

B.A., Converse College; M.A., University of Washington, Seattle. (1994)

Jennifer Scanlon, *instructor in dance*

B.F.A., University of Massachusetts; M.F.A., University of New York at
Brookport. (2001)

LECTURERS**Erika F. Scavillo**, *lecturer in modern languages*

Staatsexamen, University of Munich. (1984)

PROFESSIONAL LIBRARIANS**Wendi W. Arms**, *assistant librarian I*

B.M., M.M., Converse College. (1999)

Mark A. Collier, *reference librarian*

A.B., University of Georgia; M.L.I.S., Vanderbilt University; M.A.,
Vanderbilt University. (1997)

Darlene E. Fawver, *associate librarian and music librarian/head, technical services*

B.A., College of William and Mary; B.Mus., Westminster Choir College;
M.L.S., M.Mus., Indiana University. (1983, 1994)

Ingrid P. Myrick, *assistant librarian I and reference librarian*

B.A., Meredith College; M.L.S., University of South Carolina. (1998)

Wade M. Woodward, *associate librarian and director, Mickel Library & Media Services*

B.S., Mississippi State University; M.L.S., University of Mississippi;
M.A., Norwich University. (1992)

The Petrie School of Music**EMERITI****Lera Gooch Borden**, *associate professor emerita of piano and accompanying*

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

Perry C. Daniels, *professor emeritus of voice*

B.S., Davidson College; M.Mus., D.M.A. University of Michigan. (1965,
1994)

John W. Erickson, *Charles E. Daniel professor emeritus of piano*

B.F.A., University of Nebraska; M.Mus., Eastman School of Music;
postgraduate study, Chicago Musical College; doctoral study, Eastman
School of Music. (1948, 1986)

Virginia McCall Gore, *associate professor emerita of piano and music education*

B.Mus., M.Mus., Converse College; Ed.D., University of Georgia. (1955,
1992)

Irene Rosenberg Grau, *professor emerita of piano pedagogy*

Undergraduate studies at Juilliard and Mannes Schools; M.A., University
of Chicago; Ph.D., Michigan State University. (1983, 1993)

Donald G. Henderson, *Mary Reynolds Babcock professor emeritus of musicology and woodwinds*

B.M.E., Indiana University; M.A., Western State College of Colorado,
Gunnison; Ph.D., University of Michigan; Fulbright Fellowship, State
Academy of Music and Dramatic Art and the University of Vienna.
(1962, 1994)

Henry Janiec, *dean emeritus; Daniel professor emeritus of*

conducting; director, Brevard Music Center
Mus.Ed.B., Mus.Ed.M., Oberlin Conservatory; L.H.D., Wofford College.
(1952, 1995)

Alia Ross Lawson, *Mary Reynolds Babcock professor emerita of music education*

B.Mus. Greensboro College; M.A., Columbia University; Columbia
University Music Education Seminar abroad; L.H.D., Greensboro
College. (1943, 1977)

John T. MacLean, *Daniel professor emeritus of music theory, composition, and strings*

A.B., Drew University; M.A., M.M., Florida State University; D.M.,
Indiana University; additional studies at Columbia University, California
Institute of the Arts. (1975, 1991)

Ross A. Magoulas, *associate professor emeritus of voice and opera*

B.Mus., Converse College; M.Mus., Florida State University. (1982,
1992)

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

A.B., M.M., University of North Carolina; Doctor of Music, Florida State
University. (1961, 1993)

Rachel Barron Pierce, *professor emerita of organ*

B.A., Mount Holyoke College; M.A., Vassar College; M.S.M., School of
Sacred Music, Union Theological Seminar; Diploma, American
Conservatory, Fontainebleau, France. (1950, 1971)

Faculty

Dale A. Roberts, *assistant professor emeritus of music theory and woodwinds*

B.A., Furman University; M.M., East Carolina University; D.M.A., University of Kentucky (1976, 1997)

Jane Frazier Rolandi, *Mary Reynolds Babcock professor emerita of voice*

B.Mus., Salem College; studies in voice with Bair, Verna; repertoire with Cimara, Terni, Bambosheck; lessons in scena with Yanapolous, Baccaloni, Defere. (1964, 1989)

