

Converse College Undergraduate Catalog 2014-2015

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



Signature of Authorized Official

Name: Elizabeth A. Fleming, Ph.D.

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.

VISITORS

Converse College welcomes visitors. Administrative offices in Wilson Hall, Carmichael Hall, Blackman Music Hall, and the Carnegie Building are open from 8:30 am to 5:00 pm Monday through Friday. (Summer hours: 8:00 am – 5:00 pm; College closes at 1:00 pm 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**.



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CONVERSE COLLEGE CALENDAR 2014-2015

FALL TERM, 2014

Registration - Evening classes begin at 5:00 pm	Mon., August 25
Regular Schedule for Day classes begin at 8:30 am	Mon., August 25
Late registration begins (Late registration fee of \$50 will be charged.)	Tues., August 26
Drop/Add, no fee	Tues. - Thurs., August 26-28
Drop/Add, fee, \$20 per change begins	Fri., August 29
Last day to add classes	Fri., August 29
Formal Opening Convocation	Fri., September 19
Mid-term grading ends	Fri., October 10
Fall Break holidays begin at the end of classes on Friday	Mon. - Tues., October 13-14
Fall Break holidays end at first class period, 8:30 am	Wed., October 15
Advisement for January and Spring '15 Terms	October 20 - November 14
Last day to withdraw from a class	Thurs., November 20
Thanksgiving Holidays begin at end of classes on Tuesday	Wed. - Sun., November 26-28
Thanksgiving Holidays end at first period class, 8:30 am	Mon., December 1
Last day for seniors to apply for May graduation	Thurs., December 4
Fall Term classes end	Thurs., December 4
Reading Day	Fri. - Sun., December 5-7
Fall Term examinations	Mon. - Thurs., December 8-11
Christmas Holidays begin at end of examinations	Thurs., December 11

JANUARY TERM, 2015

Registration - Day classes begin at 8:30 am	Mon., January 5
Evening classes begin at 5:00 pm	Mon., January 5
Drop/Add, no fee	Mon. - Wed., January 5-7
Late registration begins (Late registration fee of \$50 will be charged.)	Tues., January 6
Drop/Add, fee, \$20 per change begins	Thurs., January 8
Last day to add classes	Fri., January 9
Last day to withdraw from a class	Mon., January 23
January Term classes end	Fri., January 30
Academic Break	January 31 - February 2

SPRING TERM, 2015

Registration -Evening classes begin at 5:00 pm	Tues., February 3
Regular Schedule for Day classes begin at 8:30 am	Tues., February 3
Late registration begins (Late registration fee of \$50 will be charged.)	Wed., February 4
Drop/Add, no fee	Tues. - Thurs., February 3-5
Drop/Add, fee, \$20 per change begins	Fri., February 6
Last day to add classes	Fri., February 6
Advisement for Summer and Fall Terms '15	March 16 - April 3
Mid-term grading period ends	Fri., March 20
Spring Break Holidays begin at end of classes	Fri., April 3
Spring Break	Mon. - Fri., April 6-10
Spring Break Holidays end at first period class, 8:30 am	Mon., April 12
Founder's Day	Fri., April 24
May Day/Awards & Scholarship Day	Sat., May 2
Spring Term classes end	Thurs., May 7
Reading Days	Fri. - Sun., May 8-10
Spring Term examinations	Mon. - Thurs., May 11-14
Final Grades for graduating Seniors	Thurs., May 14
Commencement Weekend	
Baccalaureate 5:00 pm, Twichell Auditorium	Fri., May 15
Hat's Off Party, 6:00 pm	
Commencement Exercises, 9:30 am, Twichell Auditorium Brunch on the front lawn immediately following.	Sat., May 16

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

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 18 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 a non-profit 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.

LOCATION

Located in the Upstate region of South Carolina, Spartanburg is a city full of exciting attractions, beautiful scenery, historically significant sites, and friendly people. As the sixth largest city in the state (population: 45,000), Spartanburg is South Carolina's melting pot, mixing Southern culture and hospitality with traditions and cultures of other countries.

Spartanburg's ideal proximity to the North Carolina mountains, the South Carolina coast, and major cities such as Atlanta and Charlotte make Spartanburg a very attractive place to live. Greenville-Spartanburg International Airport, located twenty minutes west of the city, is served by a number of major airlines.

The Converse campus is located in downtown Spartanburg on seventy landscaped acres.

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 Southern Association of Colleges and Schools Commission on Colleges to award degrees at Level IV (Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Bachelor of Music, Master of Music, Master of Liberal Arts, Master of Arts in Teaching, Master of Education, Master in Marriage and Family Therapy, Master of Fine Arts, and Educational Specialist). Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404.679.4500 for questions about the accreditation of Converse College.

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 Petrie School of Music is a charter member of the National Association of Schools of Music. The Music Therapy Program is accredited by the American Music Therapy Association. The College has attained NCATE accreditation for all professional education programs. In addition, the Converse program for teachers of the deaf is accredited by the Council for Exceptional Children. The Marriage and Family Therapy program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education. The Art and Design programs are accredited by the National Association of Schools of Art and Design while the interior design program is accredited by the Council for Interior Design Accreditation. 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.

STUDENT LIFE

Time outside the classroom is as essential to Converse student 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 Division of Student Life include Counseling Services, Health Services, Campus Safety, the Office of Religious Life, Student Activities, Residential Life, Judicial Programs, Fitness Programs, the Julia Jones Daniels Center for Leadership and Service, the Center for Student Development and Success, and the Montgomery Events and Information Desk.

The Honor Tradition

Each student of Converse, by virtue of enrolling, is bound by, commits to abide by and strives to actively support the Honor Tradition. At the beginning of each year, during Opening Convocation, the student body affirms their commitment to the Honor Tradition. The Honor Board is comprised of faculty and students whose responsibility is to determine, by measure of preponderance of evidence, whether a student is or is not responsible for the charges presented. The Honor Board is advised by a member of the Student Life staff who is charged with providing guidance and support to the Chair to ensure that the process is fair and follows the due process as outlined below. Ultimate authority of the Honor System and its outcomes resides with the President of the College.

Student Government

Elected by the student body, the Student Government Association ensures student self-governance. The association represents the diverse interests of the Converse community and provides a link between the student body and the College administration. The Student Senate 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. There are over 30 SGA-funded organizations that exist to involve and to serve the student body.

A yearly student activities fee includes, but is not restricted to, class dues, school calendar, yearbook, and admission to select programs and events presented by the Student Government Association and the Converse Activities Board.

Residential Life

Converse is a residential college and views on-campus living as an integral part of a student's growth and education. All unmarried students, with the exception of Converse II and graduate students, must reside in college residence halls unless they make their home with their parents/legal guardian or maternal/paternal grandparents within a 35-mile radius of the College. Also, students with custodial children residing with them and/or students who are married may reside off-campus, and must submit in writing to the Dean of Students a statement to that effect. No married students may live in the residence halls without permission from the Dean of Students.

Students living in college residence halls must be full-time students (registered for not less than 12 course credits in Fall and Spring Terms and not less than 3 course credits in January Term). Infractions of the residency requirement policy will be handled by the Assistant Dean of Students and/or the Dean of Students.

Each residence hall has a staff that is responsible for working with residents to ensure a healthy, safe living and learning environment. Full time professional Director of Residential Life and Assistant Directors of Residential Life or graduate/Converse II Resident Directors staff each residence hall. Each floor is staffed with a Community Adviser who is an undergraduate student. The staff facilitates the development of a community through programming, community builders and student interactions. A member 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 Assistant Dean of Students 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

Judicial Programs include the Honor Board, Civitas Council and the Appeals Board. These student judicial boards are comprised of students elected from each class. The Honor Board also includes Converse II representatives elected by the student body. Honor Board has jurisdiction over Honor Code violations, and Civitas Council has jurisdiction over Community Values violations. The Appeals Board is convened in the case of an appeal of a judicial decision or sanction. For a detailed description of case procedures and jurisdiction, see the *Student Handbook*.

Religious Life

Converse College recognizes the fact that religious and spiritual development is an important part of the educational process for many students. The college employs a full-time chaplain and charters several religious groups, led by students and local ministers from Spartanburg, to foster the spiritual growth of students.

The Chaplain's Office

The Office of the Chaplain provides programs and support to nurture the spiritual growth of Converse students, faculty and staff within their own faith traditions, and to promote awareness of various religious expressions. The Chaplain is available to students whether they come from a "churched" background, a religion other than Christianity or no faith tradition at all. Through fellowship, prayer, outreach, study and worship, members of the Converse community can deepen their understanding of spirituality and service. This integration of personal reflection and social action leads to the fulfillment of the Converse College Founder's Ideal to "see clearly, to act justly, and be faithful to God and humanity."

Learning about different Christian denominations and other religious traditions helps students to affirm what they already believe and enables them to relate to people from diverse backgrounds with respect. The College is committed to assisting students in developing these interpersonal skills which are essential for living and working productively in our global society. This commitment stems from the Founder's Ideal, which states that Dexter Edgar Converse wished for the college to be "liberally and tolerantly Christian."

For specific information or questions about services, programs and local places of worship, students are asked to contact the Chaplain at 864.596.9078 or to visit the Chaplain's Office in the Montgomery Student Center.

Student Groups

The Interfaith Council of Converse College fosters a welcoming environment at Converse by supporting and promoting opportunities for the Converse College community to learn about and participate in a variety of religious opportunities on campus and in the surrounding community. The Interfaith Council is led by the College Chaplain, the Student Chaplain and the Associate Student Chaplain and the membership is composed of representatives from a diversity of religious perspectives both within and beyond the Christian faith.

Baptist Collegiate Ministries and the Presbyterian Student Association provide full-time campus ministers whose outreach includes Converse, Wofford, University of South Carolina Upstate and Spartanburg Methodist College. The Newman

Club (Catholic) is led by Converse students and supported by a local parish priest. Jewish students can find fellowship and support at the B'Nai Israel Temple close to the campus. The New Age Exploration group welcomes students who want to learn about New Age religions, practices and beliefs as well as promoting an educational and open-minded approach to a changing society. For those interested in starting your own student religious organization or Bible study, please contact the Chaplain directly.

Student Activities

The Student Activities Office serves as a resource for students and student organizations that are planning events on campus. Campus Traditions such as Big Sister/Little Sister Week, 1889 Week, and May Day are all planned with assistance from this office. Student Activities also plans large scale concerts, trips, weekend excursions, and social events for students. The office advises student organizations on fund-raising projects. The Converse Activities Board (CAB) sponsors a wide variety of entertainment, including dances, parties, comedians, lectures, variety performers, and weekend events.

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, emotional concerns, personal hygiene, medical issues, stress management, sexual responsibility, interpersonal relationships, alcohol and drug awareness, and academic concerns. The Center has two divisions: Counseling Services and Health Services. The Center is located at the rear of Andrews Hall and is open regular and posted hours Monday through Friday. A Wellness Center Library/Relaxation Room is also available. Books, magazines, and audio/ visual materials are available on a variety of physical and mental health subjects. These materials may be checked out by students, faculty and staff.

Counseling Services

Counseling Services provide individual and group 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, and appointments are necessary. Counseling sessions are available at no

extra charge to traditional undergraduate boarding and commuter students. If a referral is made off campus to a local mental health professional, 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.

Health Services

Health Services offers an outpatient service for evaluating health problems with treatment for minor illnesses, such as sore throat, poison ivy, stomach ache, etc. and chronic health management such as Asthma, birth control, high blood pressure. Referrals are made to local physicians or specialists as deemed necessary by the NP. The staff includes the Director of Health Services, who is a Family Nurse Practitioner and a Registered Nurse, who assists in the GYN exams. The fee for utilizing these services is included in the student's tuition. Additional fees will be charged and collected via check or student account for lab work. All students must submit a vaccination record to the Director of Health Services prior to entrance.

ADMISSION

Converse College seeks to enroll, in its undergraduate programs, academically well-prepared students who have demonstrated potential to complete the requirements for graduation with 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, personal statement, teacher and guidance counselor recommendations. 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 21 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 Admission Committee meets regularly to consider for admission those students who because of mitigating circumstances do not meet these minimum admission standards.

Detailed information and application forms are available from the Office of Admission. The early action deadline for submitting an application for admission is November 15 and the regular decision deadline is March 1. The Admission Committee will begin to review completed applications in September, and applicants can expect to receive an admission notification within two weeks after the application is complete. All applicants accepted for admission are expected to satisfactorily complete the senior year in high school.

Students are encouraged to visit the campus to meet with an admission counselor as well as Converse faculty and students. Contact the Office of Admission to make arrangements for campus visits. Appointments are available Monday-Friday at 9:30 am and Saturday at 11:00 am by appointment, except during holiday weekends and the summer months.

SECONDARY SCHOOL PREPARATION

The Admission 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 taken by each applicant is important in consideration of the application. 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 13 units be included in the high school program for each applicant:

English	4
Foreign language	2
Algebra	2
Geometry	1
History	1
Social Science	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. Home-schooled applicants should provide proof of enrollment in a certified program of study.

CREDENTIALS REQUIRED FOR FRESHMAN APPLICANTS

1. A completed application.
2. An official secondary school transcript or a copy of the General Education Development (GED) transcript showing satisfactory completion.
3. An official record of scores on either the SAT or ACT test. 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 (paper), 213 (computer), or 79-80 (Internet) is required.
4. A personal statement.
5. A teacher or guidance counselor recommendation.
6. Before registering for classes, an official secondary school transcript showing that the student has graduated from high school.
7. International students must also submit the Declaration and Certification of Finances form. Please see below for more detailed instructions for International applicants.

CREDENTIALS REQUIRED FOR TRANSFER APPLICANTS

1. A completed application.
2. Applicants who have not completed 30 hours of college work must submit official transcripts from all colleges/universities attended and official transcripts of their high school record including SAT or ACT scores.
3. Applicants who have completed 30 or more hours of college work must submit official transcripts from all colleges/universities attended.
4. 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 2.75 cumulative grade- point average is required for admission to a teacher education program.
5. 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.

CREDIT BY EXAMINATION

Converse gives credit for the nationally standardized Advanced Placement Tests of the College Entrance Examination Board. Credit will usually be given for a score of 3 or better on these tests. For specific information about the relationship of these tests to required courses, contact the Associate Vice President for Academic Affairs.

In addition, Converse recognizes the International Baccalaureate program and awards credit to students who score a 4 or above on any General Level Examination. College-Level Examination Program (CLEP) credit will usually be awarded with a score of 50 or better on these tests. For specific information about the relationship of these tests to required courses you should consult the Associate Vice President for Academic Affairs.

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 Office of Student Life at least one month before the student arrives on the campus. Students will not be allowed to register without a health form on file.

SPECIAL STUDENTS

The Admission Committee will consider applications from students who wish to enroll in courses on limited basis.

Upon admission they will be classified as Special I or Special II students.

Special I: Degree candidates 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 transient students. This includes college-age individuals who have not applied for admission as degree candidates, and high school students who wish to take college courses. To be considered for acceptance as a degree candidate, the applicant must submit all credentials required of regular applicants.

Students who wish to take summer courses at Converse must apply to the Director of Summer School. Students from high school need written permission from their high school guidance counselor and students enrolled at other colleges should have permission from their advisor, academic dean or registrar.

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 complete the application for readmission available from the Office of Admission or on the College website.

ADMISSION REQUIREMENTS AND REGULATIONS FOR INTERNATIONAL STUDENTS

Converse College encourages the enrollment of students from other countries. The application date for Fall Term is May 1. Application materials, including the Declaration and Certification of Finances are available on the College website.

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. Financial verification for international students is required to issue the immigration document (I-20). The 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.

Converse College requires that all international academic documents (secondary or post-secondary transcripts, mark sheets, certificates, leaving examination results, etc.) be formally evaluated by the World Education Service (WES) or Educational Credential Evaluators (ECE). WES can be contacted at www.wes.org and ECE at www.ece.org. Secondary/High school students must request a “Document-by-document report” and college students must request a “Course-by-course report”. Students are required to pay a fee to either WES or ECE for such services. More information on evaluation services can be found on the college website and by contacting the Office of Admission.

International applicants whose first 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 (paper), 213 (computer), or 79-80 (Internet). SAT I and ACT results must also be submitted for admission and scholarship consideration. The TOEFL requirement may be waived under certain circumstances. Contact the Office of Admission for details.

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 can be issued. Current (less than one year old) letters of financial support must accompany the Declaration and Certification of Finances Form.

Having sufficient funds for the cost of living and educational expenses is required by US Immigration regulations. Undergraduate international students with (F-1) visas are required to carry a full course load (minimum of twelve semester hours or four courses). The Declaration and Certification of Finances form is required before an I-20 can be issued.

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, talent, and academic qualifications.

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
- 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.

RESIDENTIAL STUDENTS

Comprehensive Fees \$ 26,000

Includes tuition, student activity fee, and room and board of \$ 9,500

Room and board fee includes local telephone service, high speed internet access, cable TV, laundry machines and micro-fridge.

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
For international students..... \$1000

Tuition Due Dates:

Fall and January Terms due August 15 \$ 13,000
Spring Term due January 15 \$ 13,000
\$ 26,000
For students entering at January Term
(January 2013), due December 15..... \$ 13,000

COMMUTING STUDENTS

Comprehensive Fees \$ 16,500

Includes tuition and student activity fees.

Schedule of Payments:

Non-refundable reservation fee
(applies to tuition) \$200
For new students, due on or before May 1
For returning students, due on or before April 1

Tuition Due Dates:

Spring Term due January 15 \$8,250
For students entering at January Term
(January 2014), due December 15..... \$8,250
\$16,500

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 August 15 and January 15. 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 Tuition Management Systems 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 Finance and Registration Center at 864.596.9032.

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

Please note: A student who is only enrolled in January Term, will owe tuition for the term at the part time rate. Also, a student who is only living on campus for January Term will owe a prorated amount for room and board based on the number of days on campus.

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, Discover Card and American Express for payments of tuition and fees. For more information, contact Student Billing at 864.596.9032. Payments may also be made online at www.converse.edu.

SPECIAL FEES

Converse II tuition (per hour) \$ 370
Part-time undergraduate tuition (per hour) \$ 875
Converse II registration fees \$20
Late registration fee \$50
Graduation fee..... \$150
Application fee \$40
Drop/Add fee, per course \$20
Directed Independent Study (per hour)..... \$ 440
Transcript fee \$10
Audit fee (per class)..... \$ 25
Super Single Room Fee (annual)..... \$1,000
Online Class (per hour for undergraduate students paying the comprehensive fee) \$200
Online Class (per hour, all other students) \$400
Course Overload (per hour over 19 hours) \$500

Converse alumnae who are below the age of 24, have graduated from Converse College, and wish to pursue either a second degree, a second major, or take specific classes, such as student teaching, may do so at prevailing tuition costs for Converse II students. A student has graduated from Converse when she has a diploma. These fees are not available for students who have not completed their early commencement requirements or who are returning to Converse to take hours required for receiving a diploma.

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

Additional Course Fees

Special fees for laboratory, studio, computer programming and other courses involving additional expenditures will be charged. 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

Fee for students taking one hour lesson per week

Fall Term	\$515
January Term	\$170
Spring Term	\$515

Fee for students taking one half-hour lesson per week

Fall Term	\$257.50
January Term	\$85.00
Spring Term	\$257.50

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 the student does her student teaching. \$45

Equitation Fees

Fall and Spring Terms (per term)	\$595
Individual Lessons (per lesson)	\$35

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 and

\$250 for Summer and January 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 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 January 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 January 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 Office of the Registrar for details.
5. All students withdrawing after the fifth week of the Fall or Spring Terms are not entitled to a refund of tuition and board fees. Converse II and graduate students withdrawing after the second week of the January or Summer Terms 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 January Terms and elects not to register for the January 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 US 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 Student Billing for rates and terms.

Required college textbooks may be purchased online at <http://converse.textbooktech.com>. The online bookstore honors VISA, Mastercard, American Express, and Discover. Students can also use their Financial Aid credit to purchase textbooks online. Students with a credit will be notified by email from BBA Solutions. General supplies, apparel, and personal toiletries may be purchased at the College Bookstore in the Montgomery Student Activities Building.

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

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 has been committed to helping qualified students finance a Converse education through a combination of aid based on financial need and academic merit or talent. 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 in the Finance and Registration Center 864.596.9019 to explore any type of aid that might be available to them. Ninety-three percent of the student body receives some type of financial assistance. We are pleased to be able to offer that level of support for our students.

Listed below are merit-based scholarships awarded by Converse for academic ability and talent. Outside publications list additional grants, loans and assistance sources that you may find helpful. You may wish to visit the US Department of Education website at www.studentaid.ed.gov to learn more about these resources.

CONVERSE COLLEGE SCHOLARSHIPS 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. Please check our website at www.converse.edu for information and dates for the competition. These awards are based solely on academic ability and personal qualifications.

Bowden Scholarship

Established in 1985 by an anonymous donor to provide scholarships for students whose performance in academics, extra-curricular activities and community involvement merit the recognition of this prestigious award.

Jane Love Bratton Endowed Scholarship

Established in 2000 by Mr. and Mrs. Hugh L. McColl, Jr. (Jane Spratt '60) in honor of her mother, Jane Love Bratton '34, to provide scholarships for students having financial need and exhibiting the ability to succeed at Converse.

Faith Courtney Burwell Voice Endowed Scholarship

Established in 2006 by Miss Caroline Ashley in memory of Faith Courtney Burwell to provide scholarships for students majoring in voice and based on merit and financial need.

Mary Helen Dalton Scholarship

Established in 1993 by Mary Helen Garrison Dalton '46 to provide scholarships for students who exhibit exemplary character, good academic achievement, and are considered leaders as indicated by their high

school activities and references. Preference will be given to students from The Lovett School and The Westminster Schools in Atlanta, GA and Charlotte Country Day School in Charlotte, NC.

Marsha H. Gibbs Endowed Scholars Fund

Established in 1999 by Mr. and Mrs. Jimmy I. Gibbs to provide yearly full scholarships for students having financial need, demonstrating good moral character and a personal commitment to Christ.

Betty Heath Johnson '40 Scholarship

Established in 1995 in memory of Betty Heath Johnson '40 by Dr. George Dean Johnson, Sr., Mr. and Mrs. George Dean Johnson, Jr. and Mr. and Mrs. Stewart Heath Johnson to provide scholarships for full-time students at Converse College who demonstrate superior academic achievement, exemplary character and leadership ability.

The Malloy Family Scholarship

Established in 2005 by the Estate of Lieutenant Commander Edwin Malloy, Jr., USN Retired, son of Margaret Adger Manning Malloy, Class of 1907, grandson of William Sinkler Manning, one of the founders of Converse College, and himself a generous supporter and promoter of and volunteer for the College during his lifetime.

Beatrice Smith and Thomas H. Maybank Endowed Scholarship

Established by Beatrice Smith Maybank '66 and Thomas H. Maybank, this scholarship is awarded to an undergraduate student in the School of Humanities and Sciences or the School of Education at Converse College on the basis of high academic achievement and leadership qualities.

Ruth Paddison Scholarship in Arts and Sciences

Established in 2000 by the Estate of Ruth Paddison, Converse Class of 1947, for deserving students majoring in the arts and/or sciences.

Ruth Paddison Music Scholarship

Established in 2000 by the Estate of Ruth Paddison, Converse Class of 1947, for deserving students majoring in music.

Weisiger Outstanding Scholar-Athlete Scholarship

Established by Ed and Agnes Binder Weisiger '63 for students who excel academically, athletically, have

strong leadership skills and plan to major in the sciences.

COMPETITION SCHOLARSHIPS

Students must attend the annual on-campus scholarship competition to be considered for these scholarships which are awarded each year.

Virginia Turner Self Scholarship

This scholarship is funded by the Self Foundation of Greenwood, SC, in memory of Virginia Turner Self '41. One scholarship is awarded every year to a student in each class and is renewable. Awards are based on merit alone.

ACADEMIC SCHOLARSHIPS

Converse College awards the following academic scholarships based on a student's academic achievements. Students typically need both a 3.5 cumulative weighted high school GPA and a 1000 on the SAT (Critical Reading and Math) or a 3.0 cumulative weighted high school GPA and an 1100 on the SAT (Critical Reading and Math) to be eligible for one of these scholarships. Visit the scholarship calculator on our website at www.converse.edu to determine your eligibility.

**Presidential Scholar
Converse Scholar
Tower Scholar
Merit Scholar**

TALENT-BASED SCHOLARSHIPS

The following scholarships require an audition or portfolio review with the exception of the Athletic Scholarships. Visit our website at www.converse.edu for related dates.

Petrie School of Music Scholarships

Awards are given 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. An audition is required in order to be considered for scholarship aid.

Visual Arts Scholarship

Awarded to qualified students majoring in studio art, interior design, art history, art education, or art therapy. Students must complete a portfolio review. Interested students should contact the Art Department at 864.596.9181 to request an application form and portfolio requirements.

W. Hayward Ellis Memorial Theatre Scholarship

Established in 1993 in memory of Hayward Ellis to recognize excellence in the theatre arts and to provide scholarship assistance to Converse College students who are theatre majors. Interested students must attend the Ellis Scholarship Competition and audition.

Athletic Scholarships

These scholarships are offered to qualified students eligible for NCAA participation in basketball, cross country, lacrosse, soccer, swimming, tennis or volleyball. Interested students should contact the coach of their individual sport or the Athletics Department at 864.577.2050.

ENDOWED SCHOLARSHIPS

The following is a list of endowed scholarships that provide the funding of awards made for the Academic and Talent-Based scholarships as well as need-based scholarships and grants. The Office of Financial Assistance will automatically consider these sources of funding when putting together financial aid packages.

Hazel B. Abbott Memorial Scholarship

Mary Elizabeth Dowling Able Scholarship

Susie Mathews Abney Scholarship

Aeolian Music Club Scholarship

Anne Lathan Allen '29 Endowed Fund

Sally Hite Anderson Endowed Scholarship

Hazel Salley Arthur Scholarship

Atlanta Alumnae Chapter Scholarship

Warren E. Barker Endowed Music Scholarship

William and Valerie Barnet Endowed Scholarship

Alice Fitzgerald Lockhart Bates Scholarship

Ladson H. Beach Endowed Scholarship

Virginia Kiser Beach Endowed Scholarship

Belk General Scholarship

Mary Kennedy Berry '41 Memorial Endowed Scholarship

Sandra Sherard Bethea Scholarship

Claudia Howell Bissell Music Scholarship

Elizabeth Lyles Blackwell Endowed Scholarship

Anne P. Blythe Scholarship Fund

Bradley-Turner Foundation Endowed Scholarship

Bettie Broyhill Gortner and Allene Broyhill Stevens Music Scholarship

Faith Courtney Burwell Music Scholarship

Sarah Stacy Butler Endowed Scholarship

Jean Stafford Camp '43 Scholarship

Liz White Calvert '84 Spirit of Converse Scholarship

Louise B. Carlisle Gavel Scholarship

Agnes Callison Page Carstarphen '62 Endowed Scholarship

Marion Rivers Cato Endowed Scholarship Fund

Marion and Wayland H. Cato, Jr. Endowed Scholarship Fund

Lillian Caldwell Cecil Endowed Scholarship

Liz White Calvert '84 Spirit of Converse Endowed Scholarship

Rebecca Gilbert Chancellor Scholarship

Min Murray Haselden Cheves Scholarship Class of 1938 Scholarship

Class of 1973 Scholarship

Clifton-Converse Foundation Scholarship

Close Scholarship in Deaf Education

Mary Chambless Dryer Cloud Scholarship

Robert T. Coleman, Jr. Scholarship

Columbia Alumnae Scholarship

Elizabeth and Joseph Conklin Scholarship

Irene Walker Connor Scholarship

Anna Black Habisreutinger Converse Scholarship

Kathleen Elura Jones Copeland Scholarship Crescent Scholarship

Annabel Hamilton Cribb Scholarship

Sara Gossett Crigler Scholarship

Edward S. and Irene W. Croft Scholarship

Jane Dalton Scholarship

Antoinette Walker Denny Scholarship

Kathryn Lemmon Dibble Endowed Scholarship Fund

Georgia B. Dickert Endowed Scholarship Fund

Wallace Duncan DuPre, Sr. Scholarship

Margaret Andrews Helmus Eagan Scholarship

Anne Ebersbach Endowed Scholarship

Faculty Memorial Scholarship

Ruby and Albert Flaccoe Endowed Fund

Elaine Finklea Folline '58 Endowed Scholarship

Felder Frederick Forbes Scholarship

Fullerton Foundation Scholarship

Sarah Sitton Gambrell Scholarship Endowment

Gavel Mortar Board Scholarship

Mary Wilson Gee Scholarship

Virginia Mae McCall Gore Scholarship

Priscilla Mullen Gowen Memorial Endowed Scholarship

Cornelia Maslin Grier Scholarship

Eva Gentry and Mack Hall Griffin Scholarship

Rochelle Grubb Memorial Scholarship Fund

Vernon B. Hallman and Everie Ivey Hallman '38 Scholarship Fund

Hamilton-Jones-Powers Memorial Scholarship
 Elizabeth Rogers Hamner '38
 Thomas E. and Tracy Hannah Endowed
 Scholarship
 Carolen Belcher Hansard '56 Endowed Scholarship
 Jeanne Smith Harley Endowment for Mickel
 Library
 Mary Anderson Craig Harris Scholarship Fund
 Louise Salley Hartwell Scholarship
 Mildred Johnston Hay Scholarship
 William Randolph Hearst Endowed Scholarship
 Fund
 Martha Jane McWhite Heath Scholarship
 Florence Andrews Helmus Scholarship
 Florence Andrews Helmus Music Scholarship
 Neville Holcombe Americanism Scholarship
 Fannie Louise Vermont Holcombe Endowed
 Scholarship
 Elsa Ezell Holman Scholarship
 Steve Hunt Theatre Scholarship Endowment
 Mary Emily Platt Jackson Music Scholarship
 Dr. Henry Janiec Scholarship
 Marian Ritchie Johnson '48 Endowed Scholarship
 Johnson Academic Endowed Scholarship
 George Dean Johnson, Jr. Endowment
 John Edward Johnson Scholarship
 Lola Rosborough Johnston Scholarship
 Rose Montgomery Johnston Scholarship
 Judy Voss Jones Endowed Scholarship
 Garrett-Dunn-Joyce Endowed Scholarship
 Kinney Family Scholarship Endowment
 Julia B. Klumpke Scholarship
 Jean Harris Knight Scholarship
 Ada Smith Lancaster Endowed Scholarship
 Serena Lee Scholarship
 Louise Williamson Winslow Lewis Scholarship
 Ellen Glenn Lightsey Scholarship
 R.J. Little Family Scholarship
 Evelyn Hicks and Broadus Richard Littlejohn, Sr.
 Scholarship
 Wallace W. and Nelia Willard Littlejohn
 Scholarship
 Sarah E. Lobban '58 Endowed Scholarship
 Peggy Bradford Long '49 Endowed Scholarship
 Genevieve Parkhill Lykes Memorial Scholarship
 Robert L. Maclellan Undergraduate Merit
 Scholarship
 Robert L. Maclellan Music Scholarship
 Mayes Family Scholarship
 Virginia Tompkins McLaughlin Scholarship
 Rachele Ellison Mickel Endowed Scholarship
 Justine V. R. Milliken Endowed Scholarship
 Justine V.R. "Nita" Milliken Scholarship
 Evelyn Johnston Mims Scholarship
 Mrs. Ben W. Montgomery Scholarship
 Betty James Montgomery Scholarship
 Rose Cornelson Montgomery Scholarship
 Walter S. Montgomery, Sr. Scholarship
 Janie Lee O'Farrell Moore '30 Endowed
 Scholarship
 Martha Moore Scholarship
 Mary Nicholson Endowed Fund
 Norfolk Southern Endowed Scholarship
 Betty Oare Endowed Scholarship
 Mildred R. Orr Endowed Scholarship
 Pacolet Manufacturing Company Scholarship
 Renea' Parker '99 Endowed Scholarship
 Radiana Pazmor Scholarship from Pi Kappa
 Lambda
 Elizabeth Patterson Perrin Scholarship
 Mary Adair Edwards Phifer Endowed Scholarship
 Martha Phifer Memorial Scholarship
 Caroline M. and Robert O. Pickens, Jr.
 Scholarship
 Frank Platt Scholarship Fund
 Sara Routh Plyler Scholarship
 Marjorie Rucker Polchow 2011 Endowed
 Scholarship in Vocal Performance
 Alice Freeze Poole Scholarship
 Margaret F. Porter Scholarship
 Frances Ross Powell and Ralph Carleton Powell
 Memorial Endowed Scholarship
 Nancy McCall Poynor Endowed Scholarship
 Agnes Petty Pringle Scholarship
 Callie Rainey Music Scholarship
 Henry Edmund Ravenel Scholarship
 Retired Faculty Scholarship
 H. McLeod and Mildred Kimberly Riggins
 Merit Scholarship
 Martha Robinson Rivers Scholarship
 Emily Jones Rushing Scholarship
 Camille Chappell Sample Memorial Scholarship
 G. W. Saunders Scholarship
 Lucille Hawkins Seixas Scholarship
 Honorable S. J. Simpson Scholarship
 Helen Watkins and Collins Patten Sink Endowed
 Scholarship
 Tom and Mary Slaughter Endowed Scholarship
 J M Smith Foundation Endowed Scholarship
 Mary F. Smith Memorial Scholarship

Mary Lowndes Barron Smith Endowed Scholarship
 South Carolina State Fair Endowed Scholarship
 Mary Andrews Stables Scholarship
 Glenn C. Stables Scholarship
 Lynn Stephens Scholarship
 Amy Stroup Scholarship
 Alice A. Suiter Endowed Scholarship
 Mr. and Mrs. Thomas Howard Suitt, Sr. Scholarship
 Algernon Sydney Sullivan Foundation Scholarship
 Nancy Reep Tait Voice Scholarship
 Paul Calvert and Josephine Alexander Thomas Music Scholarship
 Strom Thurmond and Holly Richardson Public Service Scholarship
 Mindy Traphagan Scholarship
 Charlotte Verreault Endowed Scholarship
 E. Craig Wall, Sr. and Maysie Howard Wall '31 Scholarship
 Mary Z. Ward Music Scholarship
 Rachel Minshall Waters Endowed Scholarship
 Lucie Lorenz Watkins Scholarship
 Eugenia Tinsley Webb Scholarship
 Billy and Lindsay Webster Endowed Scholarship
 John Wiley and Rowena Eaddy Williams Scholarship
 S. Clay Williams Music Scholarship
 Jeff Willis Endowed Scholarship
 Winged Victory Scholarship
 Carolyn Worth Music Scholarship
 Frances Council Yeager Scholarship
 Mary Jane Edwards Young '47 Endowed Scholarship
 Kurt and Nelly Zimmerli Endowed Scholarship
 Jean '66 & Mike Rudd Scholarship
 Gayle G. & Nathaniel F. Magruder Scholarship
 Leigh Anne Ward '97 Endowed Scholarship
 June Cleveland Gordon Endowed Scholarship
 Jasmine Kennedy Memorial Endowed Scholarship
 Mary Gammon Dickson '16 Memorial Scholarship

ANNUAL SCHOLARSHIPS

Converse College awards scholarships that are funded annually by individuals, foundations, and corporations to provide merit or need-based support to qualified students.

The Bailey Foundation Scholarship
 BB&T Scholarship
 Bank of America Scholarship
 Floride Smith Dean Annual Scholarship
 Duke Energy Foundation Scholarship
 Peggy Thomson Gignilliat Music Scholarship
 Mary Hart Law Scholarship
 Charles and Mary New Scholarship Fund
 Presser Foundation Undergraduate Scholarship Award
 H. Morgan Rogers and Ann W. Rogers Scholarship Fund
 Rotary Club of Spartanburg Scholarship
 SCANA Corp/SCE&G Scholarship
 D. L. Scurry Foundation Scholarship
 Sonoco Products Company Scholarship
 South Carolina Student Loan Corporation
 Spartanburg County Foundation Scholarship
 Walter Spry Piano Scholarship
 UPS Foundation Scholarship
 Vallarino International Student Support Fund
 Wachovia Bank: a Wells Fargo Company Scholarship
 Lettie Pate Whitehead Foundation Scholarship

OTHER SCHOLARSHIPS/AWARDS

Phi Theta Kappa Scholarship
 Transfer students who are members of Phi Theta Kappa Honor Society are eligible for a Phi Theta Kappa scholarship.

Transfer Scholarship

This scholarship is awarded to students who transfer to Converse with 30 or more credit hours and have achieved a minimum 2.5 cumulative collegiate GPA.

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.

SC Tuition Grants Program

This is a need-based grant program for SC residents who attend one of the 21 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), or graduate from a South Carolina High School with a cumulative 2.0 grade

point average on the SC Uniform Grading Scale. The applicant must also show need as determined by filing the Free Application for Federal Student Aid. The deadline for applying is June 30th.

SC Palmetto Fellows Scholarship

These scholarships are awarded by the South Carolina 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 the deadline dates (usually December 15th and June 15th) of her senior year. Additional information and applications are available through the high school guidance office or at www.che.sc.gov.

SC LIFE Scholarships

Available to South Carolina residents who attend an in-state college or university. Students must meet two of three criteria: score a minimum of 1100 on the SAT (24 ACT), have a 3.0 cumulative grade point average (on the SC Uniform Grading Scale) at high school graduation, rank in the top 30% of their high school graduating class. Need is not a factor. For further information about the SC LIFE Scholarship visit www.che.sc.gov.

SC HOPE Scholarships

Awarded to SC residents who do not meet the qualifications for the SC LIFE Scholarship but who graduate from high school with a 3.0 grade point average (on the SC Uniform Grading Scale). The SC HOPE Scholarship is awarded for the freshman year only. For further information about the SC HOPE Scholarship visit www.che.sc.gov.

SC 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. For further information about the SC Teachers Loan Program visit www.scstudentloan.org.

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 Teach Grant Program, the Federal Perkins Loan Program, the Federal Work Study Program,

and the Federal Direct 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.studentaid.ed.gov. In order to qualify for any of the federal programs, the student and her family must file the Free Application for Federal Student Aid. You may file this form 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 in the "Academic Regulations - Academic Standards" section of the *Undergraduate 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 six 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 10 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. Furthermore, they develop knowledge, understanding, and appreciation of the various disciplines of the liberal arts to which they are introduced. 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 MICKEL LIBRARY

The Mickel Library holds more than 200,000 books, scores, music CDs, DVDs, microforms and archival materials. It currently provides access to 94 online indexes, including 47,000 journals in full text, and reference databases, which are available to students and faculty 24 hours a day.

Seating more than 200 users and generally open 85 hours a week, the library provides reference service to help students with research assignments, an interlibrary loan department to obtain materials from other libraries, and direct borrowing privileges at the libraries of other colleges and universities in South Carolina.

Computers and Wi-Fi access within the library enable students not only to search the catalog, other online resources, and the open Internet, but to access software applications such as Microsoft Word, and Excel. Notable sections within the library include a separate music library and a curriculum resources center.

THE ACADEMIC CALENDAR

The academic year is divided into three terms: Fall, January, and Spring Terms. The *Fall and Spring Terms* are approximately 13.5 weeks in length and the January Term is twenty instructional days. Students normally enroll in 12 to 16 hours in the Fall and Spring Terms and 3 to 5 hours in the January Term. Students must enroll in an adequate number of hours to make satisfactory progress toward a degree and for financial aid purposes.

The January 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 EXPERIENCE

Converse II is designed to meet the needs and interests of adult women. Through Converse II, 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 experience 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.

Any woman who is a high school graduate or has obtained a GED 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 and/or previous college

transcripts, and having a personal interview with the Director of Converse II. All applicants with less than 30 hours of college credit must submit both high school and college transcripts.

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 courses need not submit previous transcripts. Provisional students are those applicants whose high school record is below that of students who are usually accepted, and those who have college work with a GPA below 2.5. Women being considered for provisional status must show maturity and motivation that would indicate potential for success at Converse. 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 “Fees and Financial Assistance” section in the *Undergraduate Catalog*. 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.

Readmission of Former Converse II Students

A student whose enrollment at the College has been interrupted for two or more consecutive sessions is not automatically readmitted. Students desiring to be considered for readmission should complete the application for readmission (available from the Office of Converse II or on the College website). The Office of Converse II will notify the student regarding eligibility for readmission or registration.

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.

These programs are described in the Career and Pre-Professional section of this *Catalog*.

THE CENTER FOR STUDENT DEVELOPMENT AND SUCCESS

The Center for Student Development and Success is located in the Montgomery Student Center and can be reached at 596.9027. The CSDS serves to advance Converse students toward success in academic, personal and professional areas. The staff strives to offer services, programs and opportunities for students to create networks for personal learning and growth. The staff of the CSDS work to meet the needs of all Converse students where ever they are in their academic and personal development journey. See the *Student Handbook* for the support services that are offered.

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 with the student's faculty advisor and the personnel in the CSDS. In order to arrange for an internship, a student must make an appointment with the appropriate CSDS personnel.

Prior to being placed in an internship, a student must meet departmental requirements and be approved by the appropriate departmental faculty advisor. The faculty advisor assumes the responsibility of determining the student's eligibility and awarding academic credit.

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 CSDS.

Students typically earn one credit hour for every 40 hours worked at the internship site. 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 sophomores, juniors and seniors who have a 2.0 cumulative GPA at

the time of application and who have completed at least 12 credit hours at Converse College prior to approval. Individual departments may require additional requirements and prerequisites.

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

PROGRAMS FOR STUDY ABROAD

January Term Travel

Converse offers a number of unique opportunities during the January Term for off-campus study. These programs, which are designed and led by Converse faculty, are often interdisciplinary and provide students with the opportunity to earn general education, major, minor, or elective credit. Course offerings vary from year to year and have included travel to Costa Rica, Eastern Europe, England, France, Greece, India, Italy, Ireland, Mexico, and Turkey. In addition to international study during the January Term, Converse also will occasionally offer students the opportunity to travel domestically for academic credit. These courses are also designed and led by Converse faculty and have included travel to Florida, New York City, and the Southwest.

Iceland

Converse has an exchange agreement with the University of Iceland, a European university with an extensive selection of courses taught in English. The agreement allows a Converse student to study at the university and pay no additional tuition beyond the student's regular tuition and fees paid to Converse. Participants pay only living expenses while abroad. A special Converse scholarship pays for the round-trip airfare between the United States and Iceland. For further information see the Vice President of Academic Affairs and the Dean of the School of Humanities and Sciences.

Scotland

Through an invitation to participate in the selective Principia Consortium, students in the Converse Nisbet Honors Program are eligible for consideration for a special honors study abroad experience at the University of Glasgow, Scotland. The Scotland program is offered in the fall semester.

Other Opportunities

Arrangements can be made for students to study in other countries throughout the world, including Asia, Australia, the Caribbean, Latin America, and Europe. It is possible to establish consortium agreements with other organizations. In these situations, grades and credits are recorded as if the courses had been taken at Converse.

For example, Converse students have spent a semester in France, Italy, Spain, and on the Semester at Sea Program. Students interested in studying abroad for a semester or an entire academic year are encouraged to start planning for this opportunity as early as possible in consultation with their academic advisor(s) and the Director of International Studies.

Students are encouraged to contact the Director of International Studies to learn more about study opportunities abroad or visit the Study Travel section of the Converse website.

ACADEMIC ADVISEMENT

The Converse College advising program provides academic guidance to students from their entrance until their graduation. Freshman Advisers help students adjust to college life, guide their choice of academic programs, and assist in the development of their talents and goals. Advisers schedule conferences with students at regular intervals, but are available for consultation at any time. While it is possible to declare a major upon entering Converse, each student is assigned a Freshman Adviser for her first fall term. If the student declares a major upon entering she may switch to her major adviser during the advisement period for January and Spring terms. If the student does not declare a major upon entering she may do so at any time, switching during for January and Spring terms advisement period or after.

Declaring a major means that the student transfers to a major adviser in a particular academic department for advice in a specific program of study. Students choosing double majors are assigned advisers in both academic areas, and should regularly consult BOTH advisers. Students should complete plans for the major(s) and/or a minor no later than the spring of the sophomore year, but preferably sooner.

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 student who wishes to enhance her skills, independent of specific course work, or have a friendly reader for her newest poem, essay or story, can find assistance in the center.

The Writing Center offers assistance with learning pre-writing 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 increasing understanding of proper grammar.

The Writing Center provides students with one-on-one tutoring, small group workshops focusing on specific writing topics, reference books, handbooks, professional writing texts, 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 serve as a caring and concerned trial audience for what students have written.

THE NISBET HONORS PROGRAM

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. The Nisbet Honors 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, to receive funding for study-travel, and to meet socially to discuss intellectually challenging topics. For further information concerning the requirements of the Nisbet Honors Program, refer to the academic department section of the *Undergraduate Catalog*.

ACADEMIC HONORS

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.

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 disciplines 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 January 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.

Alpha Sigma Lambda

The Alpha Sigma Lambda National Honor Society was established in 1946 to recognize the special achievements of nontraditional adult students who accomplish academic excellence while managing the demands of family, work, and community. Membership in the Chi Delta Chapter of Converse College is by invitation to first-degree seeking Converse II students with a minimum of 24 graded semester hours earned at Converse College and a 3.2 GPA or above.

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 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.

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. 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.

Pi Lambda Theta

Pi Lambda Theta is a national honorary organization in education. Its purpose is to recognize persons of superior scholastic achievement and high potential for professional leadership. Additionally, Pi Lambda Theta stimulates independent thinking educators who can ask critical questions to improve educational decision making. The organization does this by fostering: 1) a spirit of fellowship; 2) high standards of scholastic attainment; and 3) professional ideals among members. Membership in the Converse College chapter of Pi Lambda Theta is by invitation to undergraduate applicants who plan to major or *Minor* in education; have attained a minimum of 30 semester hours ; and have a GPA of 3.5 or better.

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 35 percent of their class.

ACADEMIC REGULATIONS

Converse College offers the degrees of Bachelor of Arts, Bachelor of Fine Arts, 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 have decided that they want to do this. It is the responsibility of each student to know the requirements for the completion of her degree.

REQUIREMENTS FOR THE BACHELOR'S DEGREE

The requirements for the bachelor's degree include the completion of a minimum of 120 credit hours and a cumulative grade point ratio of at least 2.0 on the cumulative hours attempted. Also, in all majors or majors and minors a minimum **GPA of 2.0** is required. Included in the minimum number of credit hours to graduate are the General Education Program (GEP) requirements, and the requirements for a single major, major and minor, or double major.

The general education requirements for students seeking a BA, BS or BFA are detailed in the section of the catalog "Requirements for the General Education Program." For students majoring in music the GEP requirements are listed in each major's program of study in the section of the catalog "Carroll McDaniel Petrie School of Music."

Most majors consist of 24 to 42 credit hours of course work in one academic discipline and a double major consists of the course requirements for the major in two academic disciplines. No more than four 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. For cross-listed courses, the student will receive credit in the subject area for which she has chosen to register. She may not change her choice of course designation at a later date.

If a student takes more than 42 hours in one academic 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.*

A minor consists of a minimum of 18 credit 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 the minor programs offered. The College permits interdisciplinary minors, which require a minimum of 21 credit hours in planned programs between two (or more) departments.

Students may select a major, major and minor, or double major during the spring term of the freshman year or during the sophomore year. The student completes the "Declaration of Major" form that is available in the Office of the Registrar to declare or to change a major, minor or degree.

Students are assigned an adviser in the academic discipline that is declared as a major and in the case of double major the student must also consult an adviser in the second major. The department chair of the minor usually directs the course work in the minor.

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

To be eligible for the bachelor's degree, the student must complete no fewer than the last 42 credit hours of course work at Converse. **Exception:** *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.

To be eligible for graduation with honors, students must have completed a minimum of 60 hours of credit at Converse College.

In addition to the academic and residency requirements, the College requires as a condition for the awarding of any diploma, the payment of all fees and fines owed to the College; the performance of any obligation, such as an exit interview, connected with a student loan; the completion of

any sanction resulting from the student judicial system; and completion of assessment instruments during their freshman and junior years. Students must also apply through the Office of the Registrar for graduation no later than the last week of the Fall Term prior to the regular commencement exercises.

SECOND BACCALAUREATE DEGREE

1. Converse does not grant to an individual two baccalaureate degrees of the same kind, e.g., two BA, two BFA, two BS or two BMus degrees.
2. Students who wish to add another major program to a degree already completed may do so, but this accomplishment is recognized only by notation on the permanent record/transcript, not by issuance of a second diploma.
3. A person who wishes to take at Converse a baccalaureate degree of the same kind as one previously completed at another college is eligible under the same conditions as those that apply to students working for a second Converse baccalaureate degree.
4. A student can earn a second baccalaureate degree by satisfying the following requirements.
 - a. the major requirements for the second degree;
 - b. the residence requirement of a minimum of 42 hours at Converse; and
 - c. the grade average required for graduation.
5. Any issue concerning the acceptability of previously earned credits, such as their appropriateness to the second degree or the length of time since their completion.

EARLY COMMENCEMENT REQUIREMENTS

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 hour requirement for the degree are eligible. Students must complete the remaining hours by the end of the spring term of the following academic year. The residency requirement that a student may take no more than 6 of the last 42 hours of course work at another institution applies to all students who are participating as early commencement candidates.
3. To qualify for early commencement, a student must have achieved a cumulative grade point

ratio of 2.00 by the end of the Spring Term in which she has applied to early commence, must have a 2.00 GPA in her major and no incomplete grades that have not been made up or completed.

4. In case of illness or emergency, students may appeal the requirements stated above 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. The following statement appears at the end of the roster of graduates: "Early commencement participants who will complete their requirements within the following academic year."
6. The early commencement participants receive blank diplomas at the May exercises. They receive their official diplomas at the end of the summer or the following May, contingent upon the completion of all requirements, with the date of the appropriate commencement appearing on the diploma.
7. An early commencement student who fails to achieve the required grade-point ratio, or fails to meet the required number of hours for graduation by the end of the summer, 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 or the next official date of graduation.
8. Participation in the graduation 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.

GRADES AND QUALITY POINTS

Grades for undergraduates are recorded in the following terms:

Grade	Quality points 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	1.00
D-	.75
F Failure	0

Other Symbols

I	Incomplete
W	Withdrawn
P or F	Pass/Fail (used only in specified courses)
Au	Successful audit

A grade of **I** automatically becomes an **F** unless the student completes the course requirements 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 that the student must complete to receive a grade. These requirements are listed on an "Incomplete Contract" form that may be obtained from the Office of the Registrar. The grade of **I** will continue to show on the student's record with the grade the student receives after the course requirements are met.

A student may receive a grade of **W** in the regular terms (Fall and Spring) until two weeks before the last day of the regular term and four days prior to the last day of January Term. No one may withdraw from a course after this final date.

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

Pass/Fail

The Pass/Fail regulation allows students to take courses of interest without affecting the student's GPA, unless a grade of F is received in the course. Students are allowed to enroll in courses that are normally graded courses for pass/fail credit providing they adhere to the following guidelines.

1. Courses that are required Pass/Fail, such as Computer Literacy, internship or practicum are not part of this policy.

2. Each student may take up to eight (8) credits of her 120 required credits for graduations on a Pass/Fail basis at her discretion. The student and her advisor are responsible for keeping track of these hours.
- 3 A student may not take the following for Pass/Fail:
 - a. Courses that will be a part of the student's major, minor, or general education program.
 - b. Honors courses.
 - c. Directed Independent Studies.
4. To be eligible for a Pass/Fail course, a student must have:
 - a. Completed 30 credit hours of college courses.
 - b. A GPA of 2.5 of higher.
 - c. Permission of her advisor. Students not meeting these minimum criteria may be allowed to receive Pass/Fail credit with permission of their advisor.
5. A student must tell the Registrar that she plans to take a course for Pass/Fail by the end of the drop/add period at the beginning of the semester. The student must have the advisor's signature indicating permission to take the course on a Pass/Fail basis.
6. Grades of P do not count toward the student's GPA, but the credits are awarded towards the degree. Grades of F are recorded as such on the student's transcript, and are calculated as part of the student's GPA.
7. Repeated courses must be taken for letter grades, regardless of how they were originally taken.

Final Exams

At the discretion of the instructor, the Registrar may schedule final exams or self scheduled. The professor shall indicate on each course syllabus whether or not the final examination in the course is scheduled. Faculty who choose to give self-scheduled exams must use the published dates and times for scheduled exams. Thus, students in courses with self-scheduled exams must schedule them during the times listed by the Registrar. Students who have three or more scheduled exams in one day may petition the Associate Vice President for Academic Affairs or the Director of the Petrie School of Music to reschedule the last of the three exams for another day.

Retaking a Course

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

1. The student may retake a course no more than one time.
2. The student must take the course at Converse to receive any benefits provided by these regulations in the 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 course will be entered upon the student's record; however, no grade will be removed from the student's academic record. Quality points and credit hours earned in the course retaken will be substituted for the quality points and credit hours in the course with the deficient grade.
6. A course retaken will count once in the GPA calculation.

Academic Standards

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

Semester Hours Attempted	Probation if cum. GPA is less than
0-24	1.75
25-56	1.90
57- and up	2.00

Semester Hours Attempted	End of Year Disqualification if cum GPA less than
1-24	1.50
25-56	1.75
57- and up	1.90

Students are placed on academic probation at the end of the Fall and Spring Terms. Any student whose cumulative GPA falls below 1.00 at the end of fall term will be disqualified. A student placed on academic probation three times may be disqualified.

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 classification.

Students placed on academic disqualification are ineligible to continue their studies at Converse during the summer or the regular terms. Students are academically disqualified for failure to meet the academic standards as outlined in the *Catalog*. When there is evident cause for mitigation of this penalty, the Vice President of Academic Affairs may relieve students from academic disqualification.

Grade Reports and Transcripts

Final grades are reported at the end of every term, while midterm grades are reported for Fall and Spring Terms only. Midterm grades are reported for all undergraduate students. A student may view her midterm and final grades at myconverse.edu by entering her user name and password. Advisers also can view their advisees grades via the faculty website.

The Office of the Registrar issues a transcript of a student's academic record only upon receiving a written, signed request from the student. The charge is \$10 per copy and a transcript will not be issued until all fees and fines are paid to the College.

REGISTRATION AND ENROLLMENT

Students must properly register through the Office of the Registrar to assure they receive credit for the courses they attend. Registration for the January and Spring Terms generally occurs in November and for Summer School and Fall Term in April. A student must schedule an advisement conference with her adviser prior to registration each term.

The full-time enrollment for a student is 12-16 hours for Fall and Spring Terms and three to five hours for the January Term. Students 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 January Term, unless specifically exempted from this requirement by the appropriate dean. Any student who seeks such an exemption must submit a petition to this effect no later than three weeks prior to the beginning of the term.

Cross Listed Courses

For cross-listed courses, the student will receive credit in the subject area for which she has chosen to register. She may not change her choice of course designation at a later date.

Overloads

Students may take more than the maximum normal number of hours (16) in the Fall and Spring Terms and January Term (5) in accordance with the following regulations.

1. Students must have their adviser's and the Registrar's approval for overloads in all terms.
2. With the approval of the adviser and a cumulative grade point ratio of at least 2.25, a junior or senior may add no more than three hours in Fall and Spring (total 19 hours), and no more than two hours in January Term (total 7 hours) as an overload.
3. With the approval of the adviser and a cumulative grade point ratio of 2.5, a freshman or a sophomore may add no more than three hours in Fall and Spring (total 19 hours), and no more than two hours in January Term (total 7 hours) as an overload.
4. First semester freshmen and first semester transfer students may not take an overload.
5. Any exceptions to the foregoing regulations must be sought by petition, endorsed by the academic adviser, to the Associate Vice President for Academic Affairs. In addition, an overload fee of \$500 per credit hour will be charged for more than 19 hours in the Fall and Spring Terms and more than 7 hours in January Term.

Directed Independent Study

While the college cannot guarantee that students can be offered a DIS in an existing course, under unusually compelling circumstances a student can request such a course. Typically, the request should be made only:

1. If a course is required for a graduating student but is not scheduled.
2. If a student has an unalterable schedule conflict in the major or minor sequence.
3. If a student needs a course to correct an out-of-sequence program.
4. If a student has compelling personal circumstances, such as a health problem.

The student meets with the instructor who has agreed to direct the course to develop a plan. The student and instructor complete the "Directed Independent Study Course" form that is available in the Office of the Registrar. A student is not enrolled in the DIS until the completed form is filed with the Office of the Registrar. Students may count no more than two DIS courses toward

hours for graduation. Students who cannot secure the support of a faculty member may first discuss individual problems with the academic adviser and second with the appropriate dean.

Audit

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 transcript that she has attended and participated in the class.

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 by obtaining the permission of the instructors and the Registrar no later than the last day of the drop/add period. 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. 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.

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 that 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.

Students who successfully complete the instructor's requirements will receive an "AU" on their transcripts. Audits that are not successfully completed will not appear on a student's transcript.

Changing Courses

Students may add courses only during the first week of the term. Dates for adding courses are in the academic calendar. A student may drop a course in accordance with the following conditions:

1. Without a grade – prior to the beginning of the term.
2. "W" - a student may receive a grade of W in the regular terms (Fall and Spring) until two

The Plan:

Year	Fall Term	January Term
First	5 courses Physical Ed.	1 course
Second	5 courses	1 course
Third	5 courses	1 course

Year	Spring Term	Summer
First	5 courses Physical Ed.	4 courses*
Second	5 courses	3 courses
Third	4 courses	

*May be taken at any institution

This plan involves a maximum normal load of course work during most 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, the plan is only a guide. It may be altered to suit the purpose 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 or International Baccalaureate, will proceed through the three-year program with greater ease and convenience. Summer work before the freshman year should be undertaken upon the advice of the Registrar.

Transfer of Credits from 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. Students taking courses at other institutions while in residence at Converse are governed by the overload regulations that are listed in this section. These students must also meet the requirements for the bachelor's degree as stated in the section "Requirements for a Bachelors' Degree."

Courses taken in summer school at 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 enroll at other institutions do so at their own risk.

2. The summer school is regionally accredited.

No credit will be given for any course in which a student makes below a C-, nor will 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.

Converse does not accept course credit for transfer from institutions that are not regionally accredited.

Summer School at Converse

Converse College operates four summer sessions, two five-week terms, one ten-week term to accommodate online courses, 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.

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 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 at www.converse.edu.

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 to confirm the date when these courses will next be offered.

Individualized Major (IM)

Students with interdisciplinary academic interests linking at least three disciplines may design degree

programs that reflect those interests. Individualized Majors must be designed in conjunction with the student's academic adviser in each of the chosen disciplines (the IM committee) with the approval of the chair of the department in which each discipline falls. After departmental approval, students must submit their proposal to the Associate VP for Academic Affairs for review/approval. The Associate VP will submit the proposal for approval to the Curricular Programs Committee. Students must complete the design and approval process prior to the end of the sophomore year. NOTE: The student should contact the Associate Vice President for Academic Affairs to discuss logistics, expectations, and requirements before proceeding further.

This program is designed for highly motivated students. Each IM proposal must show a clear theme that justifies granting an exception to single or dual major programs and must provide a list of proposed courses linked by that theme. The Curriculum Committee must approve any subsequent changes in the approved list of courses. All students choosing the IM option must complete:

1. All *GEP* requirements;
2. At least sixteen major courses (minimum of five courses in each of three disciplines), including a seminar-level course in at least two different disciplines;
3. A capstone project linking all disciplinary areas of the IM, designed by the student with the approval of the faculty adviser in each area. The capstone project is a separate requirement, and not related to the requirements within the two seminar-level courses the student must complete. A written proposal for the capstone project must be submitted to the student's IM committee by April 15th of her junior year to receive formal approval of the project. She should also register for a special 3-credit course related to the IM capstone project. A presentation of the project will be scheduled during the Spring Term of the senior year, with all members of the college community invited to attend. Four weeks before the formal public presentation the student must provide appropriate documentation to her IM committee for comment and feedback. The student's IM committee will evaluate the public presentation and award a grade of high pass, pass, or fail, with "pass" or better required for graduation

IM students will be encouraged to incorporate collaborative undergraduate research and Honors work in their course of study.

Due to the number of requirements involved, students completing degrees in professional programs (BM, BFA) will not be able to complete an IM. However, students may combine areas of music or art in IM programs aiming at completion of a BA degree, with the approval of the Director of the Carroll McDaniel Petrie School of Music (for Music) or the Chairperson of the Department of Art and Design (for Art).

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.
300/500	Indicates a course offered for both undergraduate and graduate credit.
101, 102	Indicates a course that may be entered in any term.

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

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 a course for which the enrollment is fewer than five.

Wofford College Cooperation Program

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. Other limitations are:

1. Enrollment in each class depends upon space being available. The Registrar of the institution, not the instructor, determines space availability. The Registrar at the student's home institution will handle registration of courses at the cooperating institution.