Eleanor Stanley White, *associate professor emerita of piano*

B.A., Furman University; Pedagogy, University of North Carolina, Diller-Quale School, Columbia University, Juilliard School of Music. Studies in piano with Keeney, McClanahan, Kerr. (1946, 1980, 1995)

TEACHING FACULTY

Lynn R. Stalnaker, *instructor in woodwinds and interim dean*

B.M., Auburn University; M.M., University of Cincinnati; doctoral study, Boston University. (1972, 1977)

PROFESSORS

Beverly Reed Hay, *Daniel professor of voice*

B.A., M.M., University of South Carolina; D.M., Indiana University. (1989, 1997)

Douglas Alan Weeks, *Babcock professor of piano*

B.M., Illinois State University; M.M., Indiana University; Licencié de Concert, Ecole Normale de Musique, Paris; D.Mus., Florida State University. (1982, 1996)

ASSOCIATE PROFESSORS

S. David Berry, *associate professor of music history and music theory*

B.M., University of Maryland; M.M., Converse College; doctoral study, University of South Carolina. (1986, 1999)

Ronald Paul Boudreaux, *associate professor of voice and director of opera*

B.A., Indiana University; M.A., University of Southern California, Santa Barbara; D.M.A., University of Southern California. (2000)

Patricia Solesbee Foy, *associate professor of music education*

B.M., Converse College; M.M.E., Ph.D., University of South Carolina. (1990, 1995)

John Ryan Turnbull, *associate professor of organ*

B.M., M.M., Oklahoma University; Artist Diploma, D.M.A., Eastman School of Music. (1978, 1984)

Robin Wallace, *associate professor of music history*

B.A., Oberlin College; M.Phil., Ph.D., Yale. (1994, 1999)

ASSISTANT PROFESSORS

Paul G. Davis, *assistant professor of music education and brass/director of bands*

B.A., Rocky Mountain College; M.Ed., Towson State University; doctoral study, University of Texas. (1996)

Keith W. Jones, *assistant professor of voice*

B.M., Furman University, M.C.M., Southern Baptist Theological Seminary; D.M., Indiana University. (1999)

Kenneth R. Law, Jr., *assistant professor of violoncello*

B.M., Eastman School of Music; M.M., Diploma, Cleveland Institute of Music; Graduate Performance Diploma, Peabody Conservatory; doctoral study, University of South Carolina. (1996)

Eun-Sun Lee, *assistant professor of violin and viola*

B.M., M.M., The Juilliard School; D.M.A., University of Southern California. (1996)

Susan Lynn Lyle, *assistant professor of voice/director of choral activities*

B.A., Kalamazoo College; M.M., Peabody Conservatory of Music; D.M.A., University of Oregon. (1996)

Malcolm Scott Robbins, *assistant professor of music theory and composition*

B.M., Wake Forest University; M.A., Duke University; D.M., Florida State University. (1998)

Melanie Foster Taylor, *assistant professor of piano pedagogy*

B.M., Oberlin Conservatory; M.A., Marshall University; D.M., Indiana University. (1997)

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

B.M., Baylor University; M.M., D.M.A., Yale University School of Music; Certificate of Performance, Koninklijk Konservatorium Brussel. (1997, 2001)

INSTRUCTOR

Lynn R. Stalnaker, *instructor in woodwinds and interim dean*

B.M., Auburn University; M.M., University of Cincinnati; doctoral study, Boston University. (1972, 1977)

LECTURERS

Marsha Herrin Hood, *lecturer in flute*

Certificate of Performance, Academie Internationale de Musique; B.A., Hollins College; studies with Rampal, Pellerite, Marion, Laurrieu, Delaney. (1988)

Valerie MacPhail, *lecturer in voice*

B.A., College of William and Mary; M.M., Florida State University; additional graduate study, University of Illinois; doctoral study, University of South Carolina. (1994)

Paula Sigler Morgan, *lecturer in piano pedagogy and director of the Pre-College*

B.M., M.M., Converse College. (1993)