2. Students may not use courses in the cooperative program to meet the requirements of the General Education Program, Major, *Minors* or concentrations at their home institution except courses in Greek and Chinese, which may be used toward meeting the foreign language requirement at either institution. Other exceptions are the art history and German programs that are offered jointly between the two institutions. Courses offered simultaneously at both colleges will be taken at the home institution if space is available.
3. The privileges of this agreement are available to full-time students who are in good standing, academically and socially.
4. Enrollment in Directed Independent Studies, supervised practical applications, private lessons, and internships are not included in the agreement.
5. When the colleges have academic terms with different beginning and ending dates, students must adjust their schedules. Dates for final examinations and for reporting grades will be those set by the institution in which a course is taken. The Summer Terms are excluded from the agreement, except for courses jointly sponsored by the two institutions.
6. Students participating in the program will not be charged additional fees except for those courses for which students at the host institution must pay extra. Students are responsible for fines or fees normally assessed for traffic or parking violations or for misuse or loss of supplies.
7. The Converse Honor Code applies to students enrolled in Wofford courses. The principles and regulations of the *Converse Student Handbook*, when applicable, govern the student's conduct on the Wofford campus. Otherwise, the Converse student enrolled at Wofford adheres to the regulations and procedures imposed on Wofford students.
8. Grades earned by students at the cooperating institution will be treated as if they were received at the home institution and are included in the calculation of the grade-point averages.

Converse Clemson Dual-Degree Program

Students enrolled in a liberal arts or science program at Converse College who wish to prepare for a career in engineering may, upon successful completion of an approved three-year pre-engineering curriculum, transfer to Clemson University to complete requirements for the Bachelor of Science degree in an engineering

curriculum from Clemson and the Bachelor of Arts (or Science) degree from Converse College. The College of Engineering and Science at Clemson University recommends a program of pre-engineering study to include the general education courses required by an engineering curriculum. The details of the program and the understanding are as follows:

1. During the first three terms at Converse College, the student participating in the pre-engineering program must complete and send to the Associate Dean of the College of Engineering and Science at Clemson University the form "Intention to Pursue the Dual Degree Program at Clemson University." The Associate Dean at Clemson will appoint an academic advisor for the student and will forward the name and address of the appointed advisor to the student and to the Converse College pre-engineering program director.
2. A three-year pre-engineering program of study will be developed by the Converse College faculty in consultation with the Clemson Associate Dean of Engineering and Science from courses offered at Converse College. This program of study shall include the general education courses required by Converse College and by the engineering curricula at Clemson University. A list of basic course requirements recommended by Clemson may be obtained from the pre-engineering program director. However, the specific course requirements to best prepare and facilitate progress toward graduation varies with engineering major. Specific pre-engineering programs recommended for various Clemson engineering majors are available at www.ces.clemson/dual-degree.
3. The total study program at Converse College shall include a minimum of 90 semester hours. Dual-degree candidates shall complete all basic requirements at Converse College for the Bachelor of Arts or the Bachelor of Science degree before transfer to Clemson.
4. The student will apply to the Clemson University Office of Admissions after completion of the second academic year at Converse College. A student with grades no lower than "C" in all courses in the pre-engineering program, and a grade point average of at least 2.5/4.0, is assured of admission into the Clemson engineering program of her choice. Students not meeting these requirements will be considered for admission under Clemson's general transfer student admissions standards. Prior

to enrollment at Clemson, the student must be certified by the Converse College academic official as having satisfactorily completed the academic requirements of Converse College as stated above.

5. Credit for courses in the approved pre-engineering program at Converse College and passed with a grade of "C" or higher will be transferred to Clemson University. It shall be the joint responsibility of the Clemson University and Converse College academic advisors to coordinate the transfer equivalency of the Clemson and Converse College courses in the pre-engineering program.
6. Upon completion of an engineering curriculum at Clemson University, the student will be awarded a Bachelor of Science degree in an engineering discipline from Clemson. Converse students enrolled in this program will receive their Converse Bachelor of Arts or Bachelor of Science degree after completing a minimum of 90 hours of study at Converse, a total of 120 hours of study combined at Converse and Clemson, and the General Education and major program requirements of Converse as specified by Converse. The student must apply to the Converse College Registrar for her diploma.
7. Converse College will provide academic advising to assist students in the pre-engineering program with all matters related to their transfer to Clemson University. The Associate Dean of Engineering and Science, or duly appointed representative, at Clemson University will cooperate in the advising of these students. While advice and counsel will be offered, the final responsibility with regard to transfer remains with the student.
8. Pre-engineering students at Converse College will be encouraged to attend summer school at Clemson (or another engineering college) and take certain basic engineering courses in order to ease the transition into engineering coursework and facilitate timely completion of the engineering program. A list of recommended courses for each Clemson University engineering program is maintained at www.ces.clemson/dual-degree.
9. Conferences between the Clemson University engineering and Converse College pre-engineering advisors will be held regularly to review the curricula and all matters related to the dual-degree agreement.
10. Dual-degree candidates from Converse College

are eligible to seek Bachelor of Science degree in the following majors at Clemson University: Biosystems Engineering, Computer Engineering, Chemical Engineering, Electrical Engineering, Ceramic and Materials Engineering, Industrial Engineering, Civil Engineering and Mechanical Engineering.

Transportation

Converse College does not provide transportation to off-campus classes and events.

SEPARATION FROM THE COLLEGE

A student who wishes to separate from the College must secure a separation form from the Wellness Center. Any student wishing to separate will begin the process by participating in a confidential exit interview with a Wellness Center staff member. After completing the procedures prescribed by the separation form, the student must return it to the Office of the Registrar. There are four categories of separation from the College:

Leave of Absence or Withdrawal

A student in good standing may take a leave of absence from her studies at Converse for one academic term and a maximum of one year. The leave may be approved for various reasons, including but not limited to financial considerations, travel plans, medical needs, 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 or withdrawal during a term, documentation related to the reason for the leave must be provided to the Dean of Students prior to separation from the College. Students who are granted a leave of absence or withdrawal during the term will receive grades of W for courses that term. Students who do not complete documentation will receive a grade of "F" unless, for reasons of health or family emergency, she provides appropriate evidence or treatment and receives the approval of the appropriate dean in consultation with the representative of the Wellness Center.

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 concerning financial aid, 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.

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 community mandates this procedure.

Involuntary Withdrawal Policy

The College is committed to providing student health and counseling services which promote optimal educational opportunities for all its students. However, there are occasions when a student's physical or emotional health places unmanageable risks on the individual or the College. To ensure that the institution and its members may carry out their proper activities, the College has adopted policies and procedures for the involuntary withdrawal of students.

These policies and procedures apply to students:

1. who pose a threat of danger and /or injury to herself or others, and /or
2. who pose a threat of disruption of the lawful activities or educational processes of other members of the campus community , and/ or
3. who pose a threat of destruction of the property of the College or others, and/or
4. who are severely disruptive to others, including behavior which causes emotional, psychological or physical distress to fellow students or staff substantially above that normally experienced in daily life (Disruption may be in the form of a single incident or somewhat less severe but persistent disruption over a more extended period.), and/or
5. who create an unusual responsibility to monitor, supervise, treat, protect, or restrain the student to ensure her safety and the safety of those around her, and/or
6. whose physical or psychological disorder is such as to require highly specialized services beyond those available locally, and whose condition

will deteriorate without additional resources, as deemed by the Director of Counseling or counseling staff, and/or

7. who refuse or are unable to cooperate with a recommended evaluation or treatment procedure that the Dean or other College staff considers necessary to provide reasonable assurance of the safety of the student or others in the community.

For further information see the *Student Handbook*.

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 that have been withdrawn. Any difficulties arising from changes in published dates, requirements, or courses should be brought to the attention of the appropriate Dean.

POLICY ON STUDENT'S 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*.

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 Campus Safety, (864) 596-9061.

GRADUATION RATE

In 2012-13 the graduation rate for students who entered Converse College in 2009 on a full-time basis was 52%.

POLICIES AND PROCEDURES

ACADEMIC POLICIES ON DISABILITIES

Converse College complies with Section 504 of the Rehabilitation Act of 1973 (as amended through 1998), 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. A student with a disability is someone with either a physical or mental impairment that substantially limits one or more major life activities. Temporary impairments of short duration without permanent impact usually do not qualify as disabilities under the ADA.

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 Accommodations and Tutoring Services, providing supporting documentation in a timely manner, and actively participating in developing and implementing an accommodation plan for each term. As legal adults, students must self-advocate, and parents can be included in the process only with the student's permission. 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 Accommodations and Tutoring

Services 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 and 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.

ADMISSION

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. Students that receive accommodations either in high school or on standardized tests are not necessarily eligible for accommodations in higher education under the ADA or Section 504.

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 Accommodations and Tutoring Services at 864.577.2028 to obtain an accommodation form. Residential students seeking physical accommodations for a disability should contact the Dean of Students at 864.596.9614 upon notification of acceptance, so reasonable provisions can be made before their arrival on campus.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Converse will make reasonable accommodations within its academic programs for otherwise qualified students with documented disabilities. However, students and parents should understand that accommodations provided in elementary and secondary schools under P.L. 94.142 (IDEA) are not necessarily required by law under the ADA or Section 504 or provided by Converse. Many of the practices and procedures of special

education (goal setting, progress reports, team meetings, program and exam modifications, related services, and annual reviews) have no parallels in higher education. Behavior standards are the same for all students. Converse does not provide transportation for students. Personal care attendants, orientation/ mobility training and tutors are considered personal services in higher education and are the student's responsibility.

Although Converse offers no specialized services for students with disabilities, we will provide them equal access to services offered to all students. All students are eligible to use group tutoring sessions in selected disciplines, offered several hours per week during the academic year by peer tutors, as well as services through The Center for Student Development and Success. Requests for course substitutions are evaluated individually, on the basis of documentation provided, but the college is not required to fundamentally alter essential course/program requirements.

Testing to determine the need for accommodations is the student's responsibility and is not provided by Converse. IEP's or 504 plans do not automatically meet the documentation requirements for receiving accommodations in higher education. 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 Accommodations and Tutoring Services. 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 psycho-educational 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 Accommodations and Tutoring Services at least thirty days working 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 and/or equipment. This deadline is for administrative purposes only and does not preclude admission to programs or services. All information and records regarding students with disabilities, including accommodations for them, are strictly confidential, and the Center for Student Development and Success complies with the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA). Records are stored in a secure location and reviewed only by authorized personnel.

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 Accommodations and Tutoring Services, so 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

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, located in the Montgomery Student Activities Center, can provide students copies of the *Student Handbook* and additional information about procedures.

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 demonstrate:

1. Effective **oral and written communication**;
2. Effective **critical thinking skills**;
3. Effective **quantitative reasoning skills**;
4. An appreciation of **creativity/creative expression**;
5. An understanding of **international/global perspectives**; and
6. An awareness of **wellness and healthy lifestyles**.

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. Courses that satisfy a *GEP* requirement are indicated by **an asterisk (*) in this catalog**.

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 enrollment.

CATEGORY I: SKILLS

Each student must meet the requirements listed below by completing specific courses or by exemption as described.

A. WRITTEN COMMUNICATION

ENG 101 or 290 or exempt. ENG 290: Advanced Composition, does not satisfy the *GEP* except for those placed there via an AP score of 3. Exemption is possible via:

1. a score of 4 or higher on either AP English exam (credit awarded);
2. a score of 4 or higher in a course completed within the International Baccalaureate Program (credit awarded);
3. an SAT verbal score of 700 or above (no credit awarded);
4. an ACT verbal score of 31 or above (no credit awarded).

B. LANGUAGE AND CULTURE

1. Proficiency at the third semester level in **one** of the following languages: ASL, French, German, Italian, or Spanish. Students must have upon entrance, or achieve at Converse, a competence equal to that achieved by completing three semesters of language at the college level.
 - a. Exemption is possible via:
 - a score of 4 or higher on the AP exam in a foreign language (credit awarded); or a score of 4 or higher in a course completed within the International Baccalaureate Program (credit awarded); or 3 or 4 years of language in high school AND passing required written and oral placement tests administered by Converse (no credit awarded).
 - b. Placement at the intermediate (3rd semester) level is determined by: a score of 3 on the AP exam in a foreign language AND a written placement test administered by Converse (credit awarded); or by the number of years completed in high school and the written placement test (no credit awarded).
2. Students are strongly advised against registering for the next level in a foreign language without having earned a grade of C- or higher in the prerequisite course(s).

C. QUANTITATIVE REASONING

1. Mathematics 108 or higher, or exempt. Exemption is possible via:
 - a. a score of 3 or higher on one of the AP math exams (credit awarded);
 - b. a score of 4 or higher in a course completed within the International Baccalaureate Program (credit awarded);
 - c. an exemption exam administered by Converse (no credit awarded).
2. One course making substantial use of mathematical, logical, or computational reasoning. Designations for such courses are indicated in the *Undergraduate Catalog*.

D. HEALTH AND WELL-BEING

1. One 2-hour or 3-hour wellness course.
2. One 1-hour or 2-hour activity course from among PE or dance.

Exemption Policy: Students 24 years of age or older at the time of admission to Converse are excused from the health and well-being requirement.

Students may also exempt one physical education activity class based upon fulfilling one of the conditions listed below:

- a. verification of participation in a school-sponsored competitive sport for four years with a letter from the coach of the team. Evidence for exemption must be presented no later than the end of the freshman year.
- b. verification of participation in an intercollegiate sport, Dance Ensemble, or Tarpon Sharks for one year with a letter from the coach/director in the area.
- c. verification of participation and completion with a passing grade of the Army ROTC Physical Training Program conducted at Wofford College.

CATEGORY II: PERSPECTIVES

Students are required to take the specified number of 3- or 4-hour courses from each of the five academic areas listed below. Within each academic area, each course must be in a different discipline. At least two courses from different academic areas must be at the 200 level or above. All courses that count for *GEP* credit are indicated by an asterisk* in the *Undergraduate*

Catalog. Some courses may have prerequisites; also indicated in the *Catalog*.

A. Humanities

Two courses from history, philosophy, religion, or women's studies

B. Literature

One course selected from English or foreign language (in translation or upper-level literature courses in the language).

C. Fine Arts

Two history or appreciation courses from art, dance, film, music or theatre.

D. Natural Sciences

Two courses from astronomy, biology, chemistry, geology, or physics. At least one of these courses must include a laboratory.

E. Social Science

Two courses from economics, politics, psychology, or sociology.

CATEGORY III: OTHER REQUIREMENTS

First year seminar: Required for all freshman entering directly from high school in the fall semester. Transfer students and those entering in the spring are exempt.

A course that is designated as writing intensive, non-European/non-Anglophone and Capstone. Designations for such courses are indicated in the course descriptions in the *Undergraduate Catalog*.

THE SCHOOL OF HUMANITIES AND SCIENCES

Division of Business and Behavioral Sciences (pages 41-57)

Department of Economics, Accounting & Business

Department of Psychology

Division of Humanities (pages 58-72)

Department of History & Politics

Department of Religion & Philosophy

Division of Foreign Languages and Literatures (pages 73-85)

Department of English

Department of Languages, Cultures and Literatures

Division of Natural and Mathematical Sciences (pages 86-104)

Department of Biology

Department of Chemistry

Department of Mathematics, Physics & Computer Science

DIVISION OF BUSINESS AND BEHAVIORIAL SCIENCES

DEPARTMENT OF ECONOMICS, ACCOUNTING & BUSINESS

AMY E. COX, *chair*, WOODROW W. HUGHES, JR., ROGER F. LUTTRELL, W. THOMAS MAYNARD, ANN M. PLETCHER, MADELYN V. YOUNG

The mission of the Economics, Accounting and Business department is to offer students the high quality of education they need to succeed in a continuously changing business environment. The faculty strives for academic excellence in teaching. The Department of Economics, Accounting and Business has three separate majors: economics, accounting and business administration. Within the business administration major the department offers six concentrations: economics, finance, human resource management, international business, marketing, and sports management. The department also offers a degree completion program for students wishing to complete a Bachelor of Arts degree with a major in business administration. The department prepares 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.

The General Education Program is a requirement for all degrees. The requirements listed below are approved for the Bachelor of Arts, Bachelor of Science and Bachelor of Fine Arts.

ENG 101	3 hours
Language and Culture	9 hours
MTH 108 or higher	3 hours
One course designated as Quantitative reasoning	3-4 hours
Health and Well-being Wellness	2 hours
Activity course	1-2 hours
Humanities	6 hours
Literature	3 hours
Fine Arts	6 hours
Natural Science	7-8 hours
Social Science	6 hours
Total	49-52 hours

Graduation requirements but not a separate course:
 First Year Seminar
 Writing Intensive course

Non-European/non-Anglophone course
 Capstone experience.

For more information see the *GEP* requirements in this catalog.

ECONOMICS

The economics major is designed to provide students with an understanding of market processes and institutions. Policies and laws affect economic activity. Past economics majors are currently working for a wide variety of businesses or in local, state or the federal government. Some are also in graduate school or law school, as it is widely recognized that economics provides one of the best backgrounds for the study of law.

The Department offers either a Bachelor of Arts or Bachelor of Science with an Economics major.

Students earning the Bachelor of Arts with an Economics major will achieve the following economics student learning outcomes (ESLO):

1. Produce business writing that meets professional standards.
2. Deliver a professional oral presentation.
3. Gain a basic understanding of the working of markets, the nature of market structures, and the linkages in the world economy.
4. Understand basic research methodology including literature surveys, data gathering, statistical analyses of economic data and policy implications of economic theory and empirical research in economics.
5. Understand economic institutions such as the Federal Reserve.
6. Be prepared for employment in the public and private sectors at levels appropriate for baccalaureate holders. Students will also be prepared for master's level studies in economics or related fields.

In addition to achieving the above student learning outcomes, students earning the Bachelor of Science with an Economics major will:

7. Understand the mathematical underpinnings of key economic principles and models.

BACHELOR OF ARTS WITH AN ECONOMICS MAJOR

Required Courses:

ECN 201: Microeconomic Principles	3 hours
ECN 202: Macroeconomic Principles	3 hours
ECN 300: Descriptive and Inferential Statistics..	4 hours
ECN 301: Intermediate Microeconomic Theory	3 hours
ECN 302: Intermediate Macroeconomic Theory	3 hours
ECN 304: Decision Tools for Business	4 hours
ECN 321: Money and Financial Institutions.....	3 hours
ECN 326: Labor Economics.....	3 hours
ECN 327: International Economics	3 hours
ECN 400: Senior Seminar	3 hours

Nine additional hours in other economics courses numbered 300 or above, excluding ECN 361 and 499 9 hours

TOTAL HOURS FOR BACHELOR OF ARTS WITH AN ECONOMICS MAJOR..... 41 hours

BACHELOR OF SCIENCE WITH AN ECONOMICS MAJOR

For a Bachelor of Science degree with an economics major the student must complete the following courses:

ECN 201: Microeconomic Principles	3 hours
ECN 202: Macroeconomic Principles	3 hours
ECN 300: Descriptive and Inferential Statistics..	4 hours
ECN 301: Intermediate Microeconomic Theory	3 hours
ECN 302: Intermediate Macroeconomic Theory	3 hours
ECN 304: Decision Tools for Business	4 hours
ECN 321: Money and Financial Institutions.....	3 hours
ECN325: Managerial Economics	3 hours.
ECN 326: Labor Economics.....	3 hours
ECN 327: International Economics	3 hours
ECN 400: Senior Seminar	3 hours

Nine additional hours in other economics courses numbered 300 or above, excluding ECN 361 and 499 9 hours

MTH 115: Survey of Calculus or
MTH 120: Calculus 3-4 hours

TOTAL HOURS FOR BACHELOR OF SCIENCE WITH AN ECONOMICS MAJOR 47- 48 hours

THE ECONOMICS MINOR

An economics *minor* is comprised of 24 credit 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 326 Labor Economics	3 hours
ECN 327 International Economics	3 hours

Three additional hours in the department with the approval of the adviser..... 3 hours

Total Hours for the Economics Minor 24 hours

Students who major or minor in economics should complete their GEP math requirement during their freshman year. It is recommended that MTH 108 be chosen to fulfill this requirement. Students are also encouraged to take HPE 126: Beginning Golf as their GEP activity course requirement.

Accounting

The accounting major is designed to prepare a student for a career in private accounting, financial management, public accounting or graduate school. It is recommended that the student pursuing a career in accounting consider taking additional courses beyond the major requirements including, but not limited to computer science, money and financial institutions, and other elective accounting and finance courses. Business ethics concepts are integrated throughout the accounting curriculum to expose future accountants to the variety and depth of ethical dilemmas present in the business world. Accounting graduates are currently working in banking, public accounting, manufacturing, service companies and attending graduate school in both masters level and doctorate programs.

Students earning the Bachelor of Arts in Accounting will achieve the following accounting student learning outcomes (ASLO):

1. Produce business writing that meets professional standards.
2. Deliver a professional oral presentation.
3. Exhibit an understanding of basic business, economic and accounting concepts.
4. Exhibit professional business conduct.
5. Develop an intermediate level of knowledge within their major or concentration.
 - a. Graduating accounting students will be able to prepare GAAP based financial statements.
 - b. Graduating accounting students will be able to demonstrate a basic knowledge of federal income tax as it applies to both individuals and business entities.
6. Be able to analyze problems using critical thinking skills and offer defensible solutions within their major or concentration.
 - a. Graduating accounting students will be able to assess and evaluate internal and external accounting information to help managers make decisions.
 - b. Graduating accounting students will be able to evaluate accounting systems and controls.

In addition to achieving the above student learning outcomes, students earning the Bachelor of Science in Accounting will:
7. Gain broader knowledge of the business environment in which the accounting profession operates.

BACHELOR OF ARTS WITH AN ACCOUNTING MAJOR

Required Courses:

ECN 201: Microeconomic Principles.....	3 hours
ECN 202: Macroeconomic Principles	3 hours
One course from the following.....	3 hours
BAD 351: American Legal System and Contracts	
BAD 352: Business Organizations, Property, and Commercial Law	
FIN 370: Business Finance.....	4 hours
ACC 211– 212: Accounting Principles	6 hours
ACC 351–352: Intermediate Accounting.....	8 hours
ACC 380: Accounting and Business Information Systems.....	4 hours
ACC 409: Tax Accounting.....	3 hours
ACC 451: Cost Accounting I.....	3 hours
ACC 461: Advanced Accounting	3 hours
ACC 462: Auditing.....	3 hours
ECN 300: Descriptive and Inferential Statistics... 4 hours	
ECN 400: Senior Seminar	3 hours

TOTAL HOURS FOR THE BACHELOR OF ARTS WITH AN ACCOUNTING MAJOR 50 hours

BACHELOR OF SCIENCE WITH AN ACCOUNTING MAJOR

For a Bachelor of Science degree with an accounting major the student must complete the following courses:

ECN 201: Microeconomic Principles.....	3 hours
ECN 202: Macroeconomic Principles	3 hours
One course from the following	3 hours
BAD 351: American Legal System and Contracts	
BAD 352: Business Organizations, Property, and Commercial Law	
FIN 370: Business Finance	4 hours
ACC 211– 212: Accounting Principles	6 hours
ACC 351–352: Intermediate Accounting.....	8 hours
ACC 380: Accounting and Business Information Systems	4 hours
ACC 409: Tax Accounting	3 hours
ACC 451: Cost Accounting I.....	3 hours
ACC 461: Advanced Accounting	3 hours
ACC 462: Auditing.....	3 hours
ECN 300: Descriptive and Inferential Statistics... 4 hours	
ECN 400: Senior Seminar.....	3 hours
BAD 330: Management.....	3 hours
BAD 340: Marketing Principles	3 hours
MTH 115: Survey of Calculus or	
MTH 120: Calculus.....	3 or 4 hours

TOTAL HOURS FOR BACHELOR OF SCIENCE WITH AN ACCOUNTING MAJOR.....59-60 hours

Students majoring in accounting should begin the ACC 211 and 212 sequence in 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. Students who major in accounting should complete their *GEP* math requirement during their freshman year. It is recommended that Math

110 be chosen to fulfill this requirement. Students are also encouraged to take HPE 126: Beginning Golf as their *GEP* activity course requirement.

THE ACCOUNTING MINOR

An accounting *minor* is comprised of 20-21 credit hours of course work including the following:

ACC 211 -212: Accounting Principles.....	6 hours
ACC 451: Cost Accounting	3 hours
ACC 351: Intermediate Accounting I.....	4 hours
ACC 380: Accounting and Business Information Systems	4 hours
Choice of one of the following:	
ACC 352: Intermediate Accounting II.....	4 hours
ACC 409: Tax Accounting.....	3 hours
ACC 452: Cost Accounting	3 hours

Total Hours for the Accounting Minor 20-21 hours

The Accounting Minor is designed to complement other majors by providing a concentration in accounting that covers Intermediate, Financial, Cost and Tax areas. The minor is an excellent way to increase your employability and understanding of financial issues as well as to supplement your qualitative skills and critical reasoning abilities.

BUSINESS ADMINISTRATION

Students earning the Bachelor of Arts or Science in every concentration will achieve the following business student learning outcomes (BSLO).

1. Produce business writing that meets professional standards.
2. Deliver a professional oral presentation.
3. Exhibit an understanding of basic business, economic and accounting concepts.
4. Exhibit professional business conduct.
5. Develop an intermediate level of knowledge within their concentration (see below for concentration specific outcomes).
6. Be able to analyze problems using critical thinking skills and offer defensible solutions within each concentration (see below for concentration specific outcomes).

Students majoring in business administration are encouraged to select a second major or a minor. Students majoring in business with a concentration in economics cannot double major in economics or minor in economics. Students majoring in business with a concentration in finance, international business, human resource management marketing or sports management can double major in economics or minor in economics. Students who major or minor in business administration should complete their *GEP* math requirement during their freshman year. It is recommended that MTH 108 be chosen to fulfill this requirement. Students are also encouraged to take HPE 126: Beginning Golf as their *GEP* activity course requirement. Business majors planning to take the GMAT or GRE during their senior year are encouraged to take ECN 300 and ECN 304 during their junior year.

BACHELOR OF ARTS WITH A BUSINESS ADMINISTRATION MAJOR

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
Choose one from the following.....	4 hours
ACC 375: Financial Statement Analysis	
FIN 370: Business Finance	
BAD 330: Management.....	3 hours
BAD 340: Marketing Principles	3 hours
One course from the following	3 hours
BAD 351: American Legal System and Contracts	
BAD 352 Business Organizations, Property and Commercial Law	
BAD 353: Labor and Human Relations Law	
BAD 300: Descriptive and Inferential Statistics....	4 hours
ECN 304: Decision Tools for Business	4 hours
ECN 400: Senior Seminar.....	3 hours

Total Hours in Core Courses.....36 hours

The student is required to select one of the following concentrations:

INTERNATIONAL BUSINESS

Students earning the Bachelor of Arts in Business Administration with a concentration in International Business will achieve the following international business student learning outcomes (BSLO--IB):

1. Be able to identify similarities and differences between domestic and international business.
2. Develop an awareness of how businesses are affected by international differences in culture, history, politics, the legal environment and religion.
3. Students will gain a basic understanding of exchange rates and international finance.
4. Be able to analyze and evaluate information, including cultural and financial information, and make recommendations for various courses of action in international business.

ECN 323: Economic Problems of Developing Countries.....	3 hours
ECN327: International Economics	3 hours
BAD 443: International Marketing.....	3 hours
One course from the following:.....	3 hours
ECN 365: Comparative Economic Systems	
HST 402: Women's lives In Asia and African Cultures	
POL 102: Introduction to International Relations	
REL 104: Introduction to World Religions	

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

Total Hours in International Business12 hours

MARKETING

Students earning the Bachelor of Arts In Business Administration with a concentration in Marketing will achieve the following marketing student learning outcomes (BSLO—M):

1. Be able to define a target market, marketing mix and external environment.
2. Demonstrate knowledge of the purchase decision process and influences upon it.
3. Be able to define the promotional mix and how It is used in integrated marketing communication.
4. Demonstrate knowledge of the marketing research process, including research design, data collection and analysis.
5. Be able to analyze and develop marketing, branding and communications plans, and make recommendations to managers based on information and analysis.
6. Be able to recommend and critique research designs, analyze data and make recommendation to managers based on the data analysis.

BAD 344: Consumer Behavior	3 hours
BAD 345: Integrated Marketing Communications.....	3 hours
BAD 442: Marketing Research	4 hours
One course from the following:.....	3 hours
ENG 291: Introduction to Professional Writing	
ART 124: Graphic Design I	
BAD 348: Sports Management	
BAD 443: International Marketing	
BAD 347: Professional Selling	
BAD 291 or BAD 401: Special Topics in Business	

Total Hours in Marketing13 hours

HUMAN RESOURCE MANAGEMENT

Students earning the Bachelor of Arts In Business Administration with a concentration in Human Resource Management will achieve the following human resource management student learning outcomes (BSLO--HR):

1. Understand theories of business and markets as applied to human resource management.
2. Learn reporting practices in human resources management.
3. Examine theories of culture and change management in organizations.
4. Understand the ethical and legal context of human resource management.
5. Be able to analyze and make recommendations regarding human resource management practices within organizations.
6. Be able to assess organizational culture and predict responses to organizational change within organizations.

BAD 353: Labor and Human Relations Law 3 hours
 ECN 326: Labor Economics..... 3 hours
 ECN 331: Personnel Economics for Managers... 3 hours
 PSY 232: Psychology in the Workplace..... 3 hours

Total Hours in Human Resource Management.12 hours

In addition to the required courses listed above, the department strongly recommends that students concentrating in human resource management take the following courses. The material in these courses further enhances the student's knowledge about bureaucratic organizations and the workplace.

- SOC 245: Sociology of Work
 (Upon approval from the department chair, students may substitute SOC 245: Sociology of Work for PSY 232: Psychology of the Workplace)
- SOC 250: Occupations and Professions
- SOC 260: Complex Organizations

SPORTS MANAGEMENT

Students earning the Bachelor of Arts In Business Administration with a concentration in Sports Management will achieve the following sports management student learning outcomes (BSLO—SM):

1. Understand both the marketing of sports and the use of sports to market other programs, including terminology and frameworks.
2. Demonstrate knowledge of the economic and financial environment of sports, including how sports teams create revenue and issues of franchise expansion and management.
3. Be able to gather, analyze and evaluate information and make recommendations for marketing courses of action in a sports context.
4. Be able to apply economic and financial principles to achieve sports organization's objectives.

BAD 348: Sports Marketing3 hours
 ECN 349: Economics and Finance in Sports ..3 hours
 BAD 499: Sports Management Internship.....3 hours
 One course from the following,
 with approval from adviser..... 3 hours
 BAD 345: Integrated Marketing Communication
 ECN 326: Labor Economics
 BAD 347: Professional Selling
 BAD 442: Marketing Research or
 Another 300-400 level course in ECN/ACC/BAD
 (except ECN 361) or related to sports in another
 department (example Psychology, Biology or History)

Total Hours in Sports Management12 hours

TOTAL HOURS FOR BACHELOR OF ARTS WITH A BUSINESS ADMINISTRATION MAJOR 48-49 HOURS

BACHELOR OF SCIENCE WITH A BUSINESS ADMINISTRATION MAJOR

For a Bachelor of Science degree with a business administration major the student must complete the following requirements and the requirement for a concentration in either economics or finance:

ECN 201: Microeconomic Principles3 hours
 ECN 202: Macroeconomic Principles3 hours
 ACC 211-212: Accounting Principles.....6 hours
 FIN 370: Business Finance 4 hours
 BAD 330: Management.....3 hours
 BAD 340: Marketing Principles3 hours
 One course from the following3 hours
 BAD 351: American Legal System and Contracts
 BAD 352 Business Organizations, Property and Commercial Law
 BAD 353: Labor and Human Relations Law
 BAD 300: Descriptive and Inferential Statistics ...4 hours
 ECN 304: Decision Tools for Business4 hours
 ECN 400: Senior Seminar..... 3 hours

Total Hours in Core Courses36 hours

ECONOMICS

Students earning the Bachelor of Science in Business Administration with a concentration in Economics will achieve the following economics student learning outcomes (BSLO—E) :

1. Demonstrate an understanding of the workings of markets and the economy.
2. Demonstrate knowledge of global factors influencing business.
3. Be able to correctly identify business and economic problems and their constraints.

ECN 301: Intermediate Microeconomic Theory..3 hours
 ECN 302: Intermediate Macroeconomic Theory..3 hours
 ECN 321: Money and Financial Institutions...3 hours
 ECN324: Business and the Public Sector3 hours
 ECN 325: Managerial Economics 3 hours
 MTH 115: Survey of Calculus or
 MTH 120: Calculus 3-4 hours

Total Hours in Economics18-19 hours

FINANCE

Students earning the Bachelor of Science in Business Administration with a concentration in Finance will achieve the following finance student learning outcomes (BSLO--F):

1. Understand the calculation and application of time value of money.
2. Understand the calculation and application of weighted average cost of capital.
3. Understand the mathematical underpinnings of the calculations.
4. Perform an applied financial analysis in a business situation.

FIN 321: Money and Financial Institutions3 hours
 FIN 372: Advanced Business Finance3 hours
 Three courses from the following 9-11 hours
 ACC 351: Intermediate Accounting I
 ACC 352: Intermediate Accounting II
 FIN 324: Business and the Public Sector
 FIN 373: Securities Analysis and
 Portfolio Management
 ACC 409: Tax Accounting
 ACC 452: Cost Accounting II
 MTH 115: Survey of Calculus or
 MTH 120: Calculus 3-4 hours

Total Hours in Finance18-21 hours

**TOTAL HOURS FOR BACHELOR OF SCIENCE
 WITH A BUSINESS ADMINISTRATION**

MAJOR54-57 hours

THE BUSINESS ADMINISTRATION MINOR

The Department of Economics, Accounting and Business 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.

Required Courses:

ECN 201: Microeconomic Principles3 hours
 ECN 202: Macroeconomic Principles3 hours
 ACC 211: Accounting Principles3 hours
 ACC 212: Accounting Principles3 hours
 BAD 330: Management.....3 hours
 BAD 340: Marketing Principles3 hours
 Choose one of the following
 ACC 375 Financial Statement Analysis
 FIN 370: Business Finance 4 hours
 One other 300- or 400-level course in
 Economics, Business Administration or
 Finance (except ECN 361 and 499)3 hours

**Total Hours for a Business Administration
 Minor.....25 hours**

THE MARKETING MINOR

The Department of Economics, Accounting, and Business also offers a *minor* in marketing. The marketing minor focuses on the core elements of marketing and the related fields of professional writing and graphic design.

Required courses:

ECN 201: Microeconomics 3 hours
 BAD 340: Marketing Principles3 hours
 BAD 344: Consumer Behavior3 hours
 BAD 345: Integrated Marketing
 Communication..... 3 hours

ENG 291: Introduction to Professional
 Writing.....3 hours
 ART 124: Graphic Design.....3 hours
 One course from the following: 3- 4 hours
 BAD 443: International Marketing
 BAD 442: Marketing Research
 BAD 347: Professional Selling
 BAD 330: Management
 ACC 211: Accounting Principles
 THR 260: Arts Management
 THR 120: Public Speaking
 ART 282: Introduction to Interior Design
 One other 300 or 400 level course in Economics or
 Business Administration

Total hours for a Marketing Minor21-22 hours

**Bachelor of Arts Degree Completion
 Program**

Completion programs are offered for completion of the Bachelor of Arts or Bachelor of Science degree and require a minimum number of incoming, transferable undergraduate credits from regionally accredited institutions. These programs are designed for adult learners returning to college to complete an undergraduate degree. Programs may be offered through entirely online instruction, hybrid courses combining online and in-classroom teaching, summer workshops, or in limited off campus locations depending on the program. Course schedules and requirements are posted by each academic department responsible for the degree.

Converse offers a Bachelor of Arts with a major of Business Administration as a degree completion program. This program is a separate program from the Bachelor of Arts and Bachelor of Science degree with a business administration major which requires a concentration in a business related area. The degree completion program has different admissions requirements as well as major requirements .

Students applying to this degree program will have completed a minimum of 48 undergraduate credits from regionally accredited institutions including at least one course in each of the following areas; natural science and math, social and behavioral sciences, humanities and fine arts; English 101 Composition or equivalent and Math 108: Finite Math or equivalent.

Degree Completion Program

Core Requirements

Orientation to Online Learning/
 Introductory Course.....0 hours
 BAD 206 Business Communication3 hours
 CSC 208 Data for Business.....3 hours
 ECN 201 Microeconomics.....3 hours

ECN 202 Macroeconomics	3 hours
BAD 330 Management.....	3 hours
BAD 340 Marketing Principles	3 hours
ACC 211 Accounting Principles I	3 hours
ACC 212 Accounting Principles II.....	3 hours
ACC 375 Financial Statement Analysis.....	4 hours
ECN 304 Decision Tools for Business.....	4 hours
BAD 450 Strategic Management:	
Real World Cases in Business	3 hours
ECN 400 Senior Seminar (Capstone).....	3 hours

Total Hours for Core Requirements38 hours

Minimum hours required for admission48 hours

Business and Profession Career elective hours . 15 hours

Electives either business or non-business19 hours

TOTAL HOURS FOR BACHELOR OF ARTS

WITH A BUSINESS ADMINISTRATION

MAJOR120 hours

**COURSES OF INSTRUCTION
ECONOMICS**

***125. FIRST- YEAR SEMINAR/THREE CREDITS**

First-Year Seminars constitute a common and academically significant experience in a student's first year at Converse College. All incoming first-year students are required to take a 3-credit hour FYS in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with the common course number (except for designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are required elements of the course.

***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. No credit will be granted to any student taking ECN 150 who successfully completed ECN125.

***199H. 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. MICROECONOMIC PRINCIPLES/
THREE CREDITS**

GEP, Major, Minor, Elective credit. This course is an introductory study of market structures, products, and factors of production. *Quantitative GEP requirement. Writing Intensive.*

***202. MACROECONOMIC PRINCIPLES/
THREE CREDITS**

GEP, Major, Minor, Elective credit. This course is an introduction to national income determination, monetary and fiscal policy, and international trade. *Quantitative GEP requirement. Writing Intensive.*

***291. SPECIAL TOPICS IN ECONOMICS/
THREE OR FOUR CREDITS**

GEP, Major, Minor, Elective credit. The topics in this course will vary depending on available staff and interest of the students. It is intended to expose students to some introductory studies in the area of economics.

***299H. INTERDISCIPLINARY HONORS COURSE/
THREE CREDITS**

GEP, Major, Elective credit. This course is team taught by members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office.

***300. DESCRIPTIVE AND INFERENCE STATISTICS/
FOUR CREDITS**

Major, Minor credit. This course examines some of the methods of describing and presenting both quantitative and qualitative data. Probability techniques and principles are studied as these are necessary for conducting and interpreting inferential statistical tests and techniques. Meets *Quantitative GEP requirement.*

**301. INTERMEDIATE MICROECONOMIC THEORY/
THREE CREDITS**

Major, Minor, Elective credit. 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.

**302. INTERMEDIATE MACROECONOMIC THEORY/
THREE CREDITS**

Major, Minor, Elective credit. Prerequisites: ECN 201 and 202. This intermediate-level course examines the determination of national income, employment and monetary policy.

304. DECISION TOOLS FOR BUSINESS/
FOUR CREDITS

Major, Minor credit. Prerequisites: ECN 201, 202, ECN 300 or permission of the instructor. 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.

321. MONEY AND FINANCIAL INSTITUTIONS/
THREE CREDITS

Major, Minor, Elective credit. 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.

323. ECONOMIC PROBLEMS OF DEVELOPING
COUNTRIES/ THREE CREDITS

Major, Minor, Elective credit. 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.

324. BUSINESS AND THE PUBLIC SECTOR/
THREE CREDITS

Major, Minor, Elective credit. 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.

325. MANAGERIAL ECONOMICS/THREE CREDITS

Major, Minor, Elective credit. Prerequisites: ECN 201 and 202. This course illustrates the role of economic intuitions in making sound business decisions. The course emphasizes logic and conceptual modeling, reinforced by real-life examples, to highlight the pivotal link between economics and key business concerns such as costs, prices, markets and personnel. Students will learn to weigh the strategic costs and benefits of each business choice, instead of relying on popular quick-fix solutions.

326. LABOR ECONOMICS/THREE CREDITS

Major, Minor, Elective credit. 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.

327. INTERNATIONAL ECONOMICS/
THREE CREDITS

Major, Minor, Elective credit. This course examines the theoretical bases for international trade, comparative advantages, 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. The firm's decision making process in entering a market in a foreign country is examined. The course also examines the cultural, historical and political environments that impact multinational firms' operations.

331. PERSONNEL ECONOMICS FOR MANAGERS/
THREE CREDITS

Major, Minor, Elective credit. 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.

*345. AMERICAN ECONOMIC HISTORY/
THREE CREDITS

GEP, Major, Minor, Elective credit. 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.

349. SPORTS ECONOMICS AND FINANCE/
THREE CREDITS

Major, Minor, Elective credit. Prerequisite: ECN 201. The course examines the basic concepts of economics, supply and demand, and applies these concepts in a sports environment, seeking to determine how sports teams derive revenues and how the teams convert those revenues into profits for the owners. Other topics include the value of new franchises, the value of expansion of teams, the location of teams in different markets, and competitive balance. Issues of player salaries and labor relations, the role of government, and the economics of college athletics will be discussed. Cross-listed with BAD 349.

365. COMPARATIVE ECONOMIC SYSTEMS/
THREE CREDITS

Major, Minor, Elective credit. 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/
ONE TO FOUR CREDITS

Major, Minor, Elective credit. 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

Major credit. Prerequisite: Senior status, or permission of department chair. 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 and give oral presentations of their findings. *Quantitative GEP requirement. Capstone.*

401. SPECIAL TOPICS/THREE CREDITS/JANUARY
TERM/FOUR CREDITS

Major, Minor, Elective credit. 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, 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/
ONE TO SIX CREDITS

Prerequisite: Minimum 12 hours in major within department; 2.5 GPA in major; and permission of the faculty director. The internship involves the student in a business or governmental agency related to the student's career choice. A journal of the internship, plus a possible presentation is required. *Pass/fail grading.*

ACCOUNTING

*211. ACCOUNTING PRINCIPLES I/THREE CREDITS
Major, Elective credit. 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. *Quantitative GEP requirement.*

212. ACCOUNTING PRINCIPLES II/THREE CREDITS

Major, Elective credit. 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.

351. INTERMEDIATE FINANCIAL ACCOUNTING I/
FOUR CREDITS

Major, Elective credit. Prerequisite: ACC 212. Accounting theory and concepts in relation to asset and liability recognition and measurement are emphasized.

352. INTERMEDIATE FINANCIAL ACCOUNTING II/
FOUR CREDITS

Major, Elective credit. 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.

375. FINANCIAL STATEMENT ANALYSIS/
FOUR CREDITS

Major, Minor, Elective credit. Prerequisites: ACC 211 and ACC 212. This course will help students develop the skills necessary to analyze and interpret financial statements of corporations. Students will explore financial reporting topics introduced in ACC211. Additional topics will include return on invested capital, profitability and investment analysis. This analysis viewpoint is that of the user of financial statements.

380. ACCOUNTING AND BUSINESS INFORMATION
SYSTEMS/FOUR CREDITS

Major, Elective credit. Prerequisite: ACC 211 or instructor's permission. Study of business information systems for future business professionals. This course is intended to lay a foundation for providing accounting user support, information technology and problem solving. Students are exposed to a variety of information technologies and methods of analysis of business processes. Advantages and disadvantages of the different technologies are highlighted and discussed.

401. SPECIAL TOPICS IN ACCOUNTING/
ONE TO FOUR CREDITS

Topics will depend on available staff and interest level of students.

409. TAX ACCOUNTING/THREE CREDITS

Major, Elective credit. Prerequisite: ACC 211. This course is an introduction to the basic structure of the federal income tax with emphasis on individual tax provisions.

451. COST ACCOUNTING I/THREE CREDITS

Major, Elective credit. Prerequisite: ACC 212 or permission of the instructor. Manufacturing inventory costs, related management controls, and decision processes are covered.

452. COST ACCOUNTING II/THREE CREDITS

Major, Elective credit. Prerequisite: ACC 212. Pricing and costing methods are examined as well as decision models used for inventory planning and capital budgets.

461. ADVANCED ACCOUNTING/THREE CREDITS

Major, Elective credit. Prerequisite: ACC 352. Business combinations, consolidations, non-profit and governmental accounting and foreign currency issues are examined.

462. AUDITING/THREE CREDITS

Major, Elective credit. Prerequisite: ACC 351. This course examines the theory and practice of examination of financial statements by public accountants.

463. CURRENT ISSUES 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.

499. ACCOUNTING INTERNSHIP/
ONE TO SIX CREDITS

Prerequisite: At least 12 hours in major in department; 2.5 GPA in major; and permission of the faculty director. The internship provides experience in public, private, or non-profit accounting. A journal of the internship is required. *Pass/fail grading.*

FINANCE

*125. FIRST- YEAR SEMINAR/THREE CREDITS

First-Year Seminars constitute a common and academically significant experience in a student's first year at Converse College. All incoming first-year students are required to take a 3-credit hour FYS in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with the common course number (except for designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are required elements of the course.

*200. PERSONAL FINANCE/THREE CREDITS/
FOUR CREDITS IN JANUARY TERM

Elective 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. The material for the January Term course will be viewed through the perspective of the Bible. *No credit given if successfully complete FIN 125.* Meets *Quantitative GEP requirement.*

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/FOUR CREDITS

Major, Minor, Elective credit. Prerequisite: ACC 212. Planning, analyzing, and reporting the financing of business operations are 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.

372. ADVANCED BUSINESS FINANCE/
THREE CREDITS

Major, Minor, Elective credit. Prerequisite: FIN 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.

373. SECURITIES ANALYSIS AND PORTFOLIO
MANAGEMENT/THREE CREDITS

Major credit. Prerequisite: FIN 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.

490. DIRECTED INDEPENDENT STUDY IN
SPECIAL TOPICS/ THREE CREDITS

Major, Minor, 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.

BUSINESS ADMINISTRATION

***125. FIRST- YEAR SEMINAR/THREE CREDITS**

First-Year Seminars constitute a common and academically significant experience in a student's first year at Converse College. All incoming first-year students are required to take a 3-credit hour FYS in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with the common course number (except for designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are required elements of the course.

206. BUSINESS COMMUNICATION/THREE CREDITS

Major, Elective credit. This course will help students develop the communications strategies they need to be successful in the workplace. The course develops writing, oral and collaborative skills through hands-on practice. Students will review grammar and mechanics, analyze and write common business documents such as emails, reports and proposals, letters, memoranda, and resumes, and complete an oral presentation and practice interview.

245. SOCIOLOGY OF WORK/THREE CREDITS

Same as SOC 245.

260. COMPLEX ORGANIZATIONS/THREE CREDITS

Same as SOC 260.

***291. SPECIAL TOPICS IN BUSINESS/ THREE OR FOUR CREDITS**

GEP, Major, Minor, Elective credit. The topics in this course will vary depending on available staff and interest of the students. It is intended to expose students to some theoretical and research based study in the field of business.

300. DESCRIPTIVE AND INFERENCE STATISTICS/ FOUR CREDITS

Same as ECN 300. Meets *Quantitative GEP requirement.*

330. MANAGEMENT/THREE CREDITS

Major, Minor, Elective credit. 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.

340. MARKETING PRINCIPLES/THREE CREDITS

Major, Minor, Elective credit. This course introduces the student to basic marketing concepts and applications

and provides an overview of marketing. Topics include the role of marketing within the firm, marketing research, consumer behavior, product development, pricing, channels and distribution and promotional strategy.

344. CONSUMER BEHAVIOR/THREE CREDITS

Major, Minor, Elective credit. BAD 340 is *recommended but not required.* The emphasis in this course will be on understanding the psychological, social, and socioeconomic factors affecting consumer purchase, use and disposition of products and services. Topics covered include consumer motivation, learning, psychographics, decision making processes and the influence of culture and groups.

345. INTERGRATED MARKETING COMMUNICATIONS/ THREE OR FOUR CREDITS

Major, Minor, Elective credit. Prerequisite: BAD 340 is recommended but not required. The emphasis in this course will be on the role of integrated marketing communications (IMC) in the marketing plan of an organization. Topics covered include advertising, public relations, sales promotions, interactive marketing and direct marketing, as well as the process of developing an IMC program, and various factors that influence this process.

347. PROFESSIONAL SELLING/ THREE CREDITS OR FOUR CREDITS

Major, Minor, Elective credit. BAD 340 recommended but not required. This course will be an overview of professional selling with an emphasis on the sales process. The emphasis will be on understanding and applying the tools salespeople use to identify prospects, analyze their needs, offer solutions, respond to objections, close the sale and build the relationship. Sales management and how the sales function fits into the overall marketing function and the organization will also be covered.

348. SPORTS MARKETING/THREE CREDITS

Major, Minor, Elective credit. Prerequisite: BAD 340 is recommended but not required. This course is an introduction to the field of sports marketing. Both the marketing of sports products and teams, and the use of sports as a marketing tool, for other products and brands are covered. Topics include sponsorship, endorsement, licensing and venue naming rights, the marketing of professional, amateur and participation-oriented sports, the marketing of a broad array of sports-related products such as sporting goods and apparel, and emerging issues in the field.

349. SPORTS ECONOMICS AND FINANCE/ THREE CREDITS

Major, Minor, Elective credit. Prerequisite: ECN 201. The course examines the basic concepts of economics, supply and demand, and applies these concepts in a

sports environment, seeking to determine how sports teams derive revenues and how the teams convert those revenues into profits for the owners. Other topics include the value of new franchises, the value of expansion of teams, the location of teams in different markets, and competitive balance. Issues of player salaries and labor relations, the role of government, and the economics of college athletics will be discussed. *Cross-listed with ECN 349.*

351. AMERICAN LEGAL SYSTEM AND CONTRACTS/ THREE CREDITS

Major, Minor, Elective credit. This introductory course is an examination of the American legal system, judicial procedures, and the laws governing contracts, torts and the UCC, including secured transactions, negotiable instruments and sales.

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

Major, Minor, Elective credit. This course examines the laws governing business associations and related subjects such as bailments, agency, partnerships, corporations, and regulation of business, trusts and estates.

353. LABOR AND HUMAN RELATIONS LAW/ THREE CREDITS

Major, Minor, Elective credit. 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.

399. STUDY/TRAVEL SEMINAR/THREE CREDITS

Same as ECN 399.

401. SPECIAL TOPICS IN BUSINESS/ THREE OR FOUR CREDITS

Major, Minor, Elective credit. The topics will vary depending on available staff and interest of the students.

442. MARKETING RESEARCH/FOUR CREDITS

Major, Minor, Elective credit. Prerequisite: BAD 340. 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.

443. INTERNATIONAL MARKETING/THREE CREDITS

Major, Minor, Elective credit. Prerequisite: BAD 340. This course focuses on the opportunities, problems

and logistics involved in formulating strategies for marketing across national borders. Topics include the economic, sociocultural, political/legal and competitive environments and their impact on marketing strategy.

450. STRATEGIC MANAGEMENT: REAL WORLD CASES IN BUSINESS/THREE CREDITS

Major, Elective credit. Prerequisites: BAD 200, BAD 206, CSC 208, ECN 201, ECN 202, BAD 330, BAD 340, ACC 211, ACC 212, ACC 375, ECN 304. The course will require students to apply skills and knowledge acquired in the previous courses to provide oral and written solutions to real business situations. The course will focus on the application of previous learning in the analysis of case studies. Students will be responsible for analyzing, writing and orally presenting analysis of various real business case studies.

490. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/THREE CREDITS

Major, Minor, 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/ ONE TO SIX CREDITS

Prerequisite: At least 12 hours in major in department; 2.5 GPA in major; and permission of the faculty director. 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, plus a possible presentation, is required. *Pass/fail grading.*

SOCIOLOGY

***100. PRINCIPLES OF SOCIOLOGY/ THREE CREDITS**

GEP, Elective credit. A study of the basic sociological concepts and their logical and empirical relations, including those factors would contribute to the emergence, persistence and change in social relationships.

***125. FIRST- YEAR SEMINAR/THREE CREDITS**

First-Year Seminars constitute a common and academically significant experience in a student's first year at Converse College. All incoming first-year students are required to take a 3-credit hour FYS in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental

prefix, but with the common course number (except for designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are required elements of the course.

***245. SOCIOLOGY OF WORK/THREE CREDITS**

GEP, 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.

***250. OCCUPATIONS AND PROFESSIONS/
THREE CREDITS**

GEP, Elective credit. A study of the history and structure of specific occupations and professions and the study of theories of professionalism.

***260. COMPLEX ORGANIZATIONS/THREE CREDITS**

GEP, Elective credit. 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.

***270. CRIMINOLOGY/THREE CREDITS**

GEP, 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.

***302. SOCIAL STRATIFICATION/THREE CREDITS**

GEP, Elective credit. 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.

***306. THE FAMILY/THREE CREDITS**

GEP, 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.

***309. SPECIAL TOPICS IN SOCIOLOGY/
THREE CREDITS**

GEP, Elective credit. Studies in topics in issues, figures of movements in sociology.

***310. SOCIAL PROBLEMS/THREE CREDITS**

GEP, 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.

***492. SOCIOLOGICAL THEORY/THREE CREDITS**

GEP, Elective credit. A consideration of classical to contemporary theories, with emphasis on formal theory building and the influence that theory and research have on each other.

DEPARTMENT OF PSYCHOLOGY

MONICA L. McCOY, chair, RICHARD G. KEEN, TRACY KSIAZAK, JANET R. LEFRANCOIS,
MARIE L. LePAGE, MARGARET MOORE

MISSION

The mission of the Department of Psychology is to teach students the empirical, conceptual, and theoretical approaches to understanding animal and human behavior. Further, we strive to develop students who are competent producers and critical consumers of psychological research. Finally, it is our goal to graduate students who are skilled in the ability to communicate effectively, both orally and in writing, about the field.

Student Learning Outcomes

1. Understand and apply the procedures of experimental design and statistical analysis
2. Know the history of the discipline
3. Understand, and be able to apply, the principles of operant and respondent conditioning
4. Have a basic grasp of the major theories in psychology and an understanding of normal and abnormal behavior
5. Effectively use APA (American Psychological Association) style in writing

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 Area Concentration Achievement Tests in Psychology 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 Education Program is a requirement for all degrees. The requirements listed below are approved for the Bachelor of Arts, Bachelor of Science and Bachelor of Fine Arts.

ENG 101	3 hours
Language and Culture	9 hours
MTH 108 or higher	3 hours
One course designated as	
Quantitative reasoning	3-4 hours
Health and Well-being	
Wellness	2 hours
Activity course.....	1-2 hours
Humanities	6 hours
Literature	3 hours
Fine Arts	6 hours

Natural Science	7-8 hours
Social Science.....	6 hours
Total.....	49-52 hours

Graduation requirements but not a separate course:
 First Year Seminar
 Writing Intensive course
 Non-European/non-Anglophone course
 Capstone experience.

For more information see *GEP* requirements in this catalog.

The major must consist of at least 31 credit hours.

Required Courses:

PSY 100: General Psychology	3 hours
PSY 233: Psychology of Learning.....	4 hours
PSY 310: Statistics and Experimental	
Design I.....	3 hours
PSY 311: Statistics and Experimental	
Design II	3 hours
PSY 405: History and Philosophy of	
Psychology	3 hours
PSY 480: Psychology Seminar.....	3 hours
One of the following clinical courses:	
PSY 201, 204, 211 or 410	3 hours
Additional Psychology Electives	9 hours

TOTAL HOURS FOR BACHELOR OF ARTS WITH A PSYCHOLOGY MAJOR 31 hours

THE PSYCHOLOGY MINOR

The minor must consist of at least 21 credit hours.

Required Courses:

PSY 100: General Psychology.....	3 hours
PSY 310: Statistics and Experimental	
Design I.....	3 hours
PSY 311: Statistics and Experimental	
Design II	3 hours
PSY 405: History and Philosophy of	
Psychology	3 hours
One of the following clinical courses:	
PSY 201, 204, 211, or 410	3 hours
Additional Psychology Electives	6 hours

Total Hours for the Psychology Minor. 21 hours

Students preparing for graduate study are advised to enroll in as many psychology courses as College regulations will permit.

COURSES OF INSTRUCTION

*100. GENERAL PSYCHOLOGY/THREE CREDITS

GEP credit. A survey of the areas which define psychology. Special emphasis will be given to conditioning phenomena. *Offered Fall and Spring Terms.*

*125. FIRST- YEAR SEMINAR/THREE CREDITS

First-Year Seminars constitute a common and academically significant experience in a student's first year at Converse College. All incoming first-year students are required to take a 3-credit hour FYS in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with the common course number (except for designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are required elements of the course.

*150. SPECIAL TOPICS IN PSYCHOLOGY / ONE TO FOUR CREDITS

GEP, Major, Minor, Elective credit. Selected topics in psychology. The topics in this course will vary depending on the available faculty and the interest of the students.

*199H. FRESHMAN HONORS SEMINAR/ THREE CREDITS

GEP credit. 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.*

201. PSYCHOLOGY OF RELATIONSHIPS/ THREE CREDITS

Elective credit. This course presents what is known about successful relationships with a significant other. Skills in successfully maneuvering such a relationship will be examined, with an emphasis on communication skills.

204. ABNORMAL PSYCHOLOGY/THREE CREDITS

Major, Minor, Elective credit. Prerequisite: PSY 100. A study of the changing meanings of the concept of abnormal behavior and the accompanying changes in methods of treatment. *Offered Spring Term.*

211. BEHAVIOR MODIFICATION/THREE CREDITS

Major, Minor, Elective credit. Prerequisite: PSY 100 or the permission of the instructor. 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.*

231. SOCIAL PSYCHOLOGY/THREE CREDITS

Major, Minor, Elective credit. 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.*

232. PSYCHOLOGY IN THE WORKPLACE/ THREE CREDITS

Major, Minor, Elective credit. 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. Fall Term.*

233. PSYCHOLOGY OF LEARNING/FOUR CREDITS

Major, Minor, Elective credit. Prerequisite: PSY 100 or the permission of the instructor. A study of the learning process, both through the examination of the experimental literature and through the completion of laboratory exercises. *Lecture and laboratory. Fall Term.*

236. THEORIES OF PERSONALITY AND EMOTIONAL DISTURBANCES/THREE CREDITS

Major, Minor, Elective credit. Prerequisite: PSY 100. A study of theories of personality and the research that supports those theories. Students will take some personality questionnaires and incorporate this material into a summary of some aspect of their personalities. *Offered once a year in either Fall or Spring Term.*

*280. HEALTH PSYCHOLOGY/THREE CREDITS

Major, Minor, Elective credit. 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. *GEP for Health and Wellness requirement. Offered in Fall or January Term.*

*281. YOGA AND STRESS MANAGEMENT/ FOUR CREDITS

GEP, Elective credit. This course will study stress

management from the perspectives of western science and the eastern practice of yoga. A portion of the class will include study of scientific findings concerning stress and its management, some study of yoga philosophy, and a consideration of the existing scientific studies of yoga. Another portion of the class will involve practice of yoga postures and methods of breathing. *GEP for Health and Wellness requirement. Non-European/non-Anglophone.*

***299H. INTERDISCIPLINARY HONORS COURSE**

GEP, Major, Minor, Elective credit. This course is team taught by members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office.

302. PSYCHOLOGY OF WOMEN/THREE CREDITS

Major, Minor, Elective credit. 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.*

**310. STATISTICS AND EXPERIMENT DESIGN I/
THREE CREDITS**

Major, Minor, Elective credit. This course sets the foundation for how statistics and experimental design are used in psychology. Statistical topics of central tendency, variability, distribution, hypothesis testing, and correlation will be covered. In addition, the methodological topics of the philosophy of science, the ethics of experimentation, and controlling variables will be addressed. Students will learn to analyze data using SPSS and to write research papers in APA format. A grade of C- or better is required in order to advance to PSY 311. *Offered Fall and Spring Terms. Quantitative GEP requirement.*

**311. STATISTICS AND EXPERIMENTAL DESIGN III/
THREE CREDITS**

Major, Minor, Elective credit. Prerequisite: A grade of C- or better in Psy 310. This course builds upon the basics of statistics and experimental design covered in PSY 310. More complex research designs including two or more groups and one or more factors (between, within, and mixed subject designs) will be explored. This course will make use of the descriptive statistics taught in 310 and add inferential statistics. Students will learn to compute statistics by hand and using SPSS. Finally, this course involves writing research papers about complex research designs in APA format. *Offered Fall and Spring Terms. Quantitative GEP requirement.*

332. PSYCHOLOGICAL TESTS/THREE CREDITS

Major, Minor, Elective credit. 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.*

**350. SPECIAL TOPICS IN PSYCHOLOGY/
ONE TO THREE CREDITS**

Major, Minor, Elective credit. The topics in this course will vary depending on available faculty and the interest of the students. Selected topics of in advanced psychological study: Body Image, Eating Disorders and Obesity; Women is Well-being and Yoga meets *GEP for Health and Wellness requirement.*

370. CHILD ABUSE AND NEGLECT/THREE CREDITS

Major, Minor, Elective credit. 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 in alternate years. Fall Term.*

***380. HUMAN GROWTH AND DEVELOPMENT/
THREE CREDITS**

GEP, Major, Minor, Elective credit. The study of development and behavior throughout the life-span. *Offered Fall and Spring Terms.*

402. ANIMAL BEHAVIOR/THREE CREDITS

Major, Minor, Elective credit. This course is intended to familiarize the student with the field of animal behavior. The course objectives are to instill in the student a knowledge and understanding of: 1) the various subject realms of animal behavior, 2) the methodological approaches used in studying behavior, and 3) the current conceptual perspectives from which various behavioral phenomena are interpreted by ethologists and psychologists. These objectives will be reached through lectures, readings, films, field trips and assigned exercises.