Mildred Ann Roche, *lecturer in accompanying*

B.M., Converse College; M.M., Boston University. (1988)

ASSOCIATE FACULTY

James R. Barnes, *low brass*

B.M.E., University of Kentucky; M.M., University of Texas. (1997)

Ian Bracchitta, *double bass*

B.M., University of Massachusetts at Amherst; Jazz Studies at Berklee College of Music. (1999)

Gayle Chesebro, *horn*

B.M., M.M., D.M., Indiana University. (1999)

Sonja Copenbarger, *bassoon*

B.M., University of Victoria; M.M., New England Conservatory; Studies with Reed, Walt, Eifert, Formacek, Kelley. (1996)

Joyce Fankhauser, *harp*

B.A., University of Washington; M.M., Cleveland Institute of Music. (1996)

Karen F. Hill, *clarinet*

B.M., Northwest University; M.M., University of Michigan (1999)

William R. Scott, *double bass*

B.M., M.M., D.M., University of South Carolina (1995)

Julie Madsen Smith, *collaborative piano*

B.M., M.M., Converse College. (2001)

*On Sabbatical, Academic Year

**On Sabbatical, Spring Term

THE ALUMNAE ASSOCIATION

The Converse College Alumnae Association was founded in 1894 "to promote the interests of the college." The Association is comprised of over 13,000 graduates and nongraduates who attended Converse for at least one year and who live in every state in the union, including the District of Columbia, and 30 foreign countries.

The Alumnae Association is organized into a nationwide system of geographic regions. This structure includes National Chairs of Alumnae Development, Recruitment, Young Alumnae, and Clubs. Within the eight regions, area Clubs carry on the volunteer work of the Association. Altogether, more than 600 volunteers are working to support Converse's programs.

Alumnae Association programs held annually are: Alumnae Weekend, for special reunion classes; Learn Over Lunch, a monthly luncheon with faculty lecture for the Spartanburg community; Golden Club Luncheon hosted by the Granddaughter's Club; and lifelong learning travel opportunities for alumnae and friends.

The Converse College Alumnae Association is a member of the Council for Advancement and Support of Education, and graduates of the College are eligible for membership in the American Association of University Women.

THE DIRECTORY FOR CORRESPONDENCE

Please address inquiries as follows:

College of Arts and Sciences, *Dean of the*

College of Arts and Sciences

School of Music, *Dean of The Petrie School of Music*

Admissions, *Vice President for Enrollment*

Expenses and business matters, *Vice President for Finance & Administration*

Alumnae interests, *Director of Alumnae*

Student interests, *Dean of Students*

Transcripts and academic reports, *Registrar*

Financial Assistance, *Director of Scholarships and Financial Assistance*

Graduate Programs, *Director of Graduate*

Studies and Special Programs

General Information, *Director of Communications*

INDEX

Academic Calendar	2-3, 24
Academic Life	24-31
Academic Policies on Disabilities	38
Academic Regulations	32-39
Academic Standards	36-37
Academic Support Center	28
Acceleration	36
Accommodations for the Disabled	38-39
Accounting	61-62, 65
Accreditations and Affiliations	7, 122
Administration, The	141-144
Admissions	13-16, 38, 124
Admission to Teacher Education	67
Advanced Placement	14, 122
Allied Health Professions	121
Alumnae Association, The	149
Art	44-50
Art Education	49
Art History	45-46
Art Therapy	49-50
Arts Management	116
Athletics	7
Audit	34
Bachelor of Arts Degree	32, 44
Bachelor of Arts Degree in music	32, 125
Bachelor of Fine Arts Degree	51
Bachelor of Music Degree	32, 132
Bachelor of Science Degree	32
Biology	56-59
Biochemistry	59
Board of Trustees, The	138-139
Board of Visitors, The	140
Brevard Music Center	124
Business Administration	62-63, 66
Calendar	2-3, 24
Campus, The	12
Campus Life	8-9
Campus Safety	39
Career and Pre-Professional Programs	25, 116
Career Services, Office of	26
Chamber Music & Ensembles	129
Chaplain	10
Chemistry	59-60
Choral	130
Classification Requirements	36
College of Arts & Sciences, The	40-43
Committees of the Trustees	139
Compliance, Rehabilitation Act of 1973	38
Computer Science/Mathematics, see Mathematics, Physics, and	98-102
Converse II	24
Counseling Services	10
Courses at Other Institutions	35
Courses of Instruction Keys	43
Creative Writing	85
Credentials Required for Admission	14, 124
Credit by Examination	42
Curriculum, The	24
Dean's List	28-29
Directed Independent Study	32
Directory for Correspondence	149
Disabilities, Students with	38
Double Major	42
Early Commencement Participants	32-33
Economics and Business	61-66
Education	67
Education, Early Childhood	67-69, 78-79
Education, Elementary	67-70, 78-79
Electives	42
English	85-87
Environmental Studies Minor	117
Faculty, The	146-151
Fees and Financial Assistance	17-22
Finance	62, 64-65
Foreign Languages and Literatures	87-89
Founder's Ideal	5
Founding of the College, The	7
French	88
Freshman Honors Seminar	41
General Administration	142-146
General Education Program	38
German	88
Grades and Quality Points	31
Graduate Courses, Undergraduate Students Enrolling In	33
Graduation with honors	28
Graduation Rate	37
Health & Physical Education	90-91
Health Services	10
History and Politics	92-96
Honorary Organizations	28-29
Honor Tradition	8
Ideas and Culture	39
Information Science	108-109, 117
Interdisciplinary Programs	114-117
Interdisciplinary Minors	117
Interior Design	49, 50-53, 118
International Baccalaureate	42
International Business	63
International Students Admissions Requirements & Regulations	15
Instrumental	131
Internships	25
Italian	89
Latin	89
Leave of Absence	11
Life Trustees	141
Marketing	63
Mathematics, Physics, and Computer Science	97-101
Medical Technology	119
Minors	40
Mission	6, 124
Music Education and Pedagogy, Department of	132-135

Music Media	136	Tuition Payment Plans	17
Music History, Theory and Composition,		Trustees	138-139
Department of	133-137	Visitors	4
Nisbet Honors Program, The	28-29	Voice	127-129
Non-Departmental Courses	114	Wellness Center	10
Organ	126, 128-129	Wind Instruments	128-129
Organizational Management	63	Withdrawal	11
Orientation, <i>see Campus Life</i>	8	Women's Studies	115
Other Regulations, <i>Compliance, Accommodation,</i>		Writing Center	27-28
<i>EEO, etc.</i>	37		
Overloads	35		
Performance, Department of	126-129		
Philosophy, <i>see Religion and</i>	105-107		
Physics	98-102		
Piano	126, 128-129		
Piano Pedagogy	131		
Physical Education	41, 91-92		
Policy Statement, Rehabilitation			
Act of 1973	38		
Politics, <i>see History</i>	95-97		
Pre-College Department, The	124		
Pre-Law	119		
Pre-Medicine and Pre-Dentistry			
Preparation	120		
Pre-Ministry	120		
Pre-Nursing	121		
Pre-Pharmacy	121		
Pre-Professional Programs	119-121		
Presidents of Converse College	139		
Probation, <i>see Academic Standards</i>	35		
Psychology	103-104		
Publication and Media	117		
Readmission of Former Students	15		
Register, The	138-148		
Rehabilitation Act of 1973	38		
Religion and Philosophy	105-107		
Religious Life	9		
Residential Life	8		
Resolution Procedures for Student Complaints ..	39		
ROTC	118		
Scholarships and Financial Assistance	19-23		
School of Music	122-137		
Secondary Education Program	71, 80		
Separation from the College	11		
Sociology	108-110		
Spanish	90		
Special Education	72-77, 81-84		
Special Students	14		
String Instruments	127		
Student Government, <i>see Campus Life</i>	8		
Students with Disabilities	38-39		
Studio Art	46-48, 51		
Study Abroad	26-27		
Summer Session	37		
Table of Contents	4		
Theatre and Dance	111-113		
Three-year Degree	36		
Transfer of Credits from			
Other Institutions	37		
Transfer Students	14, 123		

Converse College Campus Map