**405. HISTORY AND PHILOSOPHY OF
PSYCHOLOGY/THREE CREDITS**

Major, Minor, Elective credit. Prerequisite: PSY 100 or the permission of the instructor. 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 and Spring Term.*

410. COUNSELING AND PSYCHOTHERAPY/ THREE CREDITS

Major, Minor, Elective credit. Prerequisite: PSY 204 or permission of the Instructor. This course serves as an introduction to the study of psychotherapeutic interventions in clinical/counseling psychology. The majority of the course is focused on examining the defining characteristics, efficacy, and effectiveness of various psychotherapies. Although specific techniques are reviewed, this course will in no way prepare students to conduct psychotherapy. Rather, the course serves as a good foundation for future study in the field. In addition to learning about psychotherapy approaches, this course also focuses on understanding the ethical practice of psychotherapy, future trends and issues in the field of psychotherapy, options for careers in psychotherapy.

480. SENIOR SEMINAR/THREE CREDITS

Major credit. Prerequisites: PSY 233, 310, and 311. Each student will write a library research paper that all students will read and discuss. Offered Fall and Spring Term. *Writing Intensive. Capstone*

490. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/ONE TO THREE CREDITS

Prerequisite: Consent of the instructor. Prerequisite: PSY 100 or the permission 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

Major credit. Prerequisites: A 3.0 average in the major. PSY 204, 231, 310 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) who 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 that 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 Bachelor of Arts level. It is not recommended for those who plan to pursue an advanced degree program. *Pass/fail grading.*

HEALTH AND PHYSICAL EDUCATION

The mission of Health and Physical Education at Converse is to provide as broad and varied a curriculum as possible to aid students in developing skills, knowledge, and understanding that will lead to participation in life time sports and/or fitness activities.

REQUIREMENTS AND RECOMMENDATIONS

It is recommended that all physical education requirements be completed by the end of the student's junior year.

Every new student, by July 1, must be examined by her own physician. The report must be sent to the director of health services.

Students are required to take HPE 255: Introduction to Fitness and Wellness, and one other activity course. The activity course is selected from one of three areas: team sport, individual sport, or dance. Courses are graded conventionally and will be counted in the grade average of the student. Dance courses are listed in the Department of Theatre and Dance section of the Catalog.

Students who are not safe in deep water are encouraged to take a swimming course. Beyond the one course physical education requirement, a student will be allowed to take 10 additional physical education activity courses. Only three of these additional courses 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 and the Director Accommodations and Tutoring Services 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. Students must have hard hat with harness, riding boots or jodhpur boots, 1/2 chaps, chaps or breeches. Charges for instruction in equitation are listed under Fees and Financial Assistance.

The Health and Physical Education area conducts and advises the Tarpon Shark Club which presents an annual public performance.

COURSES OF INSTRUCTION

INDIVIDUAL SPORTS

*120-126. BEGINNING/ADVANCED BEGINNING INDIVIDUAL SPORTS/ONE CREDIT

GEP, Elective credit. HPE 123: Fencing, HPE 124: Golf, HPE 126: Tennis. Offered during Fall or Spring Term. Green fee for golf payable at the course is \$10.00. Beginning level activities are designed for the student who has little or no experience in this activity.

*140. SWIMMING/ONE CREDIT

GEP, Elective credit. Beginning swimming is designed for students who feel unsafe in the water or for those students who would like to learn how to swim. *Offered in the Fall Term.*

*150-154. FITNESS/ONE CREDIT

GEP, Elective credit. HPE 150: Aerobics, HPE 151: Walk/Swim, HPE 152: Fitness Approaches, HPE 153: Introduction to Yoga, HPE 154: Weight Training. *Offered during Fall and/or January and/or Spring Term.*

*155. INTRODUCTION TO PILATES/ONE CREDIT

GEP, Elective credit. Pilates is a course designed to provide a working knowledge of and the essential exercises involved in establishing core strength and stability. The course will help heighten mind-body awareness. Offered Fall and/or Spring Terms.

*160. SPECIAL TOPICS IN HEALTH AND PHYSICAL EDUCATION/ONE TO FOUR CREDITS

GEP credit. The topics in this course will vary depending on the available staff and the interest of the students.

*220-226. INTERMEDIATE INDIVIDUAL SPORTS/ ONE CREDIT

GEP, Elective credit. HPE 224: Golf, HPE 226: Intermediate Tennis. *Offered on demand.* Green fee for golf payable at course is \$40.00. Intermediate level activities are designed for those who have some proficient skill in an area and would like to improve these skills

*245. LIFEGUARD TRAINING /TWO CREDITS

GEP, Elective credit. The American Red Cross Lifeguarding course covers the skills and knowledge required for effective lifeguarding at swimming pools. Certifications include Lifeguard Training, CPR for the Professional Rescuer, AED and Lifeguard Management. *Offered during Spring Term. Fee payable to Red Cross through instructor is \$79.00, including books, pocket mask, cards and equipment. The fee is subject to change.*

*254. INTERMEDIATE YOGA/ONE CREDIT

GEP, Elective credit. Prerequisite: HPE 154 or permission of instructor. This course is a continuation of the work done in Beginning Yoga. Intermediate Yoga will focus on more advanced yoga postures, including standing and seated poses, twists, supine and prone poses, inversions, balancings, and backbends. Yoga philosophy is studied to a greater degree.

*255. INTRODUCTION TO FITNESS AND WELLNESS/ TWO CREDITS

GEP credit. This course encompasses areas of fitness, fitness, nutritional health, and general wellness principles. Topics to be discussed will include but are not limited to nutrition, stress management, alcohol education, sexually transmitted diseases, food and the consumer, and physical activity. Students will also participate in a variety of lifetime activities that promote health and well-being. *Offered Fall and Spring Terms.*

*256. CONCEPTS AND APPROACHES TO A FIT AND WELL WAY OF LIFE/THREE CREDITS

GEP credit for Fitness and 1 PE activity. May not take both HPE 255 and 256 for credit. This course is designed for January Term to give students a knowledge of fitness, nutritional health and general wellness. Students will also participate in a variety of daily lifetime fitness activities such as aerobics, yoga, pilates and water aerobics. *Offered January Term only.*

*344. WATER SAFETY INSTRUCTORS/ TWO CREDITS

GEP (only 1 of the 2 credits may count toward GEP), Elective credit. This course is designed to train participants to teach American Red Cross swimming and water safety courses. *Offered during Spring Term. Eligibility determined by pre-course written and skills tests. Fee payable to Red Cross through instructor is \$50.00, including book. The fee is subject to change.*

*345. LIFEGUARD TRAINING INSTRUCTORS/ TWO CREDITS

GEP, Elective credit. This course is designed to train participants to teach American Red Cross Lifeguarding courses. Offered on request during January Term. Must have a current American Red Cross Lifeguard certificate. *Fee payable to Red Cross through instructor is \$55.00, including books. The fee is subject to change.*

360. SPECIAL TOPICS IN HEALTH AND PHYSICAL EDUCATION /ONE TO FOUR CREDITS

Elective credits. The topics in this course will vary depending on available staff and the interest of the students.

***361. WOMEN IN SPORT: A STRUGGLE FOR EQUALITY/THREE CREDITS**

GEP credit. For years women have had to fight for gender equality, especially in the male dominated area of sports. This course will closely examine the obstacles women have had to overcome in their quest for equality in sports throughout history. The course will be comprised of lectures, readings and discussions from assigned articles, video presentations in class, and student presentations on issues related to the struggle for women to compete in sports.

TEAM SPORTS

***130-134. BEGINNING TEAM SPORTS/ONE CREDIT**
GEP, Elective credit. HPE 130: Basketball, HPE 132: Soccer, HPE 134: Volleyball. *Offered during Fall and/or January and/or Spring Term.* Beginning level activities are designed for the student who has little or no experience in this activity.

RELATED COURSES

***125. FIRST-YEAR SEMINAR/THREE CREDITS**
First-Year Seminars constitute a common and academically significant experience in a student's first year at Converse College. All incoming first-year students are required to take a 3-credit hour FYS in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with the common course number (except for designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are required elements of the course.

180. STANDARD FIRST AID AND PERSONAL SAFETY/CARDIO-PULMONARY 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 on demand.*

195. ATHLETIC TRAINING/THREE CREDITS

Elective credit. Prerequisites: BIO 100 or permission of the instructor. This course focuses on causes, symptoms, emergency care, treatment, rehabilitation and diagnostic training for sports injuries. *Offered on demand. Special fee: \$20.00 for training.*

197. LIFETIME HEALTH TOPICS/THREE CREDITS

Elective credit. Topics to be included are nutrition, diet, weight control, and physical fitness. *Offered on demand.*

393. HEALTH AND PHYSICAL EDUCATION FOR ELEMENTARY TEACHERS/THREE CREDITS

Required for elementary majors, elective for special education majors. Recommended to take during the Junior or Senior year. Designed to meet certification requirements of the South Carolina 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, January, Spring and Summer I and II Terms.*

490. DIRECTED INDEPENDENT STUDY/ONE OR TWO CREDITS

Elective credit. 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.*

DANCE

Courses are listed under the Department of Theatre and Dance.

DIVISION OF HUMANITIES

DEPARTMENT OF HISTORY & POLITICS

JOE P. DUNN, *chair*, ELIZABETH J. BOULDIN, JEFFREY POELVOORDE,
JOHN M. THEILMANN, MELISSA WALKER, EDWARD C. WOODFIN_

DEPARTMENT MISSION STATEMENT

To develop students with the traditional liberal arts skills: to read and analyze challenging material within their discipline, to write coherently, and to articulate their views competently. Through this preparation, our students will have the skills to pursue graduate study in various fields or to enter the job market successfully.

STUDENT LEARNING OBJECTIVES FOR HISTORY MAJORS

Because no common core of specific content knowledge is expected, each student through the individual course curriculum that she selects will pursue a somewhat different path. However, whatever the mix of specific study in different time periods and geographical areas, she will develop the liberal arts skills designated in the department mission statement. We trust that each student enhances her capabilities in the learning objectives as she gains experience through completion of individual courses. The department's assessment of the fulfillment of the learning objectives resides in the Senior Capstone Seminar in which each student is expected to validate that she can:

1. Read and interpret historical material and demonstrate how a historian approaches the study of the past.
2. Conduct historical research by formulating valid research questions, identifying source materials, organizing data, and completing an article-length paper that reflects proper documentation and citation practices.
3. Demonstrate the oral skills to present and defend research conclusions in a presentation before peers.

Consistent with the emphasis on preparing students for graduate study in a diverse array of fields or for success in whatever vocational fields that they pursue, a secondary identification that reflects that the department's mission statement is being achieved is the annual record of our students' post undergraduate accomplishments. Traditionally our majors have pursued law, international diplomacy, public policy, public administration, business, public history, teaching at the secondary or college levels, the non-profit sector, library science, and many other fields too numerous to list. The department maintains records of the next step in the life process for each member of each graduating class of majors.

The General Education Program is a requirement for all degrees. The requirements listed below are approved for the Bachelor of Arts, Bachelor of Science and Bachelor of Fine Arts.

ENG 101.....	3 hours
Language and Culture.....	9 hours
MTH 108 or higher	3 hours
One course designated as	
Quantitative reasoning	3-4 hours
Health and Well-being Wellness	2 hours
Activity course	1-2 hours
Humanities	6 hours
Literature	3 hours
Fine Arts	6 hours
Natural Science	7-8 hours
Social Science.....	6 hours
Total	49-52 hours

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course
- Capstone experience.

For more information see *GEP* requirements in this catalog.

HISTORY

The department offers a Bachelor of Arts with a history major that consists of a minimum of 36 credit hours as outlined below. HST 100 or HST 201, 202 are encouraged but not required.

Required history courses:

Two upper-level (300-400)	
European history courses.....	6 hours
Two upper-level (300-400)	
American history courses	6 hours
One upper-level (300-400)	
non-Western or World history.....	3 hours
Additional history electives.....	18 hours
Senior Seminar (Capstone)	3 hours

TOTAL HOURS FOR BACHELOR OF ARTS WITH HISTORY MAJOR36 hours

Internships do not count toward the 36-hour minimum major requirements. Students who double major in history and politics may count no more than two departmental cross-listed courses toward each major, and they only take the Capstone course once. Except with specific department permission, no more than three courses taken at any place other than at Converse, including courses taken at Wofford, may count toward the minimum hours for the major. Transfer students and students on approved study abroad programs (with prior authorization) may be given more latitude on this provision.

THE HISTORY MINOR

The distribution requirements for a minor in history are the same as for the major, except that the student must take a minimum of 21 credit hours and the capstone course is not required.

COURSES OF INSTRUCTION

INTRODUCTORY

*100. MAJOR TOPICS IN MODERN EUROPEAN HISTORY/THREE CREDITS

GEP credit. Examination of key issues in modern European history, such as the French Revolution, the Industrial Revolution, Marxism, Imperialism, the Russian Revolution, Stalin, Fascism, Cold War, and post-Cold War. *Students who receive advanced placement exam credit in European history with a score of three or better may not enroll for credit in HST 100. AP hours do not count toward the minimum hours for a major or a Minor.*

*110. WESTERN CIVILIZATION TO 1648/THREE CREDITS/FOUR CREDITS FOR JANUARY TERM

GEP credit. A broad survey of the early development of political, cultural, social and religious life in the West. Topics will include studies of ancient Mesopotamia, Egypt, and Rome; medieval Europe and the Middle East; and Europe during the Renaissance and Reformation. *Students who receive advanced placement exam credit in European history with a score of three or better may not enroll for credit in HST 110. AP hours do not count toward the minimum hours for a major or a Minor.*

*125. FIRST YEAR SEMINAR IN HISTORY/THREE CREDITS

GEP, Major, Minor, Elective credit. A course on a special topic in history, designed to fulfill the FYS *GEP* requirement. *Open only to freshmen. Offered on demand.*

*199H. FRESHMAN HONORS SEMINAR/THREE CREDITS

GEP, 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 fall in rotation with seminars in other disciplines.*

*299H. INTERDISCIPLINARY HONORS COURSE
GEP, Major, Minor, Elective credit. This course is team taught by members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office.

AMERICAN HISTORY

*201, 202. AMERICAN HISTORY/THREE OR SIX CREDITS

GEP, Major, Minor, Elective credit. A survey of US History from colonial times to the present. HST 201 deals with the period before 1877; HST 202, the period since 1877. *Writing Intensive. The department accepts AP credit. AP credits do not count toward minimum hours for a major or Minor.*

*295T. THE AMERICAN REVOLUTION IN THE SOUTHERN BACKCOUNTRY/FOUR CREDITS

GEP, Major, Minor, Elective credit. This course explores the American Revolution with a particular focus on the war in the Southern backcountry. *Offered in alternate years. Travel fees.*

*306. AFRICAN-AMERICAN HISTORY/THREE CREDITS

GEP, Major, Minor, Elective credit. A survey of African-American history from colonial times to the present. *Offered alternate years. Writing Intensive.*

*345. WOMEN IN AMERICAN HISTORY/THREE CREDITS

GEP, Major, Minor, Elective, credit. A study of women in American history from The Colonial Era to the present. *Offered alternate years. Writing Intensive. GEP Humanities/Women's Studies.*

*375. THE VIETNAM EXPERIENCE/THREE CREDITS

GEP, Major, Minor, Elective credit. 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 its role in assessing contemporary military conflicts. *Cross-listed with POL 375. Also qualifies as non-Western major and Non-European/non-Anglophone. Offered alternate years. Writing Intensive.*

***408. THE COLONIAL ERA/THREE CREDITS**

GEP, Major, Minor, Elective credit. A study of the founding and development of America. *Offered alternate years. Writing Intensive.*

***412. THE NEW NATION, 1783-1840/**

THREE CREDITS

GEP, Major, Minor, Elective credit. A study of the US from the end of the Revolution through the Jacksonian Era. *Offered alternate years. Writing Intensive.*

***421. THE ERA OF THE CIVIL WAR, 1840-1876/**
THREE CREDITS

GEP, Major, Minor, Elective credit. A study of Westward expansion, the Old South, the abolitionist crusade, the Civil War and Reconstruction. *Offered alternate years. Writing Intensive.*

***425. AMERICAN WEST/THREE CREDITS**

GEP, Major, Minor, Elective credit. A survey of the era of European and American settlement, conquest and early development of the American West, from the sixteenth century to the early 20th century. Topics will include explorations; the experience of Native American peoples; the world of trappers, cowboys, miners and wagon trains; and the impact of settlement on the environment.

***430. THE NEW SOUTH/THREE CREDITS**

GEP, Major, Minor, Elective. A study of history of the Southern United States in the so-called New South period--the years from Reconstruction to the present. *Offered alternate years. Writing Intensive.*

***441. RECENT UNITED STATES, 1945 TO THE PRESENT/ THREE CREDITS**

GEP, Major, Minor, Elective credit. A study of the US from the end of World War II to the present. *Cross-listed with POL 441. Offered alternate years. Writing Intensive.*

***442. THE CIVIL RIGHTS ERA/THREE CREDITS**

GEP, Major, Minor, Elective credit. A study of the black civil rights movement from the early 1950s through the 1970s and beyond. *Cross-listed with POL 442. Offered alternate years.*

***455. AMERICAN FOREIGN POLICY/THREE CREDITS/FOUR CREDITS IN JANUARY TERM**

GEP, Major, Minor, Elective credit. A study of the institutions and functioning of foreign policy/national security decision-making as well as selected topics of the Cold War and contemporary events. *Cross-listed with POL 455. Offered alternate years. Writing Intensive. Non-European/non-Anglophone.*

EUROPEAN HISTORY

***318. ENGLISH HISTORY, 1450-1714/**
THREE CREDITS

GEP, Major, Minor, Elective credit. From the late Medieval era through the end of the Stuart Dynasty. *Offered alternate years.*

***319. ENGLISH HISTORY SINCE 1714/**

THREE CREDITS/FOUR CREDITS JANUARY TERM

GEP, Major, Minor, Elective credit. A survey of the history of England from the beginning of the Hanoverian Dynasty to the present. *Offered alternate years. Writing Intensive.*

***330. THE AGE OF SHAKESPEARE/THREE CREDITS**

GEP, Major, Minor, Elective credit. 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

GEP, Major, Minor, Elective credit. A survey of European history from 1350 to 1648. *Offered on demand.*

***352. THE AGE OF THE ENLIGHTENMENT/**
THREE CREDITS

GEP, Major, Minor, Elective credit. A survey of European history from 1648 to 1789. *Offered on demand.*

***361. THE MIDDLE AGES/THREE CREDITS**

GEP, Major, Minor, Elective credit. 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 on demand.*

***362. EUROPE: 1870-1918/THREE CREDITS**

GEP, Major, Minor, Elective credit. 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 in alternate years. Writing Intensive.*

***363. EUROPE SINCE WORLD WAR I/**
THREE CREDITS

GEP, Major, Minor, Elective credit. Europe from the Paris Peace Conference (1919) to the present. *Offered in alternate years. Writing Intensive.*

***364. MODERN GERMAN HISTORY/**
THREE CREDITS

GEP, Major, Minor, Elective credit. Political, social and cultural history from 1815 to the present. *Offered in alternate years. Writing Intensive.*

***365. PROBLEMS IN BRITISH HISTORY/
THREE CREDITS/FOUR CREDITS FOR ON
CAMPUS JANUARY TERM**

GEP, Major, Minor, Elective credit. 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.*

***366. BRITISH EMPIRE AND COMMONWEALTH/
THREE CREDITS/FOUR CREDITS IN JANUARY
TERM**

GEP, Major, Minor, Elective credit. A history of the British Empire in America, Asia, Africa and Australia/New Zealand. *Also qualifies as non-Western/World history. Offered in alternate years.*

***420. MODERN RUSSIAN HISTORY AND
POLITICS/THREE CREDITS**

GEP, Major, Minor, Elective credit. A political history of the evolution of Russia from the early 19th century through the present and an analysis of contemporary Russian politics and foreign policy. Attention is also given to the contemporary politics of countries that were formerly part of the Soviet Union.

NON-WESTERN OR WORLD HISTORY

***315. MODERN CHINA/THREE CREDITS**

GEP, Major, Minor, Elective credit. A survey of modern Chinese history with emphasis upon the 19th and 20th centuries. *Offered alternate years. Writing Intensive. Non-European/non-Anglophone.*

***366. BRITISH EMPIRE AND COMMONWEALTH/
THREE CREDITS**

GEP, Major, Minor, Elective credit. A history of the British Empire in America, Asia, Africa and Australia/New Zealand. *Also qualifies as European history. Offered in alternate years.*

***375. THE VIETNAM EXPERIENCE/THREE CREDITS**

GEP, Major, Minor, Elective credit. 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. Writing Intensive. Non-European/non-Anglophone.*

***402. WOMEN'S LIVES IN ASIAN AND AFRICAN
CULTURES/THREE CREDITS**

GEP, Major, Minor, Elective credit. A readings course on women's lives in various non-Western traditional cultures. *Cross-listed with POL 402. Offered alternate*

years. Writing Intensive. Non-European/non-Anglophone. GEP Humanities/Women's Studies.

***470. ISLAMIC AND MIDDLE EAST POLITICS/
THREE CREDITS**

GEP, Major, Minor, Elective credit. 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 and REL 470. Offered alternate years. Writing Intensive. Non-European/non-Anglophone. Cross-listed with REL 470.*

***477. COLONIAL LATIN AMERICA/THREE CREDITS**

GEP, Major, Minor, Elective credit. A study of Latin America from its pre-Columbian origins to the collapse of the Spanish Empire in the 1820s. *Writing Intensive. Non-European/non-Anglophone*

**INTERNSHIPS, ADVANCED
INDIVIDUAL STUDY AND SPECIAL
TOPICS**

***291. SPECIAL TOPICS IN HISTORY/
FOUR CREDITS**

GEP, Major, Elective credit. A course on a special topic not in the regular curriculum. HST 291 courses will introduce the methods of inquiry, analysis, and interpretation used in the discipline of history. If the topic is different, the course may be taken more than once. *Offered In January Term on demand.*

480. SENIOR SEMINAR/THREE CREDITS

Major credit. A course in methodology, research, and writing for history and politics majors. Students will write a senior thesis in the course. *Cross-listed with POL 480. Offered annually in Fall Term. Capstone. A student must have a 2.0 GPA in her major to enroll in this course.*

**490. DIRECTED INDEPENDENT STUDY IN
SPECIAL TOPICS/THREE CREDITS**

Major credit. Prerequisite: Permission of instructor. An independent course of study on selected topics. *Offered on demand.*

***491. SPECIAL TOPICS IN HISTORY/THREE
CREDITS/FOUR CREDITS IN JANUARY TERM**

GEP, Major, Minor, Elective credit. 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**

Elective credit. Prerequisite: Permission of the department. Internships in archival administration, museum curatorship, management of historic properties, and historical restoration. *Offered on demand. Pass/fail grading.*

POLITICS

The department offers a Bachelor of Arts degree with a major in politics that consists of a minimum of 36 hours of course work as distributed below. Internships do not apply to the 36 hour minimum.

STUDENT LEARNING OBJECTIVES FOR POLITICS MAJORS

Because no common core of specific content knowledge is expected, each student through the individual course curriculum that she selects will pursue a somewhat different path. However, whatever the mix of specific study in the various areas and subfields of political science that she follows, she will develop the liberal arts skills designated in the department mission statement. We trust that each student enhances her capabilities in the learning objectives as she gains experience through completion of individual courses. The department's assessment of the fulfillment of the learning objectives resides in the Senior Capstone Seminar in which each student is expected to validate that she can:

1. Read and interpret political science material and demonstrate how a student of political science approaches political phenomena.
2. Conduct research by formulating valid research questions, identifying source materials, organizing data, and completing an article-length paper that reflects proper documentation and citation practices.
3. Demonstrate the oral skills to present and defend research conclusions in a presentation before peers.

Consistent with the emphasis on preparing students for graduate study in a diverse array of fields or for success in whatever vocational fields that they pursue, a secondary identification that reflects that the department's mission statement is being achieved is the annual record of our students' post undergraduate accomplishments. Traditionally our majors have pursued law, international diplomacy, public policy, public administration, business, teaching at the secondary or college levels, the non-profit sector, library science, and many other fields too numerous to list. The department maintains records of the next step in the life process for each member of each graduating class of majors.

The major requirements are as follows:

POL 101: American Government..... 3 hours
National Affairs 6 hours
(choose two courses and one must consist of the study of an institution)
POL 301: The American Congress
POL 308: Special Topics
POL 311: The American Presidency

POL 333: Southern Politics
POL 335: Constitutional Law
POL 350: Elections and Political Parties
POL 441: Recent US History
POL 442: The Civil Rights Era
POL 448: Public Administration
Political Theory..... 6 hours
(choose two, one of which must be POL 300, 310 or 312)
POL 300: Scripture and Politics
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 415: Special Topics in Political Theory
Foreign Policy and International Relations/
Comparative Government..... 9 hours
(choose three with at least one from each of the two categories. See course descriptions below for which courses correspond to each category)
POL 375: The Vietnam Experience
POL 402: Women's Lives in Asian and African Cultures
POL 405: Studies in World Affairs
POL 420: Modern Russian History and Politics
POL 455: American Foreign Policy
POL 465: Comparative Government and Politics
POL 470: Islamic and Middle Eastern Politics
Additional Electives 9 hours
Senior Seminar..... 3 hours

TOTAL HOURS FOR A BACHELOR OF ARTS WITH A POLITICS MAJOR 36 hours

Students who double major in history and politics may count no more than two departmental cross-listed courses toward each major. Except with specific department permission, no more than three courses taken at any place other than at Converse, including courses taken at Wofford, may count toward the minimum hours for the major. Transfer students and those in approved study abroad programs (with prior authorization) may be given more latitude on this provision.

THE POLITICS MINOR

A politics *Minor* consists of a minimum of 21 credit hours of course work. Students with a *Minor* in politics must take at least one course in National Affairs, Political Theory and at least two courses in Foreign Policy and International Relations/Comparative Government. The capstone course is not required.

COURSES OF INSTRUCTION

INTRODUCTORY

*101. INTRODUCTION TO AMERICAN GOVERNMENT/THREE CREDITS

GEP, Major, Minor, Elective credit. A survey of policy-making, institutions and controversial issues in American National Government. *Offered Fall and Spring Terms. The department accepts AP credit. AP hours do not count toward the minimum hours for a major or Minor.*

*102. INTRODUCTION TO INTERNATIONAL RELATIONS/THREE CREDITS/JANUARY TERM FOUR CREDITS

GEP, Major, Minor, Elective credit. An introduction to foreign affairs and current world events. Special attention is given to the Post Cold War, Middle East conflicts and Third World issues. *Offered annually. Non-European/non-Anglophone.*

*125. FIRST YEAR SEMINAR IN POLITICS/ THREE CREDITS

GEP, Major, Minor, Elective credit. A course on a special topic in politics, designed to fulfill the FYS *GEP* requirement. *Open only to freshmen. Offered on demand.*

*199. FRESHMAN HONORS SEMINAR/ THREE CREDITS

GEP 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. Offered Fall Term.*

*205. INTRODUCTION TO LAW AND THE JUDICIAL PROCESS/ FOUR CREDITS

GEP, Major, Minor, Elective credit. Appropriate for Pre-law students or those considering this area. *Offered In January Term.*

*299H. INTERDISCIPLINARY HONORS COURSE

GEP, Major, Minor, Elective credit. This course is team taught by members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office.

NATIONAL AFFAIRS

*301. THE AMERICAN CONGRESS/ THREE CREDITS

GEP, Major, Minor, Elective credit. 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 /FOUR CREDITS IN JANUARY TERM

GEP, Major, Minor, Elective credit. 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. Writing Intensive.*

*311. THE AMERICAN PRESIDENCY/ THREE CREDITS

GEP, Major, Minor, Elective credit. A study of presidential elections, presidential power, and the role of the federal bureaucracies. *Offered alternate years. Writing Intensive.*

*333. SOUTHERN POLITICS /THREE CREDITS

GEP, Major, Minor, Elective credit. An examination of the role the South plays in American political development, i.e. how southern political developments influence national politics and how national politics affects the South. *Offered alternate years.*

*335. CONSTITUTIONAL LAW/THREE CREDITS

GEP, Major, Minor, Elective credit. Prerequisite: POL 101. A review of benchmark 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.*

*350. ELECTIONS AND POLITICAL PARTIES/ THREE CREDITS

GEP, Major, Minor, Elective credit. A study of the electoral process in the US. 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

GEP, Major, Minor, Elective credit. A study of the US from the end of World War II to the present. *Cross-listed with HST 441. Offered alternate years. Writing Intensive.*

*442. THE CIVIL RIGHTS ERA/THREE CREDITS

GEP, Major, Minor, Elective credit. A study of the black civil rights movement from the early 1950s through the 1970s and beyond. *Cross-listed with HST 442. Offered alternate years.*

448. PUBLIC ADMINISTRATION/THREE CREDITS/FOUR CREDITS IN JANUARY TERM
Major, Minor, Elective credit. 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 on demand.*

POLITICAL THEORY

*300. SCRIPTURE AND POLITICS/
THREE CREDITS

GEP, Major, Minor, Elective credit. An examination of the foundational texts of Western Revelation that undergird the political vision of Western humanity: the Hebrew Bible/Old Testament, the New Testament and the Qur'an. *Offered alternate years. Writing Intensive.*

*310. ANCIENT, MEDIEVAL, AND RENAISSANCE POLITICAL THEORY/THREE CREDITS

GEP, Major, Minor, Elective credit. A survey of the major works in the Western tradition of political thought from Plato to Machiavelli. *Offered alternate year, normally in Fall Term. Writing Intensive.*

*312. EARLY MODERN AND MODERN POLITICAL THEORY/THREE CREDITS

GEP, Major, Minor, Elective credit. A survey of the major works in the Western tradition of political thought from Hobbes to Marx. *Offered alternate year, normally in Fall Term.*

*316. AMERICAN POLITICAL THOUGHT/
THREE CREDITS

GEP, Major, Minor, Elective credit. A survey of the ideas and movements shaping the American political tradition. *Offered alternate years.*

*317. GENDER AND POLITICS/THREE CREDITS

GEP, Major, Minor, Elective credit. 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/FOUR CREDITS IN JANUARY TERM

GEP, Major, Minor, Elective credit. 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 AND INTERNATIONAL RELATIONS

*375. THE VIETNAM EXPERIENCE/
THREE CREDITS

GEP, Major, Minor, Elective credit. 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 HST 375. Offered alternate years. Writing Intensive. Non-European/non-Anglophone.*

*405. STUDIES IN WORLD AFFAIRS/THREE CREDITS/FOUR CREDITS IN JANUARY TERM

GEP, Major, Minor, Elective credit. 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. Non-European/non-Anglophone.*

*455. AMERICAN FOREIGN POLICY/THREE CREDITS/FOUR CREDITS IN JANUARY TERM

GEP, Major, Minor, Elective credit. 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 HST 455. Offered alternate years. Writing Intensive. Non-European/non-Anglophone.*

COMPARATIVE GOVERNMENT AND POLITICS

*402. WOMEN'S LIVES IN ASIAN AND AFRICAN CULTURES/THREE CREDITS

GEP, Major, Minor, Elective credit. A readings course on women's lives in various non-Western traditional cultures. *Cross-listed with HST 402. Offered alternate years. Non-European/non-Anglophone. GEP Humanities/Women's Studies. Writing Intensive.*

*420. MODERN RUSSIAN HISTORY AND POLITICS/THREE CREDITS

GEP, Major, Minor, Elective credit. A political history of the evolution of Russia from the early 19th century through the present and an analysis of contemporary Russian politics and foreign policy. Attention is also given to the contemporary politics of countries that were formerly part of the Soviet Union.

*465. COMPARATIVE GOVERNMENT AND POLITICS/THREE CREDITS

GEP, Major, Minor, Elective credit. A comparative political analysis of ideologies, systems, institutions, politics, and current affairs of selected western and

non-western nations. *Offered alternate years. Writing Intensive and Non-European/non-Anglophone.*

***470. ISLAMIC AND MIDDLE EAST POLITICS/
THREE CREDITS**

GEP, Major, Minor, Elective credit. 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 HST 470 and REL 470. Offered alternate years. Writing Intensive. Non-European/non-Anglophone.*

INTERNSHIPS, ADVANCED INDIVIDUAL STUDY, AND SPECIAL TOPICS

303. SOCIAL STATISTICS/FOUR CREDITS

Major, Elective credit. A study of statistical techniques commonly used in the analysis of data in politics and economics as well as the sciences. Students will become familiar with the use of statistical packages in data analysis. *Offered Fall, January Term or Spring. Quantitative GEP requirement. Can be cross-listed with ECN/BAD 300.*

480. SENIOR SEMINAR/THREE CREDITS

Major credit. A course in methodology, research, and writing for history and politics majors. *Cross-listed with HST 480. Offered on demand. Capstone. A student must have a 2.0 GPA in her major to enroll in this course.*

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.*

**491. MODEL UNITED NATIONS/
ONE OR TWO CREDITS**

Elective credit. Preparation for and participation in Model UN by members of the Converse delegation. *Offered on demand.*

**492. MODEL ARAB LEAGUE/
ONE TO THREE CREDITS PER YEAR**

Elective credit. Preparation for and participation in Model Arab League by members of the Converse delegation. *Offered annually during Fall, January, or Spring Term.*

**493. MODEL NATO/ONE OR TWO CREDITS
PER YEAR**

Elective credit. Preparation for and participation in Model NATO by members of the Converse delegation. *Offered annually during January or Spring Term.*

**494. THE CONGRESSIONAL INTERNSHIP/
THREE OR SIX CREDITS**

Elective credit. 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 GPA; consent of instructor. A program of work in the office of a US Senator or Representative. Interested students should see the instructor early in the Fall Term. *Offered annually during January Term. Pass/fail grading.*

**495. STATE LEGISLATIVE INTERNSHIP/
THREE OR SIX CREDITS**

Elective credit. 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 GPA; consent of instructor. 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 January Term. Pass/fail grading.*

**496. PUBLIC ADMINISTRATION AND PUBLIC
POLICY INTERNSHIP/THREE OR SIX CREDITS**

Elective credit. 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 GPA; consent of instructor. 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 during January Term. Pass/fail grading.*

**498. COURT AND LAW OFFICE INTERNSHIP/
THREE OR SIX CREDITS**

Elective credit. 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 GPA; consent of instructor or recommendation of a pre-law adviser. 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 during January Term. Pass/fail grading.*

DEPARTMENT OF RELIGION AND PHILOSOPHY

KEVIN DeLAPP, *chair*, JEFFREY H. BARKER, SHERRY FOHR, KYLE KEEFER

The study of religion and philosophy provides a means for understanding human history, experience, and society through the examination of religious and philosophical traditions and other forms of meaning-making. Students are challenged to reflect upon broad questions of human society and culture, as well as personal questions of ethics and responsibility.

Thus, studying religion and philosophy is by nature interdisciplinary and complements the study of other areas of the humanities, arts and sciences. Women's issues and gender analysis are given particular attention and student research is emphasized.

The General Education Program is a requirement for all degrees. The requirements listed below are approved for the Bachelor of Arts, Bachelor of Science and Bachelor of Fine Arts.

ENG 101.....	3 hours
Language and Culture.....	9 hours
MTH 108 or higher	3 hours
One course designated as	
Quantitative reasoning	3-4 hours
Health and Well-being Wellness	2 hours
Activity course	1-2 hours
Humanities	6 hours
Literature	3 hours
Fine Arts	6 hours
Natural Science	7-8 hours
Social Science.....	6 hours
Total	49-52 hours

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course
- Capstone experience.

For more information see *GEP* requirements listed in this catalog.

THE PHILOSOPHY MAJOR

The Department of Religion and Philosophy offers a Bachelor of Arts degree with a major in philosophy.

Students majoring in philosophy should develop some knowledge of the history and current state of the discipline, a grasp of representative philosophical issues and ways of dealing with them, a capacity to apply philosophical methods to intellectual problems, and a sense of how philosophy bears on other disciplines and on human life more generally. Studies leading to a philosophy major should also develop a critical mind, a balance of analytic

and interpretive abilities, and a capacity for the imaginative development of abstract formulations and their concrete applications.¹

Converse graduates with a Bachelor of Arts in Philosophy will be able to:

1. Demonstrate a well-developed ability to make and recognize conceptual definitions and distinctions and be capable of identifying assumptions (explicit or otherwise), conclusions, and inferences in both formal and informal arguments;
2. Creatively and charitably juxtapose different perspectives;
3. Engage in professional research at the level of an advanced undergraduate in a way that effectively communicates their ideas;
4. Recognize and negotiate at an intermediate level major debates and theoretic positions in academic philosophy;
5. Proficiently integrate famous epochs, movements, and individuals within the history of philosophy;
6. Accurately contextualize an individual thinker within his or her cultural and historical milieu, and to develop a sensitivity to the methods, assumptions, and perspectives of different societies.

The major consist of 30 credit hours (typically 10 courses). The major requires the successful completion of the following:

PHI 180: Introduction to Philosophy.....	3 hours
One course in logic or critical thinking.....	3 hours
Two courses in the history of philosophy.....	6 hours
One course in ethics or value theory.....	3 hours
Two additional courses at any level.	6 hours
Two additional courses at the 300 or	
400-level.....	6 hours
Capstone course.....	3 hours

TOTAL HOURS FOR BACHELOR OF ARTS WITH A PHILOSOPHY MAJOR..... 30 hours

Up to six semester hours in philosophy taken at Wofford may also count toward the major, with the approval of the Program Coordinator. Transfer credit in philosophy from other accredited institutions must be approved by the Office of the Registrar as well as the Program Coordinator.

¹ *Proceedings and Addresses of the APA*, vol. 80, no. 5 (May 2007), pages 76-89.

THE PHILOSOPHY MINOR

The minor is very flexible and can be a profitable complement to any major in the College. Students in religion, English, psychology, and politics will find it especially beneficial. To minor in philosophy, a student must take six courses for a total of 18 credit hours. The minor requirements are as follows:

PHI 180: Introduction to Philosophy..... 3 hours
At least one 200-level course 3 hours
At least one 300-level course 3 hours
Three additional elective courses (any level) 9 hours

Total Hours for Philosophy Minor..... 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.

COURSES OF INSTRUCTION

*100. INTRODUCTION TO LOGIC/ THREE CREDITS

GEP, Major, Minor, Elective credit. 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. Attention is given to both informal modes of reasoning as well as the basics of formal and symbolic systems. *Quantitative GEP requirement.*

*125. FIRST YEAR SEMINAR/THREE CREDITS

GEP, Major, Elective credit. The purpose of this course is to expose first-year students to a specific interdisciplinary theme or topic using the methods of philosophy, and with in connection with related material in other fields. Specific emphasis is given to cultivating critical thinking, effective speaking and writing skills. Such a course is required for all first-year students, and may be taken with a corresponding Student Success Seminar. Past offerings have included courses on cross-cultural philosophy, philosophy and mythology, and the philosophy of monsters.

*150T. PHILOSOPHY STUDY TRAVEL/ FOUR CREDITS

GEP, Major, Minor, Elective credit. A study of selected topics in philosophy utilizing the unique opportunities of a study-travel experience. Past offerings have included: "Ancient Theories of Emotions" taught in Greece and Italy and focusing on historical conceptions of emotions and moral psychology; "I Think, Therefore..." taught in Spain and France, focusing on Medieval and Early Modern

conceptions of human rationality; and "Philosophy of the Undead" taught in Eastern Europe.

*180. INTRODUCTION TO PHILOSOPHY/ THREE CREDITS

GEP, Major, Minor, Elective credit. A study of some of the most influential contemporary and historical work in philosophy. The course is designed to expose students to the basic types and methods of academic philosophy and to investigate the "great questions" that philosophers have sought to address. Reading, lectures, discussions, and written assignments examine such topics as the existence of God, the scope of human knowledge, free will, the nature of the human mind, and morality.

*199H. FRESHMAN HONORS SEMINAR/ THREE CREDITS

GEP 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, 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

GEP, Major, Minor, Elective credit. Careful study of the major philosophical texts of various historical and contemporary ethical traditions. Attention is given to specific contemporary moral issues (such as abortion, capital punishment, the ethical treatment of animals, etc.) as well as historically influential normative theories and frameworks. Emphasis on textual analysis and on developing the skills needed to conduct philosophical discussions in writing and in the classroom. *Writing Intensive.*

*205. BIOMEDICAL ETHICS/THREE CREDITS

GEP, Major, Minor, Elective credit. In this course the student will become familiar with the ethical theories that philosophers, physicians, biomedical researchers, and other thinking people have used in coming to understand themselves and their world. Students will have the opportunity to apply these theories to some of the most important moral problems in medicine and the biomedical sciences. Emphasis on critical reasoning and analysis, with the goal of developing the ability to distinguish well-supported from poorly supported positions. With exploration of the life and death issues of biomedicine, the student should begin to understand the complexity of our moral problems and the need for a careful, rigorous, and sensitive approach to these problems.

***215. ANCIENT GREEK PHILOSOPHY/
THREE CREDITS**

GEP, Major, Minor, Elective credit. A study of the very beginnings of Western philosophical thought. Emphasis on the relationship between philosophy and mythology, the birth of science, and the influence of classical systems of thought on later philosophical traditions. Readings will focus on Plato and Aristotle, but may also include Pre- Socratic and Hellenistic figures.

***220. EARLY MODERN PHILOSOPHY/
THREE CREDITS**

GEP, Major, Minor, Elective credit. This course examines key philosophical figures, texts and debates from the European Enlightenment. Specific figures may include Hobbes, Descartes, Locke, Berkeley, Spinoza, Hume and Kant and special attention may be devoted to issues central to the period, such as the rise of mechanistic science and the relationship between reason and emotion.

***265. CHINESE THOUGHT/THREE CREDITS**

GEP, Major, Major, Minor, Elective credit. This course explores the intellectual texts and traditions of China in the classical period, with an emphasis on Confucianism, Mohism, Daoism, and Legalism. Special attention may be devoted to comparing these Chinese traditions with dominant Western interpretations and alternative philosophies and religions. Supplemental material may explore artistic representations of classical Chinese thought, as well as the continuing relevance of such traditions in contemporary Chinese society. *Non-European/non-
Aphone.* *Cross- listed with REL 265.*

***299H. INTERDISCIPLINARY HONORS COURSE**

GEP, Elective credit. This course is team taught by members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office.

***305. GENDER AND SEXUAL IDENTITY**

GEP, Minor, Major, Elective credit. A study of philosophical views of gender and sexual identity. Specific authors, texts, and topics will vary and may include historical as well as contemporary perspectives. Typical issues covered include the following: women's and men's natures; the nature and causes of gender expectations, sexism and sexual inequalities; the ways in which gender and sexuality intersect with other aspects of identity, such as race, class, and culture; theories of love and sexual relationship; feminist analyses of traditional

philosophical issues in metaphysics, epistemology, and ethics. *Writing Intensive.* *Counts toward Women's Studies credit.*

***315. AESTHETICS /THREE CREDITS**

GEP, Major, Minor, Elective credit. A philosophical study of the nature of beauty, art, and artistic experience. Special attention may also be devoted to the social, political, and economic contexts of art and aesthetic experience, various modes of interpreting the "meaning" of artworks, and the relationships between different artistic media. *Writing Intensive.*

***325. ANCIENT, MEDIEVAL, AND RENAISSANCE
POLITICAL PHILOSOPHY/THREE CREDITS**

GEP, Major, Minor, Elective credit. 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**

GEP, Major, Minor, Elective credit. A survey of the major works in the Western tradition of political thought from Hobbes to Marx. *Cross-listed with POL 312.*

**340. SPECIAL TOPICS IN PHILOSOPHY/
THREE CREDITS**

GEP, Major, Minor, Elective credit. Intensive study of a specific topic or area in philosophy. Offerings have included such courses as philosophy of technology, philosophy of film, existentialism and German intellectual history. *May be repeated for credit if topic changes.*

***341. ADVANCED ETHICS/THREE CREDITS**

GEP, Minor, Major, Elective credit. Prerequisite: PHI 200 or permission of instructor. Intensive study of a topic or an area in moral philosophy such as comparative ethics, virtue ethics, moral psychology, or metaethics. *May be repeated for credit if topic changes.*

***342. PHILOSOPHY OF RELIGION/
THREE CREDITS**

GEP, Major, Minor, Elective credit 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 REL 342.*

***360. PHILOSOPHY OF EDUCATION/
THREE CREDITS**

GEP, Major, Elective credit. This course will survey a range of classical and contemporary philosophers

who have developed philosophical concepts for educational programs and practices. Philosophers include Socrates, Plato, Aristotle, Rousseau, Herbart, Dewey, McPeck, Kohlberg and others while topics include Analytical Philosophy, Critical Thinking, Epistemology and Moral Education.

***400. SENIOR CAPSTONE/THREE CREDITS**

The purpose of this course is to develop an original research project that integrates the breadth of undergraduate curricula in philosophy and exposes students to the methodologies of graduate and profession work in philosophy. Students meet weekly to develop their research agendas, participate in peer review of drafts, and reflect on the connections among prior philosophy coursework. This course is a graduation requirement for all students majoring in philosophy and must be taken in the senior year. *Capstone.*

***401. STUDIES IN HUMANITIES: PHILOSOPHY/THREE CREDITS**

GEP, Major, Minor, Elective credit. 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

Minor, Major, Elective credit. 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

Minor, Major, Elective credit. Prerequisite: permission of department. Exposure to duties and responsibilities of academic philosophers. Assignments may include creation of a philosophy graduate school application, exploration of the nature and industry of philosophy publication, assisting teaching and grading, and /or the preparation of introductory philosophy lectures. *Pass/fail grading.*

RELIGION

The Department of Religion and Philosophy offers a Bachelor of Arts degree with a major in Religion. The religion graduate is expected to have an appreciation of the diversity of humanity's religious traditions. It is acknowledged that no student will recall all the factual information relating to any religious tradition. What is expected of the religion graduate is that he or she will have enough knowledge to form a general picture of each religious tradition he or she has studied. In addition, the religion graduate is expected

to have a broad understanding of the academic study of religion, which stands outside particular religious traditions and studies religions by means of the methods and standards of the secular academy.

Converse graduates with a Bachelor of Arts in Religion will be able to:

1. Demonstrate general knowledge of the basic tenets and/or the particular manifestations of at least one Western religious tradition (e.g., Judaism, Christianity, Islam).
2. Demonstrate general knowledge of the basic tenets and/or the particular manifestations of at least one Eastern religious tradition (e.g., Buddhism, Confucianism, Taoism).
3. Engage in critical, comparative study of two or more major religious traditions.
4. Understand and explain a variety of methodological approaches to religion.
5. Demonstrate critical interpretive skills with regard to the investigation of religious texts.

A major in religion consists of 33 hours of course work. The major requires one course (no more than two) at the 100-level; three courses at the 200 level (covering at least two religious traditions); and three courses at the 300-level. Majors must also complete REL 391 or its equivalent in the sophomore or junior year after having completed one 100-level course. Senior majors must complete REL 491. The religion classroom is a locus of learning, but not its limit. Extra-classroom activities that enhance course learning are often offered through department forums, speakers, and field trips, or opportunities for research. Majors are expected to take part in departmental functions and projects whenever possible and are welcomed to participate in departmental decision-making.

With the exception of REL 391 and REL 491, religion courses count for *GEP* credit unless otherwise indicated. Students are encouraged, however, to enroll primarily in 100 and 200-level courses to meet the *GEP* requirement. The Religion Department will consider up to six hours of transfer credits toward the major or minor. No more than six internship hours may be applied toward the major. It will accept no more than one course in biblical languages toward the major or minor.

The rationale for the numbering of courses in religion is as follows: 100 level courses are foundational courses that

1. introduce students to aspects of the study of religion as a humanistic discipline in an academic setting and
2. employ materials from a variety of religious traditions.

3. are skills-oriented courses most suitable for first and second-year students.

200 level courses introduce students to the fundamental history, literature or interpretation of one or more religious traditions. They are more focused than 100 level courses, and yet often cover the breadth of an historical or literary tradition.

300 level courses are more specific, thematic, often comparative across traditions, focus on a specific aspect of a tradition or traditions, often interdisciplinary and stress the application of methodology to specific problems or issues.

THE RELIGION MINOR

A minor in religion consists of 18 hours of course work. No more than two 100-level courses count toward the minor. Minors must also take at least two 200-level courses, covering at least two religious traditions. Minors are also encouraged to take part in departmental activities outside of regular course requirement.

COURSES OF INSTRUCTION

***100. INTRODUCTION TO RELIGION/
THREE CREDITS**

GEP, Major, Minor, Elective credit. 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.

***104. INTRODUCTION TO WORLD RELIGIONS/
THREE CREDITS**

GEP, Major, Minor, Elective credit. 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. *Non-European/non-Anglophone.*

***125. FIRST YEAR SEMINAR/THREE CREDITS**

GEP, Major, Elective credit. The purpose of this course is to expose first-year students to a specific interdisciplinary theme or topic using the methods of philosophy, and with in connection with related material in other fields. Specific emphasis is given to cultivating critical thinking, effective speaking and writing skills. Such a course is required for all first-year students, and may be taken with a corresponding Student Success Seminar.

***199H. FRESHMAN HONORS SEMINAR/
THREE CREDITS**

GEP credit. 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.*

*** 200. THE CHRISTIAN TRADITION/
THREE CREDITS**

GEP, Major, Minor, Elective credit. 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.

***205. INTRODUCTION TO HEBREW BIBLE AND
EARLY JEWISH LITERATURE/THREE CREDITS**

GEP, Major, Minor, Elective credit. A survey of the historical development of the ancient Hebrews and their writings (Old Testament/Hebrew Bible and extra- canonical texts).

***206. INTRODUCTION TO THE NEW
TESTAMENT AND EARLY CHRISTIANITY/THREE
CREDITS**

GEP, Major, Minor, Elective credit. A survey of New Testament and other early Christian writings and the contexts in which they were produced.

***250. APOCALYPTIC LITERATURE AND
MOVEMENTS/THREE CREDITS**

GEP. A study of the origins of apocalyptic thinking in Judaism and Christianity with a subsequent exploration of the influences of the apocalyptic worldview in contemporary contexts. Students will investigate ancient texts, modern movements, films and novels. *Writing Intensive.*

***261. INTRODUCTION TO BUDDHISM/
THREE CREDITS**

GEP, Major, Minor, Elective credit. An introduction to Buddhism as it has developed in various world contexts. *Non-European/non-Anglophone.*

***262. JUDAISM AS A CIVILIZATION: AN
INTRODUCTORY COURSE IN JEWISH CULTURE,
HISTORY AND TRADITION/ THREE CREDITS**

GEP, Major, Minor, Elective credit. An introduction to Judaism across historical and cultural contexts.

***263. JAINISM/THREE CREDITS**

GEP, Major, Minor, Elective credit. This course approaches the minority Indian religion of Jainism through textual, historical, and anthropological information concerning ethics, narratives, festivals, rituals, worldview, and the various roles and practices of men and women in different sects and sub-sects. *Non-European/non-Anglophone. Cross-listed with ATH 263.*

***264. HINDU RELIGION AND CULTURE/
THREE CREDITS**

GEP, Major, Minor, Elective credit. This course approaches Hinduism not merely as a religion within a culture, but as coextensive with a culture of great diversity. There will be examinations of textual, narrative, historical, sociopolitical and anthropological information concerning gods and goddesses, festivals, rituals, renunciation and various roles and practices of different Hindu men and women. *Non-European/non-Anglophone. Cross-listed with ATH 264.*

***265. CHINESE THOUGHT/THREE CREDITS**

GEP, Major, Minor, Elective credit. This course explores the intellectual texts and traditions of China in the classical period, with an emphasis on Confucianism, Mohism, Daoism, and Legalism. Special attention may be devoted to comparing these Chinese traditions with dominant Western interpretations and alternative philosophies and religions. Supplemental material may explore artistic representations of classical Chinese thought, as well as the continuing relevance of such traditions in contemporary Chinese society. *Non-European/non-Anglophone. Cross-listed with PHI 265.*

**291. RESEARCHING ASIAN TRADITIONS/
THREE CREDITS**

GEP, Major, Minor, Elective credit. Prerequisites: REL 104, 260, 261, 263 or 264 or permission of the instructor. In this course students will conduct independent research on a topic of their choice concerning Hinduism, Buddhism or Jainism and formally present their findings in oral and written form. *Non-European/non-Anglophone. Writing Intensive.*

***299H. INTERDISCIPLINARY HONORS COURSE**

GEP, Major, Elective credit. This course is team taught by members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office.

***300. STUDIES IN SACRED TEXTS/
THREE CREDITS**

GEP, Major, Minor, Elective credit. An intensive study of a selected portion of a sacred text. *May be repeated for credit if subject matter is not duplicated.*

***302. FROM CREED TO CHRISTENDOM:
CHRISTIANITY FROM 300-1300/
THREE CREDITS**

GEP, Major, Minor, Elective credit. A survey of the history of Christianity from the fourth century 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.

***303. THEMES IN RELIGIOUS ETHICS/
THREE CREDITS**

GEP, Major, Minor, Elective credit. Studies in selected ethical problems and the process of making decisions in religious contexts. *May be repeated for credit if subject matter is not duplicated.*

***304. REFORMATIONS OF EARLY MODERN
CHRISTIANITY/THREE CREDITS**

GEP, Major, Minor, Elective credit. 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.

***305. WOMEN AND RELIGION/THREE CREDITS**

GEP, Major, Minor, Elective credit. A survey of important themes significant to the impact of religion on women and women on religion, historically and in the modern world. A variety of religious traditions and cultures will be discussed. A special focus of the course is recovering the narratives of women's religious experience. *GEP Humanities/Women's Studies.*

***306. FIELD STUDIES IN RELIGION/
THREE CREDITS**

GEP, Major, Minor, Elective credit. Field studies courses focus on significant investigation of religious phenomena outside as well as in the classroom. Travel may be involved in some field studies. *May be repeated for credit if subject matter is not duplicated. Cross-listed with ATH 306.*

***307. CHRISTIANITY IN THE MODERN WORLD/
THREE CREDITS**

GEP, Major, Minor, Elective credit. 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.

*308. RELIGION IN AMERICA/THREE CREDITS
GEP, Major, Minor, Elective credit. 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. *Writing Intensive.*

*309. STUDIES IN RELIGIOUS TRADITIONS/
THREE CREDITS
GEP, Major, Minor, Elective credit. Studies in selected topics in religious thought, culture and history. *May be repeated for credit if subject matter is not duplicated.*

*313. STUDIES IN RELIGIOUS THOUGHT/
THREE CREDITS
GEP, Major, Minor, Elective credit. Studies in selected issues, figures or movements in religious thought. *May be repeated for credit if subject matter is not duplicated.*

*330. STUDIES IN RELIGION AND CULTURES/
THREE CREDITS/FOUR CREDITS IN
JANUARY TERM
GEP, Major, Minor, Elective credit. Studies of significant humanistic issues in religion. *May be repeated for credit if subject matter is not duplicated. Cross-listed with ATH 330.*

*331. STUDIES IN RELIGION/
THREE CREDITS/ FOUR CREDITS
GEP, Major, Minor, Elective credit. Studies of significant humanistic issues in religion. *May be repeated for credit if subject matter is not duplicated.*

*340. RELIGION AND LITERATURE/
THREE CREDITS
GEP, Major, Minor, Elective credit. A study of religious thought and problems reflected in the writing of selected authors. *May be repeated for credit if subject matter is not duplicated. Only the topic of Women in Asian traditions through Fiction and Film meets the Non-European/non-Anglophone.*

*342. PHILOSOPHY OF RELIGION/
THREE CREDITS
GEP, Major, Minor, Elective credit. 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 PHI 342.*

*346. JESUS IN ANCIENT AND MODERN MEDIA/
THREE CREDITS
GEP, Major, Minor, Elective credit. An investigation of the historical Jesus and of the interpretation of Jesus in a variety of cultural contexts. Christian scriptures

will be central, but the course will also explore Jesus as he is portrayed in fiction, film and popular religion.

350. RELIGION INTERNSHIPS/
THREE OR SIX CREDITS
Major credit. Prerequisite: permission of the department. *Pass/fail grading.* Offered as needed.

*355. THE BIBLE, GENDER, AND SEXUAL
LITERACY/THREE CREDITS
GEP, Major, Minor, Elective credit. An exploration of the influence of the Bible upon the construction and understanding of gender roles, identities, and sexual mores. The dual emphases will be both the text itself and the history of its interpretations. *GEP Humanities/ Women's Studies.*

391. THEORY AND METHOD IN THE STUDY OF
RELIGION/THREE CREDITS
Major credit. A survey of important theories and methods in the academic study of religion for sophomore and junior majors. Majors must complete at least one 100-level course in religion and consult with the religion faculty before enrolling in this course.

*470. ISLAMIC AND MIDDLE EAST POLITICS/
THREE CREDITS
GEP, Major, Minor, Elective credit. 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 HST 470 and POL 470. Non-European/non-Anglophone.*

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 PROJECT IN RELIGION/
THREE CREDITS
Major credit. In consultation with religion faculty, the senior student will chose a topic on which to conduct a major research project. While all capstone projects will ultimately culminate in written form, the form might vary: classic senior research thesis, sophisticated analytical article, written research talk or position paper are some possibilities. Whatever the format, the project should reflect the student's development in coursework and independent research. *Each senior will present her project in some form in the spring of her senior year. Capstone.*

DIVISION OF LANGUAGES AND LITERATURES

DEPARTMENT OF ENGLISH

ANITA ROSE, *chair*, LAURA FEITZINGER BROWN, CHARLES H. MORGAN, RICHARD MULKEY, SUSAN TEKULVE, ERIN TEMPLETON

Mission and Goals

The Department of English offers a Bachelor of Arts with a major in English, Bachelor of Arts with a concentration in creative writing, and a Bachelor of Fine Arts with a major in creative and professional writing.

The Bachelor of Arts (BA) in English offers advanced study of literary texts and criticism across a broad span of historical periods, genres, and traditions. During their course of study, students will learn about specific authors and texts and will develop their abilities in critical thinking, writing, and public speaking. In the fall semester of their senior year, students will enroll in English 496, the capstone course for literature majors. This course and its final project, both written and oral, should represent the culmination of student achievement and learning outcomes.

At the completion of their degree, students should be able to

1. demonstrate fundamental critical thinking skills in the analysis of literary texts,
2. demonstrate proficiency at sentence-level writing,
3. effectively select, evaluate, and integrate secondary sources into written and oral presentations,
4. demonstrate the ability to give oral presentations that are persuasive, informative, clearly delivered, and well-organized,
5. produce a work of extended written literary criticism demonstrating an advanced understanding of a literary topic, argument structure, and writing style, and
6. understand a variety of theoretical approaches to literature and deploy them effectively.

The Bachelor of Fine Arts (BFA) in English offers advanced study and practice in the composition of creative and professional writing. The program strives to create a broadly diverse environment necessary to foster creative and critical thinking, and reading and writing skills. In addition to the BFA track, students may pursue a BA degree with a concentration in Creative and Professional Writing. In the spring semester of their senior year, students in both tracks will enroll in English 498, the capstone course for BFA and BA Concentration students.

At the completion of the Bachelor of Fine Arts degree, students should be able to

1. demonstrate proficient level critical thinking skills in the analysis of creative work, whether published or student work,
2. demonstrate proficiency at sentence-level writing, including syntax and grammar,
3. demonstrate proficiency with the basic elements of form in genres in which they studied,
4. demonstrate an understanding of formal structure in the genres studied,
5. demonstrate proficient ability to move work from draft through the stages of revision,
6. demonstrate proficient knowledge of the literary traditions in which they write.

In addition to serving majors, the department offers ENG 101: Composition as a service course for the College in which students gain writing experience, confidence and fluency.

The General Education Program is a requirement for all degrees. The requirements listed below are approved for the Bachelor of Arts, Bachelor of Science and Bachelor of Fine Arts.

ENG 101	3 hours
Language and Culture	9 hours
MTH 108 or higher	3 hours
One course designated as	
Quantitative reasoning	3-4 hours
Health and Well-being Wellness	2 hours
Activity course	1-2 hours
Humanities	6 hours
Literature	3 hours
Fine Arts	6 hours
Natural Science.....	7-8 hours
Social Science	6 hours
Total	49-52 hours

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course
- Capstone experience.

For more information see the *GEP* requirements in this catalog.

BACHELOR OF ARTS WITH AN ENGLISH MAJOR

A major in English must complete a minimum of 36 hours of course work in English above the 100 level. The program of study includes the following requirements:

ENG 201: Major British Writers I.....	3 hours
ENG 202: Major British Writers II	3 hours
ENG 203: Survey of American Literature I....	3 hours
ENG 204: Survey of American Literature II... 3 hours	
Choose one of the following:	3 hours
ENG 290: Advanced Composition	
ENG 292: Introduction to Creative Writing	
One additional course in American Literature	3 hours
One course in a major English author	
ENG 301: Chaucer OR	
ENG 320: Shakespeare	3 hours
One course in British Literature before 1900.	3 hours
ENG 394: Literary Criticism	3 hours
(Should be taken semester after English major is declared)	
ENG 496: Senior Seminar	3 hours
Additional Electives.....	6 hours

TOTAL HOURS FOR BACHELOR OF ARTS WITH AN ENGLISH MAJOR 36 hours

BACHELOR OF ARTS WITH AN ENGLISH MAJOR AND A CONCENTRATION IN CREATIVE WRITING

The Bachelor of Arts with a major in English and a concentration in creative writing requires 15 semester hours in writing in addition to the 24 hours of required literature and literary criticism courses already a part of the major in English. A minimum GPA of 2.75 in ENG 292: Introduction to Creative Writing is required as a prerequisite for the writing concentration. Thirty nine hours are required for a major in English with a concentration in creative writing.

The program of study includes the following:

ENG 201: Major British Writers I.....	3 hours
ENG 202: Major British Writers II	3 hours
ENG 203: Survey of American Literature I....	3 hours
ENG 204: Survey of American Literature II... 3 hours	
One additional course in American Literature.	3 hours
One course in a major English author	
ENG 301: Chaucer OR	
ENG 320: Shakespeare	3 hours
One course in British Literature before 1900.	3 hours
ENG 394: Literary Criticism	3 hours
(Should be taken semester after English major is declared)	
ENG 292: Introduction to Creative Writing... 3 hours	
ENG 392: Poetry Workshop	3 hours
ENG 393: Fiction Workshop	3 hours

Choose one of the following.....	3 hours
ENG 291: Introduction to Professional Writing	
ENG 398: SP: Creative Nonfiction	
ENG 397: SP: Adv Tutorial in Creative Writing	
ENG 498: Senior Seminar	3 hours

TOTAL HOURS FOR BACHELOR OF ARTS WITH AN ENGLISH MAJOR WITH CONCENTRATION IN CREATIVE WRITING..... 39 hours

BACHELOR OF FINE ARTS WITH A CREATIVE AND PROFESSIONAL WRITING MAJOR

The Bachelor of Fine Arts degree with a creative and professional writing major will provide serious, aspiring women writers an intensive and challenging apprenticeship in the writing arts, informed by the close study of literature. The program is designed to offer writing students an exciting, sound liberal arts education based on the belief that writers and artists need to be grounded in the cultural, historical and intellectual contexts of the tradition in which they work. The program will prepare students seeking careers as professional creative writers or in other literary professions, such as journalism, editing, publishing or arts management. The program also prepares students to pursue a master's degree in creative writing, communications or in other programs. The creative and professional writing major requires 42 hours in addition to the GEP requirements. Major requirements include 27 hours in writing, 12 hours in literature, and three hours in additional art areas. Students seeking admittance to the major in creative and professional writing must achieve at least a 2.75 in ENG 292: Introduction to Creative Writing and receive a recommendation from the creative writing faculty before being accepted into the major. Upon completion of ENG 292, students may apply for admission in the creative and professional writing major by sending a letter of application and a 10 page writing sample to the director of creative writing. Application to the creative and professional writing major must be submitted no later than the end of the spring semester of the junior year.

Required Courses:

Core courses in writing.....	18 hours
ENG 291: Introduction to Professional Writing	3 hours
ENG 292: Introduction to Creative Writing... 3 hours	
(Prerequisite for all 300 level creative writing courses in fiction and poetry)	
ENG 391: Feature Writing	3 hours
ENG 392: Poetry Workshop	3 hours
ENG 393: Fiction Workshop	3 hours
ENG 498: Senior Seminar	3 hours

Elective courses in writing.....9 hours

Selected from the following:

ENG 290: Advanced Composition..... 3 hours

ENG 397: Special Topics in Writing..... 3 hours

ENG 398: SP: Creative Nonfiction..... 3 hours

ENG 491: SP: Advanced Tutorial Fiction..... 3 hours

ENG 492: SP: Advanced Tutorial Poetry..... 3 hours

ENG 493: Publication and Media Internship. 3 hours
(may not be repeated for credit toward major)

THR 391: Playwriting..... 3 hours

Required courses in literature.....12 hours

Six hours selected from: ENG 201, 202, 203 or 204

Six hours selected from 300 level courses

(one course must be from before 1900)

Required courses in additional arts 3 hours

Selected from:

ATM 265: Introduction to Arts Management

or ART 124: Graphic Design

TOTAL HOURS FOR BACHELOR OF FINE ARTS DEGREE WITH A CREATIVE AND PROFESSIONAL WRITING MAJOR 42 hours

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 hours of course work above the 100 level. Although the *minor* in English does not need to follow the precise program of courses required of majors, students who minor in English must nevertheless arrange their course of study in consultation with the department chair.

COURSES OF INSTRUCTION

***98, 99. ENGLISH AS A SECOND LANGUAGE/
THREE OR SIX CREDITS**

GEP 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**

GEP This course encourages the student's achievement of a clear and concise prose style by emphasizing expository and argumentative 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**

GEP 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.

125. FIRST YEAR SEMINAR/THREE CREDITS

GEP First-Year Seminars constitute a common and academically significant experience in a student's first year at Converse College. All incoming first-year students are required to take a 3-credit hour FYS in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with the common course number (except for designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are required elements of the course.

***150. STUDIES IN FILM/FOUR 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 January Term only.*

***195. SPECIAL TOPICS/THREE CREDITS/
FOUR CREDITS JAN TERM**

GEP A study of a theme, genre, or period; the course may include film, video, or other media in addition to printed text. Course is intended for non-majors; will not count toward the English major or minor.

***199H. 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 MAJOR BRITISH WRITERS I/
THREE CREDITS**

GEP, Major, Minor, Elective credit. Selections from 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.

***202 MAJOR BRITISH WRITERS II/
THREE CREDITS**

GEP, Major, Minor, Elective credit. The second half of the British Writers survey studies the literature from 1660 to the present.

***203. SURVEY OF AMERICAN LITERATURE I/
THREE CREDITS**

GEP, Major, Minor, Elective credit. 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**

GEP, Major, Minor, Elective credit. 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 COMPOSITION/THREE CREDITS

Major, Minor, Elective credit. 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. Advanced Composition will satisfy the *GEP* composition requirement only for those students who place in the course by a score of three or more on either the Literature/Composition or the Language/Composition Advanced Placement tests. *Writing Intensive.*

**291. INTRODUCTION TO PROFESSIONAL
WRITING/THREE CREDITS**

Major, Minor, Elective credit. An introduction to the elements of professional news and public relations writing, including basic news stories, features, editorials, interviews, press releases and PSAs.

**292. INTRODUCTION TO CREATIVE WRITING/
THREE CREDITS**

Major, Minor, Elective credit. Instruction in the writing of poetry and short fiction. Regular writing and reading assignments will be required. Student writing will be discussed in a "workshop" format.

***299H. INTERDISCIPLINARY HONORS COURSE**

GEP, Major, Elective credit. This course is team taught by members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office.

***300. TOPICS IN MEDIEVAL LITERATURE/
THREE CREDITS/FOUR CREDITS IN
JANUARY TERM**

GEP, Major, Minor, Elective credit. A study of selected topics in the literature of the middle ages with concentration on British literature. Topics may include individual authors, genres or periods.

***301. CHAUCER/THREE CREDITS**

GEP, Major, Minor, Elective credit. This course is a study of selected works of Geoffrey Chaucer. The concentration will be on his two major works: The Canterbury Tales and Troilus and Criseyde. While the concentration of classroom discussion will be on the literary texts, an understanding of various 14th century concerns will be integral to the course.

***302. ARTHUR AND THE MATTER OF BRITAIN/
THREE CREDITS**

GEP, Major, Minor, Elective credit. The story of Arthur and his followers has fascinated people for 1500 years. In the middle ages it was the most significant secular subject in "history" and literature, and its appeal to the imagination has persisted through the centuries down to our own time. This course is an introduction to the story of origins and development of the Arthurian legend as it has been presented in history and literature.

***303. ENGLISH LITERATURE TO 1500/
THREE CREDITS**

GEP, Major, Minor, Elective credit. English Literature to 1500 is a study of Old and Middle English literature (exclusive of Chaucer) in translation. The course includes significant authors, works, themes, and genres of the two periods as well as important movements and events affecting that literature.

***305. WORLD LITERATURE/THREE CREDITS**

GEP, Major, Minor, Elective credit. 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. *In January four credits and meets non-European and non-Anglophone GEP requirement.*

***310. TOPICS IN RENAISSANCE STUDIES/
THREE CREDITS**

GEP, Major, Minor, Elective credit. 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**

GEP, Major, Minor, Elective credit. 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**

GEP, Major, Minor, Elective credit. A study of Shakespeare's major plays.

***325. STUDIES IN A SINGLE AUTHOR/
THREE CREDITS**

GEP, Major, Minor, Elective credit. This course will focus on the works of a single important author (in fiction or poetry) in either British or American Literature. The author's body of work will be considered alongside literary and cultural conditions that contribute to the significance of the writer. Writers may include F. Scott Fitzgerald, Virginia Woolf, Walt Whitman, Charles Dickens, James Joyce, Flannery O'Connor, among others.

***330. EIGHTEENTH CENTURY STUDIES/
THREE CREDITS**

GEP, Major, Minor, Elective credit. A study of 18th 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**

GEP, Major, Minor, Elective credit. A study of 19th century British literature. Topics may include Romanticism, Victorian literature and genre studies such as the novel.

***350. NINETEENTH CENTURY AMERICAN
LITERATURE/THREE CREDITS**

GEP, Major, Minor, Elective credit. 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 BRITISH FICTION/
THREE CREDITS/FOUR CREDITS IN JANUARY
TERM**

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

***361. TWENTIETH CENTURY AMERICAN
FICTION/ THREE CREDITS/FOUR CREDITS IN
JANUARY TERM**

GEP, Major, Minor, Elective credit. Study of major movements in American Fiction since the end of the nineteenth century. *Writing Intensive.*

***365. TWENTIETH CENTURY POETRY/
THREE CREDITS**

GEP, Major, Minor, Elective credit. Development of poetry since 1900, including such figures as Yeats, Eliot, Moore and Brooks.

***370. WOMEN WRITERS/THREE CREDITS**

GEP, Major, Minor, Elective credit. Topics in creative writing by women. Topics may include Feminist Literature, Reading and Writing Women, women writers within certain periods and cultural contexts, and specific themes such as women and art. *GEP Humanities/Women's Studies.*

***380. SPECIAL TOPICS IN LITERATURE/THREE
CREDITS/FOUR CREDITS IN JANUARY TERM**

GEP, Major, Minor, Elective credit. A study of particular time periods, geographical areas, cultural milieus, writers, or themes. Examples of topics are Southern Literature, African-American Writers, Gendered Frontiers and Americans in Paris.

390. GENRE STUDIES/THREE CREDITS

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

391. FEATURE WRITING/THREE CREDITS

Major, Minor credit. Prerequisite: ENG 291 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 Term.*

**392. CREATIVE WRITING: POETRY/
THREE CREDITS**

Major, Minor credit. 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**

GEP, Major, Minor, Elective credit. Prerequisite: ENG 292 or permission of the instructor. Instruction in advanced techniques in the writing of fiction. Workshop format.

394. LITERARY CRITICISM/THREE CREDITS

Major, Minor, Elective credit. A study of the important texts of literary criticism. Practice in research and theory. Should be taken as soon as possible following the declaration of an English major.

**395. HISTORY OF THE LANGUAGE/
THREE CREDITS**

Major, Minor, Elective credit. A study of the development and principles of the English language and the historical influences on its various forms.

396. MODERN ENGLISH GRAMMAR/
THREE CREDITS

Major, Minor, Elective credit. 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/FOUR CREDITS IN JANUARY TERM

GEP, Major, Minor, Elective credit. Prerequisite: ENG 101 or equivalent. An upper-level course for students who wish to focus on one aspect of writing. Topics may include: Advanced Tutorials in fiction, poetry or creative non-fiction.

398. CREATIVE WRITING NONFICTION/
THREE CREDITS

Major, Minor, Elective credit. Instruction in advanced techniques in the writing of creative nonfiction.

490. DIRECTED INDEPENDENT STUDY IN
SPECIAL TOPICS/THREE CREDITS

Major, Minor, Elective credit. 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.*

491. ADVANCED TUTORIAL IN FICTION/
THREE CREDITS

Major, Minor, Elective credit. Prerequisite: ENG 292. Instruction in advanced techniques in fiction writing with a focus on one-to-one tutorial instruction and masterclass workshops with the Distinguished Writer-in-Residence. The purpose of the course is to provide intensive study at an individual pace in order to help students develop writing of a publishable quality.

492. ADVANCED TUTORIAL IN POETRY/
THREE CREDITS

Major, Minor, Elective credit. Prerequisite: ENG 292. Instruction in advanced techniques in poetry writing with a focus on one-to-one tutorial instruction and master class workshops with the Distinguished Writer-Residence. The purpose of the course is to provide intensive study at an individual pace in order to help students develop writing of a publishable quality.

493. PUBLICATIONS/MEDIA INTERNSHIP/
THREE CREDITS

May not be taken for Major credit. (BFA creative and professional writing students may take three hours for major credit). Prerequisite: ENG 291. 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. Pass/fail grading.*

496. BA SENIOR SEMINAR/THREE CREDITS

Required of all Bachelor of Arts with an English major; offered in the fall term of the senior year. This course will provide the opportunity to develop a substantial scholarly project, as well as hone public speaking skills in the presentation of a semester-long research project. *Capstone. Writing Intensive.*

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. BFA SENIOR SEMINAR/THREE CREDITS

Required of all BFA creative and professional writing major and BA students with a concentration in creative writing. Offered in the Spring Term of the senior year. The seminar offers the opportunity to develop a book length collection of poetry (35-45 pages) or prose (40-50 pages) along with a critical introduction to the work that details how the student author's writing fits into the contemporary literature scene. In addition, the student creates a reading list developed in consultation with the project director and completes a final oral defense of the senior project. Projects directed by faculty sponsors. *Capstone.*

498. BFA SENIOR SEMINAR/THREE CREDITS

Required of all BFA creative and professional writing major and BA students with a concentration in creative writing. Offered in the Spring Term of the senior year. The seminar offers the opportunity to develop a book length collection of poetry (35-45 pages) or prose (40-50 pages) along with a critical introduction to the work that details how the student author's writing fits into the contemporary literature scene. In addition, the student creates a reading list developed in consultation with the project director and completes a final oral defense of the senior project. Projects directed by faculty sponsors. *Capstone.*

DEPARTMENT OF LANGUAGES, CULTURES AND LITERATURES

MIRKO M. HALL, *chair*; B. BRANT BYNUM, RAFAEL E. HERNANDEZ, CATHERINE JONES, NASHIELI MARCANO

The mission of the Department of Languages, Cultures 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.

The Department of Languages, Cultures and Literatures offers a Bachelor of Arts degree with the majors of German Studies and Spanish. Students majoring in German or Spanish must complete 30 credit hours in courses numbered 202 and above.

The General Education Program is a requirement for all degrees. The requirements listed below are approved for the Bachelor of Arts, Bachelor of Science and Bachelor of Fine Arts.

ENG 101.....	3 hours
Language and Culture.....	9 hours
MTH 108 or higher	3 hours
One course designated as	
Quantitative reasoning	3-4 hours
Health and Well-being Wellness	2 hours
Activity course	1-2 hours
Humanities	6 hours
Literature	3 hours
Fine Arts	6 hours
Natural Science	7-8 hours
Social Science.....	6 hours
Total	49-52 hours

Graduation requirements but not a separate course:
 First Year Seminar
 Writing Intensive course
 Non-European/non-Anglophone course
 Capstone experience.

For more information see the *GEP* requirements in this catalog.

The requirements for the major are as follows:
 GER 202 3 hours

GER 302, 303, 304	9 hours
GER 499	3 hours
Additional Electives	15 hours

Allowance of two courses with a substantial Germanic component in other departments for the major only.

TOTAL HOURS FOR A BACHELOR OF ARTS WITH GERMAN STUDIES MAJOR 30 hours

SPN 202.....	3 hours
SPN 300, 301, 304, 305	12 hours
Senior Seminar 499.....	3 hours
Additional Electives	12 hours

Allowance of either SPN 400 or HIS 477 for the major only.

TOTAL HOURS FOR A BACHELOR OF ARTS WITH A SPANISH MAJOR..... 30 hours

It is strongly recommended that all majors and *minors* participate in at least one internship and one study abroad program.

LANGUAGES, CULTURES AND LITERATURES MINOR

A minor in French, German Studies, or Spanish consists of 21 credit hours of courses at the level of 202 and above with the same requirements as the major except that the senior seminar is optional. The following courses are required for the French minor; FRN 202, 303 and 304. A minor in a foreign language is the minimum language requirement for the international business major.

COURSES OF INSTRUCTION

Students are highly advised against registering for the next level in a foreign language without having earned a grade of C- or higher in the prerequisites course(s).

ARABIC

101- 102. ARABIC I AND II/SIX CREDITS

Elective credit. Courses for beginners designed to initiate a student 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 courses.

314. SPECIAL TOPICS/THREE OR FOUR CREDITS
Elective credit. 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 film and/or travel. Topics of consideration may include history, women, the media, immigrants and racism, and colonialism.

CHINESE

Through the Converse-Wofford Cooperative program, Converse students may enroll in Chinese language and cultural courses at Wofford.

FRENCH

*101-102. ELEMENTARY FRENCH/SIX CREDITS
GEP credit. 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.

*125. FIRST- YEAR SEMINAR/THREE CREDITS
First-Year Seminars constitute a common and academically significant experience in a student's first year at Converse College. All incoming first-year students are required to take a 3-credit hour FYS in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with the common course number (except for designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are required elements of the course.

*199H. FRESHMAN HONORS SEMINAR/
THREE CREDITS
GEP, Minor, Elective credit. Offered periodically in rotation with seminars in other disciplines. A study of a selected subject within the discipline that 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. INTERMEDIATE FRENCH/ THREE CREDITS
GEP credit. Prerequisites: French 101-102, or placement in FRN 201. This course is a structural review of the language.

202. INTERMEDIATE FRENCH/THREE CREDITS
Minor credit. Prerequisites: FRN 201 or placement

in FRN 202. This course will emphasize speaking and listening with progressively increased practice in reading and writing.

*210. TOPICS IN READING, WRITING AND CONVERSATION/THREE CREDITS
GEP credit. Prerequisite FRN 201. A study of a particular topic of French culture selected by the instructor. Subjects will vary from year to year. *Non-European/non-Anglophone.*

*265. LANGUAGE, CULTURE, AND LITERATURE STUDY SEMINAR/ THREE CREDITS
GEP credit. 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 January Term or Summer Terms, contingent upon sufficient enrollment. Non-European/non-Anglophone.*

*299H. INTERDISCIPLINARY HONORS COURSE/
THREE CREDITS
GEP, Minor, Elective credit. This course is team taught by members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office.

*303, 304. A SURVEY OF FRENCH LITERATURE/
THREE OR SIX CREDITS
GEP, Minor, Elective credit. 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. *Writing Intensive.*

309. FRANCOPHONE LITERATURE OF AFRICA AND THE CARIBBEAN/THREE CREDITS
Minor, Elective credit. 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. *Non-European/non-Anglophone.*

310. COMMERCIAL FRENCH/THREE CREDITS
Elective. 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.

312. CONTEMPORARY FRENCH CULTURE/ THREE CREDITS

Minor, Elective credit. Prerequisite: FRN 202 or equivalent. An introduction to present-day France that explores its political, socio-cultural and educational institutions through films, the media and literary works.

314. SPECIAL TOPICS /THREE CREDITS

Minor credit. Prerequisite: FRN 202 or approval of department chair. 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. *Non-European/non-Anglophone.*

*365. LANGUAGE, CULTURE, AND LITERATURE STUDY SEMINAR/ THREE CREDITS

GEP credit. 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 January Term or Summer Terms, contingent upon sufficient enrollment. Non-European/non-Anglophone.*

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. *Non-European/non-Anglophone.*

496. FOREIGN LANGUAGE INTERNSHIP/ THREE OR SIX CREDITS

Minor credit. 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. *Pass/fail grading.*

GERMAN STUDIES

***101-102. ELEMENTARY GERMAN/SIX CREDITS**
GEP credit. 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.

*125. FIRST- YEAR SEMINAR/THREE CREDITS

First-Year Seminars constitute a common and academically significant experience in a student's first year at Converse College. All incoming first-year students are required to take a 3-credit hour FYS in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with the common course number (except for designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are required elements of the course.

*199H. FRESHMAN HONORS SEMINAR/ THREE CREDITS

GEP, Minor, Elective credit. Offered periodically in rotation with seminars in other disciplines. A study of a selected subject within the discipline that 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. INTERMEDIATE GERMAN/THREE CREDITS**
GEP credit. Prerequisites: GER 101-102, or placement in GER 201. This course is a structural review of the language.

202. INTERMEDIATE GERMAN/THREE CREDITS
Major credit. Prerequisites: GER 201 or placement in GER 202. This course will emphasize speaking and listening with progressively increased practice in reading and writing.

*265. LANGUAGE, CULTURE AND LITERATURE STUDY SEMINAR/ THREE OR SIX CREDITS

GEP credit. 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 January Term or Summer Terms, contingent upon sufficient enrollment.*

***299H. INTERDISCIPLINARY HONORS COURSE**
GEP, Major, Minor, Elective credit. This course is team taught by members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office.

301. GERMAN COMPOSITION AND CONVERSATION/ THREE CREDITS
Major, Minor, Elective credit. Prerequisite: GER 202 or the equivalent. This course expands communicative competence in German and provides a review of advanced grammar concepts. Discussions and compositions are based on selected topics in contemporary German culture. *Writing Intensive.*

***302. GERMANY TODAY/THREE CREDITS**
GEP, Major, Minor, Elective credit. Prerequisite: GER 202 or the equivalent. An interdisciplinary survey of contemporary German society and its multicultural and transnational influences. Emphasis is placed on post-unification cultural, political and social issues. *Taught in German.*

***303. INTRODUCTION TO GERMAN LITERATURE/ THREE CREDITS**
GEP, Major, Minor, Elective credit. Prerequisite: GER 202 or the equivalent. A general introduction to German literature (poetry, drama and prose) and its socio-historical contexts from the Enlightenment to the present. Emphasis is placed on developing techniques for close reading and literary-cultural interpretation. *Taught in German. Writing Intensive.*

***304. GERMAN CINEMA/THREE CREDITS**
GEP, Major, Minor, Elective credit. Prerequisite: GER 202 or the equivalent. A close analysis of select feature films from German-speaking countries. Films are studied as both an aesthetic practice and a medium of cultural history. Special emphasis is placed on developing techniques for critical visual literacy. *Taught in German. Fine Arts film credit.*

314. SPECIAL TOPICS/THREE CREDITS
GEP, Major, Minor, Elective credit. This interdisciplinary seminar explores a special topic in the cultures of German-speaking countries. Particular emphasis is placed on the increasingly transnational and multicultural contexts of German cultural studies. Topics may include German cultural history, intellectual history, literature, media studies, and sound studies.

Conducted in English. Does not satisfy the GEP language requirement.

***365. LANGUAGE, CULTURE AND LITERATURE STUDY SEMINAR/ THREE CREDITS**
GEP, Major credit. 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 January Term or Summer Terms, contingent upon sufficient enrollment.*

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.

496. FOREIGN LANGUAGE INTERNSHIP/ THREE OR SIX CREDITS
Major, Minor credit. 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. *Pass/fail grading.*

499. SENIOR SEMINAR/THREE CREDITS
Major credit. A review course treating topics in German language, contemporary civilization, and literature. *Capstone.*

ITALIAN

***101-102 ELEMENTARY ITALIAN/SIX CREDITS**
GEP credit. A course for beginners. *Offered every other year.*

***201-202. INTERMEDIATE ITALIAN/SIX CREDITS**
GEP credit. This course is a structural review of the language. *Not offered regularly.*

***265. LANGUAGE, CULTURE AND LITERATURE STUDY SEMINAR/ THREE CREDITS**
GEP credit. 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 January Term or Summer Terms, contingent upon sufficient enrollment.*

314. SPECIAL TOPICS/THREE CREDITS
Elective credit. Prerequisite: ITL 202 or approval of the department chair. 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 film and/or travel. Topics of consideration may include history, women, the media, immigrants and racism, and colonialism.

*365. LANGUAGE, CULTURE AND LITERATURE STUDY SEMINAR/ THREE CREDITS
GEP credit. 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 January Term or Summer Terms, contingent upon sufficient enrollment.*

490. DIRECTED INDEPENDENT STUDY/ THREE CREDITS
Elective credit. This course allows students to pursue a course of study not covered by regular offerings in Italian. Both teacher and student will select the topic of study according to the student's needs and interests.

JAPANESE

JPN 101, 102. AN INTRODUCTION TO JAPANESE LANGUAGE AND CULTURE/THREE CREDITS
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. Students do not have to speak or write Japanese to take this course. *Non-European/non-Anglophone.*

JPN 201. INTERMEDIATE JAPANESE LANGUAGE AND CULTURE II/THREE CREDITS
Elective credit. Offered periodically. A course for students who have basic foundations of Japanese language. The course strengthens these foundations in order to enable students to develop proficiencies in writing, reading listening and speaking. Students also learn about the Japanese mind as it relates to key concepts of Japanese culture. *Non-European/non-Anglophone.*

JPN 202. INTERMEDIATE JAPANESE CULTURE III/ THREE CREDITS
Elective credit. Offered periodically. A course for students who have basic foundations of Japanese language. The course continues to strengthen these foundations in order to enable students to develop proficiencies in writing, reading, listening, and speaking. Students also learn

about the Japanese mind as it relates to key concepts of Japanese culture. *Non-European/non-Anglophone.*

SPANISH

*101-102. ELEMENTARY SPANISH/SIX CREDITS
GEP credit. 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.

*125. FIRST- YEAR SEMINAR/THREE CREDITS
First-Year Seminars constitute a common and academically significant experience in a student's first year at Converse College. All incoming first-year students are required to take a 3-credit hour FYS in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with the common course number (except for designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are required elements of the course.

*199H. FRESHMAN HONORS SEMINAR/ THREE CREDITS
GEP, Minor, Elective credit. Offered periodically in rotation with seminars in other disciplines. A study of a selected subject within the discipline that 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 INTERMEDIATE SPANISH/THREE CREDITS
GEP credit. Prerequisites: Spanish 101-102, or placement in SPN 201. This course is a structural review of the language.

202. INTERMEDIATE SPANISH/THREE CREDITS
Major credit. Prerequisites: SPN 201 or placement in SPN 202. This course will emphasize speaking and listening with progressively increased practice in reading and writing.

*210 TOPICS IN READING, WRITING AND CONVERSATION/THREE CREDITS
GEP credit. Prerequisite: SPN 201. A study of a particular topic in Spanish culture selected by the instructor. Subjects will vary from year to year. *Non-European/non-Anglophone.*

***265. LANGUAGE, CULTURE AND LITERATURE STUDY SEMINAR/ THREE CREDITS**

GEP credit. 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 January Term or Summer Terms, contingent upon sufficient enrollment. Non-European/non-Anglophone.*

***299H. INTERDISCIPLINARY HONORS COURSE**
GEP, Major, Minor, Elective credit. This course is team taught by members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office.

300. SPANISH PENINSULAR CULTURE/ THREE CREDITS

Major, Minor, Elective credit. Prerequisite: SPN 202, or permission of instructor. Study of the origin, formation and manifestations of the values of the people of Spain and the institutions which reflect them. Emphasizes history, geography, environment, social trends, and sociopolitical events. Class held in Spanish with opportunity for oral, written, reading and comprehension skill building. *Offered every other Fall Term. Writing Intensive.*

301. LATIN AMERICAN CULTURE/THREE CREDITS

Major, Minor, Elective credit. Prerequisite: SPN 202, or permission of instructor. Study of the origin, formation and manifestations of Latin American values and the institutions which reflect them in the Americas and the Caribbean. Emphasizes history, geography, environment, contemporary trends, and sociopolitical events. Class held in Spanish with opportunity for oral, written, reading and comprehension skill building. *Offered every other Fall Term. Non-European/non-Anglophone. Writing Intensive.*

302. CONVERSING AND WRITING ON SPANISH AND LATIN AMERICAN LITERATURES/ THREE CREDITS

Major, Minor, Elective credit. Prerequisite: 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. *Non-European/non-Anglophone.*

303. CONVERSING AND WRITING ON THE PROFESSIONS/THREE CREDITS

Major, Minor, Elective credit. Prerequisite: 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**

GEP, Major, Minor, Elective credit. Prerequisite: 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. *Writing Intensive.*

***305 SURVEY OF MODERN LATIN AMERICAN LITERATURE: REFLECTIONS ON ARTISTIC, SOCIAL, AND POLITICAL TRENDS/THREE CREDITS**

GEP, Major, Minor, Elective credit. Prerequisite: 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. *Writing Intensive. Non-European/non-Anglophone*

***306 DON QUIJOTE/THREE CREDITS**

GEP, Major, Minor, Elective credit. Prerequisite: Permission of instructor. A thematic and textual study of Cervantes's masterpiece, *Don Quijote*. Discuss Cervantes's work through narrative elements explored by other authors of the Baroque period and through modern critical approaches. The novel will be read in its entirety and the course will be conducted in Spanish. *Writing Intensive.*

***307. SPAIN: "ENLIGHTENED, ROMANTIC, REAL"/ THREE CREDITS**

GEP, Major, Minor, Elective credit. Prerequisite: 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**

GEP, Major, Minor, Elective credit. Prerequisite: Permission of instructor. Themes and aesthetic trends in film and literature of Spain. Readings, viewings, lectures, and discussions will examine the social, historical and political forces shaping Spain's contemporary cultural production. This course is conducted in Spanish. *Writing Intensive.*

*309. MODERN LATIN AMERICA: THE NOVEL OF THE "BOOM" AND THE POLITICAL DRAMA/ THREE CREDITS

GEP, Major, Minor, Elective credit. Prerequisite: 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. *Non-European/non-Anglophone.*

*310. MODERN LATIN AMERICA: IMAGES AND SYMBOLS OF CHANGE IN POETRY AND SHORT STORY/THREE CREDITS

GEP, Major, Minor, Elective credit. Prerequisite: 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. *Non-European/non-Anglophone.*

314. SPECIAL TOPICS/ THREE CREDITS

Major, Minor credit. Prerequisite: SPN 202 or approval of department chair. 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. *Non-European/non-Anglophone.*

*365. LANGUAGE, CULTURE AND LITERATURE STUDY SEMINAR/ THREE OR SIX CREDITS

GEP credit. 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 January Term or Summer Terms, contingent upon sufficient enrollment.*

400. HISPANIC CULTURE AND LITERATURE IN THE UNITED STATES/THREE CREDITS

Major, Elective credit. The societal experiences of Hispanics in the US have produced a distinctive literature, rooted in their culture and written English, that has already earned wide recognition among critics and the public. Students will read and discuss representative novels that will put them in contact with

the diversity of the Hispanic world in the US. *Class held in English.*

415. ADVANCED GRAMMAR/THREE CREDITS

Major, Minor credit. Prerequisite: SPN 202 and required entrance exam. 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. *Non-European/non-Anglophone.*

496. FOREIGN LANGUAGE INTERNSHIP/ THREE OR SIX CREDITS

Major, Minor credit. 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. *Pass/fail grading.*

499. SENIOR SEMINAR/THREE CREDITS

Major credit. A final course for majors treating topics in Spanish language and contemporary Spanish and Latin American cultures and literatures. *Non-European/non-Anglophone. Capstone.*

DIVISION OF NATURAL AND MATHEMATICAL SCIENCES

DEPARTMENT OF BIOLOGY, CHEMISTRY, AND PHYSICS

HATICE NEVAL ERTURK, chair, JEFFREY BROTHERTON, JERRY HOWE, DOUGLAS P. JENSEN, ELENA MENDEZ, EDNA STEELE, SHARON STRICKLAND

MISSION

The Department of Biology, Chemistry, and Physics strives to provide a rich and rigorous course of study in the natural sciences and an environment in which students explore scientific principles. The curriculum is designed to enable majors to achieve employment in laboratories and secondary education; to pursue graduate degrees in biology, biochemistry, and chemistry; and to enter professional programs in medical fields.

DEGREES AND PROGRAMS OFFERED

The Department of Biology, Chemistry, and Physics offers majors in biology and chemistry with either a Bachelor of Arts or a Bachelor of Science degree. The department also offers majors in biochemistry and medical technology with a Bachelor of Science degree. Students earning biology or chemistry majors may earn secondary teaching certification.

The department also offers minors in biology, chemistry, physics, and environmental studies. The Environmental Studies minor is described in the Interdisciplinary Minors section of this catalog. Many students participate in pre-health professions programs, described elsewhere in this catalog. These are not part of the major, and the major is not required for them.

The General Education Program is a requirement for all degrees. The requirements listed below are approved for the Bachelor of Arts, Bachelor of Science and Bachelor of Fine Arts.

ENG 101	3 hours
Language and Culture	9 hours
MTH 108 or higher	3 hours
One course designated as	
Quantitative Reasoning	3-4 hours
Health and Well-being Wellness.....	2 hours
Activity course	1-2 hours
Humanities .....	.6 hours
Literature	3 hours
Fine Arts	6 hours
Natural Science.....	7-8 hours
Social Science	6 hours
Total	49-52 hours

Graduation requirements but not a separate course:

First Year Seminar

Writing Intensive course

Non-European/non-Anglophone course

Capstone experience

For more information see the GEP requirements in this catalog.

BACHELOR OF ARTS AND BACHELOR OF SCIENCE WITH A BIOLOGY MAJOR

Students majoring in biology may receive either a Bachelor of Arts or a Bachelor of Science degree. Both degrees require students to take 38 credit hours in biology, to complete cognate coursework in mathematics and science outside biology, to complete a research requirement, and to take an assessment exam. The requirements are identical for the BA and BS except for the cognate coursework.

A student interested in biology should inform her adviser as early as possible. It is highly recommended, although not necessary, that she begins the general chemistry sequence (CHM 201-202) during her freshman year and that she begins biology coursework within her freshman year. She should work closely with her adviser to plan her course of study.

PROGRAM OUTCOMES OF THE BIOLOGY PROGRAM:

Through completion of the Bachelor's Degree in Biology, our graduates will

1. acquire an intermediate understanding of the fundamental biological principles and integrate these principles from the major areas of biology (cellular biology, organismal biology, field biology, genetics, and evolution).
2. acquire laboratory and field skills in biology.
3. develop communication skills in written and oral forms that are appropriate for biologists.
4. engage in the scientific process demonstrating an advanced understanding of research, methods, and analysis.

REQUIRED COURSES

The biology major requires 38 credit hours of biology coursework. At least 20 of these 38 credit hours must be at the 300-level or higher. The 38 hours must include coursework as listed below. The remainder of the 38 hours is elective coursework.

Concepts in Biology (BIO 100)	4 hours
Cellular Biology (choose one).....	4 hours
BIO 210: Cell Biology	
BIO 312: Microbiology	

Animal Diversity (choose one)	4-5 hours
BIO 202: General Zoology	
BIO 305: Human and Comparative Anatomy	
BIO 308: Invertebrate Zoology	
BIO 309: Parasitology	
Plant Biology (choose one)	4 hours
BIO 203: General Botany	
BIO 303: Systematic Botany	
Genetics (choose one)	4 hours
BIO 301: Genetics	
BIO 408: Molecular Biology of the Cell	
Evolution	3 hours
BIO 302: Evolutionary Biology	
Field Biology (choose one)	4 hours
BIO 303: Systematic Botany	
BIO 411: Ecology	
Seminar (both BIO 391 and 491)	3 hours

The following courses do not apply to the biology major: BIO 105, 120, 199H and 481. A maximum of 4 credit hours each of BIO 317 and 490 may apply to the biology major.

Cognate Coursework for Bachelor of Arts

CHM 201: General College Chemistry	4 hours
CHM 202: General College Chemistry	4 hours
Choose one of the following*	3-4 hours
MTH 113: Introduction to Statistics	
MTH 120: Calculus and Analytical Geometry	
BAD 300: Descriptive and Inferential Statistics	
ECN 300: Descriptive and Inferential Statistics	
PSY311: Statistics and Experimental Design II	
POL303: Social Statistics	

Total Cognate Hours..... 11-12 hours

COGNATE COURSEWORK FOR BACHELOR OF SCIENCE

CHM 201: General College Chemistry	4 hours
CHM 202: General College Chemistry	4 hours
CHM 303: Organic Chemistry	4 hours
PHY 251: Essentials of Physics I	4 hours
MTH 120: Calculus and Analytical Geometry I ..	3 hours
Choose one of the following	3 or 4 hours
MTH 113: Introduction to Statistics	
MTH 210: Calculus and Analytical Geometry II	
BAD 300: Descriptive and Inferential Statistics	
ECN 300: Descriptive and Inferential Statistics	
PSY311: Statistics and Experimental Design II	
POL303: Social Statistics	

Total Cognate Hours..... 22-23 hours

*BA students must be mathematically prepared for the first calculus course (MTH 120). Students who enter the college placed at that level or higher have fulfilled the

requirement with 0 credit hours. Students who enter the college placed at a lower level must pass MTH 110 (3 credit hours) to fulfill this requirement.

RESEARCH REQUIREMENT

All biology majors are required to gain research experience. Students may fulfill this requirement by performing a research project under the direction of biology faculty at Converse College, by performing a research project under another person, or as part of a summer program. All research performed away from Converse must be approved by the biology faculty at Converse College. Students who prefer not to perform a research project may fulfill this requirement by successful completion of BIO 480.

ASSESSMENT EXAM

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

SECONDARY TEACHING CERTIFICATION

Majors who plan to complete secondary certification to teach high school must declare an Education Minor, and meet with an advisor in the Education Department to discuss specific requirements. They are encouraged to do this as early as possible. These students must complete all of the following Biology courses: BIO 100, 202, 203, 312 and 411. They must complete one of PHY 242 and 252, and they must complete one of BAD 300, ECN 300, PSY311 or POL 303.

THE BIOLOGY MINOR

Students who minor in biology must complete 24 credit hours of biology, including BIO 100. The following courses may not count towards the minor: BIO 105, 120, 199H, 391, 481, 491 and 497.

MEDICAL TECHNOLOGY

Edna Steele, Director

Converse offers a major in medical technology with a Bachelor of Science degree for students who are ASCP-certified Medical Laboratory Technicians. Students completing this major must make their own arrangements for their certification examinations (check www.ascp.org for eligibility) and must complete all requirements for a Converse degree.

PROGRAM OUTCOMES OF THE MEDICAL TECHNOLOGY PROGRAM:

Through completion of the Bachelor of Science Degree in Medical Technology, our graduates will

1. acquire an intermediate understanding of the fundamental biomedical principles.

2. acquire additional laboratory skills in biomedical sciences.
3. develop communication skills in written and oral forms that are appropriate for medical technology professionals

REQUIRED COURSES

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.....	8 hours
(choose courses from the topics listed)	
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

COURSES OF INSTRUCTION IN BIOLOGY

*100. CONCEPTS IN BIOLOGY/FOUR CREDITS

GEP, Major, Minor, Elective credit. An introduction to the fundamental principles of biological activity and scientific methodology. *Lecture and laboratory. Lab fee. Offered Fall and Spring Terms.*

*105. HUMAN BIOLOGY/FOUR CREDITS

GEP, 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. Lab fee.*

110. MEDICAL TERMINOLOGY/THREE CREDITS

Elective credit. Not accepted for Biology major or minor credit. An introduction to medical terminology through the study of the human body systems. The course begins with building medical terms from roots, prefixes, suffixes and combining forms and then progresses into relating these terms to the human body system. Each body system lesson includes terms for anatomy, physiology, pathology, diagnosis, medical procedures, pharmacology and abbreviations.

*112. HUMAN BODY AND FUNCTIONS/FOUR CREDITS.

GEP. This course is designed to provide students with a general understanding of how the human body functions. Topics include its levels of organization and the structure and function of the major organ systems. This course is not acceptable in programs requiring two semesters of Anatomy and Physiology (e.g., Pre-Nursing, Pre-Med, and most Allied-Health Professions programs) and does not satisfy the Biology major or minor requirements.

*120. SPRING FLORA/FOUR CREDITS

GEP, 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. *Lecture and laboratory. Lab fee.*

*125. FIRST- YEAR SEMINAR/THREE CREDITS

First-Year Seminars constitute a common and academically significant experience in a student's first year at Converse College. All incoming first-year students are required to take a 3-credit hour FYS in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with the common course number (except for designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are required elements of the course.

*150. SPECIAL TOPICS/ THREE OR FOUR CREDITS

GEP, Elective credit. Four hour course will have a laboratory component. Some offerings may be eligible for major or minor credit. Selected topics in introductory level biology. *Special topic: Human Nutrition will meet the GEP requirement for wellness.*

*199H. FRESHMAN HONORS SEMINAR/THREE OR FOUR CREDITS

GEP, 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 rotation with seminars in other disciplines. Lab fee.*

*202. GENERAL ZOOLOGY/FOUR CREDITS

GEP, Major, Minor, 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. Lab fee. Offered Fall Term.*

***203. GENERAL BOTANY/FOUR CREDITS**

GEP, Major, Minor, Elective credit. Prerequisites: BIO 100 or adviser placement. An introduction to plants, their activities, and their relationship to humans. Lecture, laboratory, and field trips. Lab fee. Offered alternate Spring Terms.

210. CELL BIOLOGY/FOUR CREDITS

Major, Minor, Elective credit. Prerequisites: BIO 100 or its equivalent. Pre- or co-requisite: CHM 202. A study of cell structure, function, and reproduction. The course covers both prokaryotic and eukaryotic cells. Laboratories are designed to offer students a wide variety of both traditional and modern techniques. Lab fee. Offered Spring Term.

211. HUMAN PHYSIOLOGY/FOUR CREDITS

Major, Minor, Elective credit. Prerequisites: CHM 202 and either BIO 100 or 202. 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. Lab fee. Offered alternate Spring Terms.

270. HUMAN SEXUALITY/THREE CREDITS

Major, Minor, Elective credit. Prerequisites: one of BIO 100, 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.

***299H. INTERDISCIPLINARY HONORS COURSE**

GEP, Major, Elective credit. This course is team taught by members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office.

301. GENETICS/FOUR CREDITS

*Major, Minor, Elective credit. Prerequisite: BIO 100 or its equivalent and either BIO 210 or 312. 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. Lab fee. Offered Fall Term.*

302. EVOLUTIONARY BIOLOGY/THREE CREDITS

Major, Minor, Elective credit. Prerequisites: BIO 100 or its equivalent and BIO 301 or permission of the instructor. Junior or senior class standing 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 Spring Term.*

303. SYSTEMATIC BOTANY/FOUR CREDITS

Major, Minor, Elective credit. Prerequisite: BIO 100 or its equivalent. A study of the taxonomy of the vascular plants with emphasis on the angiosperms. Laboratory will include work in the field. Lecture and laboratory. Lab fee. Offered alternate Spring Terms.

304. COMPARATIVE VERTEBRATE EMBRYOLOGY/FOUR CREDITS

Major, Minor, Elective credit. Prerequisites: BIO 100 or its equivalent and either BIO 202 or 203 or permission of the instructor. A comparative study of the development of selected vertebrates. Lecture and laboratory. Lab fee. Offered alternate Fall Terms.

305. HUMAN AND COMPARATIVE ANATOMY/FIVE CREDITS

Major, Minor, Elective credit. Prerequisite: BIO 100 or its equivalent. A comparative study of the origin, structure, and function of organ systems of humans and other selected vertebrates. The gross anatomy of organ systems in relation to their functions are studied. Laboratory includes a hands-on approach to the identification of anatomical structures. Lecture and laboratory. Lab fee. Offered Spring Term.

308. INVERTEBRATE ZOOLOGY/FOUR CREDITS

Major, Minor, Elective credit. Prerequisite: BIO 100 or its equivalent. A study of the morphology and biology of invertebrates. Lecture, laboratory, and field trips. Lab fee.

309. PARASITOLOGY/FOUR CREDITS

Major, Minor, Elective credit. Prerequisite: BIO 100 or its equivalent. A taxonomic approach to the ecology, physiology, and pathology of parasites, with emphasis on those of medical and veterinary importance. Lecture and laboratory. Lab fee. Offered alternate Fall Terms.

312. MICROBIOLOGY/FOUR CREDITS

Major, Minor, Elective credit. Prerequisites: BIO 100 or its equivalent; one of BIO 202, 203, and 210; and CHM 202. A study of the physiology and morphology of bacteria, algae, and fungi, and their roles in sanitation, agriculture, and medicine. Lecture and laboratory. Lab fee. Offered alternate Fall Terms.

***317. STUDY/TRAVEL PROGRAM/THREE OR FOUR CREDITS**

GEP, Major, Minor, Elective credit. Maximum of 4 credit hours allowed for major credit. Prerequisites: BIO 100 or its equivalent 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.

330. INTRODUCTION TO IMMUNOLOGY/
THREE CREDITS

Major, Minor, Elective credit. Prerequisites: BIO 100 or its equivalent and one of BIO 301, 310, or 312. A study of the mechanisms of the immune defense of the human body. Vaccination, grafting, tumor immunology, and autoimmune diseases are also discussed. Lecture.

350. SPECIAL TOPICS IN BIOLOGY/
THREE OR FOUR CREDITS.

Major, Minor, Elective credit. Prerequisites: BIO 100 or its equivalent and consent of the instructor. Selected topics in advanced biological study.

391. JUNIOR SEMINAR/ONE CREDIT

Required of all junior majors. Major credit. Prerequisites: BIO 100 or its equivalent and either BIO 202, 203 or consent of the instructor. 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, Elective credit. Prerequisites: BIO 100 or its equivalent and either BIO 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, Elective credit. Prerequisites: BIO 100 or its equivalent and one of BIO 301, 310 and 312, pre- or co-requisite: CHM 303. 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. Lab fee. Offered alternate Spring Terms.

411. ECOLOGY/FOUR CREDITS

Major, Minor, Elective credit. Prerequisites: BIO 100 or its equivalent and one of BIO 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. Lab fee. Offered alternate Fall Terms.

420. HISTOLOGY/FOUR CREDITS

Major, Minor, Elective credit. Prerequisites: one of BIO 100 or its equivalent and either BIO 202 or 203 or consent of the instructor. 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. Lab fee.

480. RESEARCH METHODS IN BIOLOGY/
THREE CREDITS

Major, Minor, Elective credit. Prerequisites: BIO 100 or its equivalent, junior or senior class standing, and completion of one biology course at the 300 or 400 level. This course fulfills the research requirement for the biology major. This course introduces students to scientific research from both philosophical and practical perspectives. Activities include reading and discussions of philosophical approaches to science and biology and research project design and criticism.

481. INTERNSHIP IN BIOLOGY/
THREE OR FOUR CREDITS

Elective credit. Not accepted for major or minor credit. Prerequisites: BIO 100 or its equivalent and consent of instructor. A special course to afford the student practical work experience for academic credit. Open to juniors and seniors with an adequate background in biology. A journal and oral report of the internship are required. Credit and work to be arranged according to the experience desired. Pass/fail grading.

485. RESEARCH/ONE TO FOUR CREDITS

Major, Minor, Elective credit. Prerequisite: BIO 100 or its equivalent and consent of the instructor. A special course to allow the student to pursue a research project. May be repeated for a maximum of six credit hours. Lab fee.

490. DIRECTED INDEPENDENT STUDY IN SPECIAL
TOPICS/ONE TO FOUR CREDITS

Major, Minor, Elective credit. Maximum of 4 credit hours allowed for major credit. Prerequisites: BIO 100 or its equivalent and consent of the instructor. 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. Prerequisite: BIO 391 or consent of the instructor. 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. Writing intensive and capstone.

497. HONORS/THREE CREDITS

Major credit. Prerequisite: BIO 100 or its equivalent, senior class standing, approval by the department, and consent of the instructor. This course is for qualified students pursuing honors in biology. Students perform independent research and write a thesis under the direction of a biology faculty member.

BACHELOR OF SCIENCE WITH A CHEMISTRY MAJOR

PROGRAM OUTCOMES OF THE CHEMISTRY PROGRAM:

Through completion of the Bachelor's Degree in Chemistry, our graduates will

1. acquire an intermediate understanding of the fundamental chemical principles and integrate these principles from the major areas of chemistry (analytical chemistry, inorganic chemistry, organic chemistry, and physical chemistry).
2. acquire laboratory skills in chemistry.
3. develop communication skills in written and oral forms that are appropriate for chemists.
4. engage in the scientific process, demonstrating an advanced understanding of research, methods, and analysis.

The Bachelor of Science degree with a major in chemistry requires a minimum of 41 credit hours of course work in chemistry.

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

REQUIRED COURSES

CHM 201: General College Chemistry	4 hours
CHM 202: General College Chemistry	4 hours
CHM 251: Quantitative Analysis.....	4 hours
CHM 303: Organic Chemistry.....	4 hours
CHM 304: Organic Chemistry.....	4 hours
CHM 315: Physical Chemistry.....	4 hours
CHM 316: Physical Chemistry.....	4 hours
CHM 410: Instrumental Analysis.....	4 hours
CHM 405: Junior Seminar	1 hour
CHM 407: Senior Seminar	2 hours
Chemistry Electives	6--8 hours

ADDITIONAL REQUIREMENTS:

PHY 251: Essentials of Physics I.....	4 hours
PHY 252: Essentials of Physics II	4 hours
MTH 120: Calculus I.....	3 hours
MTH 210: Calculus II.....	3 hours
MTH 220: Calculus III.....	3 hours

TOTAL HOURS FOR BACHELOR OF SCIENCE WITH A CHEMISTRY MAJOR..... 58–60 hours

BACHELOR OF ARTS WITH A CHEMISTRY MAJOR

The Bachelor of Arts degree with a major in chemistry consists of a minimum of 33 hours of course work in chemistry, as well as some additional requirements.

REQUIRED COURSES

CHM 201: General College Chemistry.....	4 hours
CHM 202: General College Chemistry.....	4 hours
CHM 251: Quantitative Analysis.....	4 hours
CHM 303: Organic Chemistry.....	4 hours
CHM 304: Organic Chemistry.....	4 hours
CHM 315 or 320: Physical Chemistry	4 hours
CHM 405: Junior Seminar	1 hour
CHM 407: Senior Seminar.....	2 hours
Chemistry Electives	6 hours

ADDITIONAL REQUIREMENTS

PHY 241: Elements of Physics I	4 hours
PHY 242: Elements of Physics II.....	4 hours
Choose one from the following:.....	3 hours
MTH 115: Survey of Calculus	
MTH 120: Calculus and Analytical Geometry	

TOTAL HOURS FOR BACHELOR OF ARTS WITH A CHEMISTRY MAJOR 44 hours

THE CHEMISTRY MINOR

A chemistry minor requires 23-24 credit hours of course work in chemistry (6 courses). The program of study is as follows:

CHM 201: General College Chemistry.....	4 hours
CHM 202: General College Chemistry.....	4 hours
CHM 251: Quantitative Analysis.....	4 hours
CHM 303: Organic Chemistry.....	4 hours
Chemistry Electives	7-8 hours
CHM 304: Organic Chemistry.....	4 hours
CHM 311: Environmental Chemistry.....	4 hours
CHM 315: Physical Chemistry or CHM 320: Short course in Physical Chemistry	4 hours
CHM 316: Physical Chemistry II	4 hours
CHM 402: Advanced Organic Chemistry	3 hours
CHM 403: Advanced Inorganic Chemistry.....	3 hours
CHM 410: Instrumental Analysis.....	4 hours
CHM 415: Biochemistry.....	4 hours
CHM 416: Biochemistry.....	4 hours

TOTAL HOURS FOR A CHEMISTRY MINOR.....23-24 HOURS

Internship and research courses may not be included in the total hours for the minor.

BACHELOR OF SCIENCE WITH A BIOCHEMISTRY MAJOR

The Bachelor of Science degree with a major in biochemistry is based upon the recommendations of the American Society for Biochemistry and Molecular Biology and requires 35 credit hours of chemistry, 16 credit hours of biology, 8 credit hours of physics, and 6 credit hours of mathematics. All biochemistry majors are required to participate in a research project as evidence that they understand the scientific method.

PROGRAM OUTCOMES OF THE BIOCHEMISTRY PROGRAM:

Through completion of the Bachelor's Degree in Biochemistry, our graduates will

1. acquire an intermediate understanding of fundamental biochemical principles and integrate these with principles from major areas of chemistry (analytical chemistry, inorganic chemistry, organic chemistry, and physical chemistry) and biology (cellular biology, organismal biology, genetics and molecular biology.
2. acquire laboratory skills in biochemistry.
3. develop communication skills in written and oral forms that are appropriate for biochemists.
4. engage in the scientific process, demonstrating an advanced understanding of research, methods, and analysis.

REQUIRED CHEMISTRY COURSES

CHM 201: General College Chemistry	4 hours
CHM 202: General College Chemistry.....	4 hours
CHM 251: Quantitative Analysis.....	4 hours
CHM 303: Organic Chemistry.....	4 hours
CHM 304: Organic Chemistry.....	4 hours
CHM 315 or 320: Physical Chemistry	4 hours
CHM 415: Biochemistry.....	4 hours
CHM 416: Biochemistry.....	4 hours
CHM 405: Junior Seminar.....	1 hour
CHM 407: Senior Seminar	2 hours

REQUIRED BIOLOGY COURSES

4 courses.....	16 hours
One or two courses from	
BIO 100: Concepts in Biology	
BIO 202: General Zoology	
BIO 203: General Botany	
BIO 210 Cell Biology	
Two or three courses from	
BIO 301: Genetics	
BIO 312: Microbiology	
BIO 408: Molecular Biology	

ADDITIONAL REQUIREMENTS:

PHY 251: Essentials of Physics I.....	4 hours
PHY 252: Essentials of Physics II	4 hours

MTH 120: Calculus I.....	3 hours
MTH 210: Calculus II	3 hours

TOTAL HOURS FOR THE BACHELOR OF SCIENCE WITH A BIOCHEMISTRY MAJOR..... 65 hours

Statistics, computer science, and additional math courses are recommended for majors in chemistry and biochemistry, but are not required.

Majors desiring certification to teach must include CHM 311, CHM 403, CHM 415, BIO 202 or 203 plus four more hours in biology, and specific courses in education in their program.

Students may also double major in Biology and Biochemistry.

COURSES OF INSTRUCTION IN CHEMISTRY

*105. SPECIAL TOPICS IN CHEMISTRY/ THREE OR FOUR CREDITS

GEP, Elective credit, with some offerings eligible for major or minor credit. Lecture- only courses will be offered for three credit hours. Four hour course will have a laboratory. Selected topics in introductory level chemistry.

*140 FRANKENFOOD AND YOU/THREE CREDITS

GEP, Elective credit. Not accepted for major or minor credit. The science, history, politics and sociology of genetically modified food will be reviewed. Students will build from the biochemistry of these technologies a basis for evaluating their use and the policies that govern their use. This information will be applied to related science based issues.

*150. CONCEPTS OF CHEMISTRY/FOUR CREDITS

GEP credit. 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. Lab Fee.*

*125. FIRST- YEAR SEMINAR THE CHEMISTRY OF ENVIRONMENTAL ISSUES/THREE CREDITS

GEP, Elective credit. The purpose of this course is to expose first-year students to the chemistry involved in current environmental issues. We will explore not only the application of chemistry to technological solutions for these issues but also the ethical and societal implications of their use. Special emphasis is given to cultivating critical thinking, effective speaking, and writing skills. Such a course is required for all first-year students and may be taken with the corresponding Student Success Seminar.

*160. INTRODUCTION TO GEOLOGY/
FOUR CREDITS

GEP credit. 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 are part of the course. 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. Lab fee.*

*199H. FRESHMAN HONORS SEMINAR/
FOUR CREDITS

GEP credit. 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. Lab fee.*

*201-202. GENERAL COLLEGE CHEMISTRY/
EIGHT CREDITS

GEP credit. Required for major and minor. Prerequisite or Co-requisite: Math 110 or permission of the instructor. 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. *Grade of C- or better is required for advancement to CHM 202. Lecture and laboratory. Lab fee. Quantitative GEP requirement.*

*251. QUANTITATIVE ANALYSIS/FOUR CREDITS

Major, Minor credit. Prerequisite: CHM 202. A study of the principles, methods, and applications of quantitative analysis including some instrumental techniques. *Offered during January Term. Lecture and laboratory. Lab fee. Quantitative GEP requirement.*

*299H. INTERDISCIPLINARY HONORS COURSE

GEP, Major, Elective credit. This course is team taught by members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office.

303-304. ORGANIC CHEMISTRY/EIGHT CREDITS
Major, Minor credit. Prerequisite: CHM 202. A systematic survey of the typical compounds of carbon. Study includes nomenclature, reactions, synthesis and mechanisms. *Lecture and laboratory. Lab fee.*

311. ENVIRONMENTAL CHEMISTRY/FOUR CREDITS
Major, Minor, or Elective credit. Prerequisites: CHM 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. Offered during Spring Term in alternate years. Lab Fee.*

*315-316. PHYSICAL CHEMISTRY/EIGHT CREDITS
Major, Minor, or Elective credit. Either CHM 315 or 320 is required for the chemistry and biochemistry majors. Prerequisites: CHM 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. Lab fee. Offered in alternate years. Quantitative GEP requirement.*

*320. A SHORT COURSE IN PHYSICAL
CHEMISTRY/FOUR CREDITS

Major, Minor or Elective credit. Either CHM 315 or 320 is required for the chemistry and biochemistry majors. Prerequisites: CHM 201-202, physics, and calculus. A course covering the basic areas of gas laws, thermodynamics, kinetics, and molecular structure and energies. This course is not as in-depth as is CHM 315-316, but does include more emphasis on biological applications than does CHM 315-316. Cannot be taken along with CHM 315-316. *Lecture and laboratory. Lab Fee. Offered in alternate years. Quantitative GEP requirement.*

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. Capstone.*

407. SENIOR SEMINAR/TWO CREDITS

Required of all majors in the senior year. Not accepted for minor credit. *Offered during Spring Term. Capstone. Writing Intensive.*

*410. INSTRUMENTAL ANALYSIS/FOUR CREDITS

Major, Minor, or Elective credit. Prerequisites: CHM 251 and 303-304. A course that 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, atomic emission and absorption spectroscopy, and electroanalytical methods. *Lecture (2 hours/week) and laboratory (6 hours/week). Lab Fee. Offered in alternate years. Quantitative GEP requirement.*

415, 416. BIOCHEMISTRY/EIGHT CREDITS

Major, Minor, or Elective credit. May be used for biology major credit. Prerequisite: CHM 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. Lab fee. 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. Lab fee.*

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.*

THE PHYSICS MINOR

A physics minor requires 22 hours of course work in physics, not including 100 level courses.

REQUIRED COURSES

PHY 251: Essentials of Physics I4 hours
PHY 252: Essentials of Physics II.....4 hours
PHY 331: Modern Physics I.....3 hours
PHY 332: Modern Physics II.....3 hours
Two terms of PHY 310: Laboratory
 in Modern Physics.....2 hours
Additional Physics Electives6 hours

Total Hours for a Physics Minor22 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 BAD/ECN 300 or PSY 303.

COURSES OF INSTRUCTION IN PHYSICS

*125. FIRST-YEAR SEMINAR/THREE CREDITS

First-Year Seminars (FYS) constitute a common and academically significant experience in a student's first year at Converse. All incoming first-year students are required to take a 3 credit-hour FYS course in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with a common course number (except designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are elements of the course.

*140. CONCEPTS OF PHYSICS/FOUR CREDITS

GEP credit. A survey of some of the major concepts in physics. Designed for the nonscientist with limited background in mathematics. *Lectures and laboratory. Lab fee.*

*143. ASTRONOMY/FOUR CREDITS

GEP credit. A course in descriptive astronomy in which emphasis is placed upon the basic principles involved. *Lectures and laboratory. Lab fee. Offered yearly. Quantitative GEP requirement.*

***153. ASTRONOMY OF ANCIENT CULTURES/
FOUR CREDITS**

GEP credit. Students will explore the astronomy and cosmology of different cultures including those of Australian aborigines, Costa Rican indigenous tribes, Maya, Inca and the Egyptians. They will learn the fundamentals of naked eye astronomy and the methods used to learn about ancient astronomy.

***241. ELEMENTS OF PHYSICS I/FOUR CREDITS**

GEP credit. A course of mechanics, properties of matter, heat, and sound. *Lectures and laboratory. Lab fee. Offered yearly. Quantitative GEP requirement.*

***242. ELEMENTS OF PHYSICS II/FOUR CREDITS**

Minor, Elective credit. Prerequisite: PHY 241. Study of light, static and current electricity, magnetism, and modern physics. *Lectures and laboratory. Lab fee. Offered yearly. Quantitative GEP requirement.*

***251. ESSENTIALS OF PHYSICS I/FOUR CREDITS**

GEP credit. Minor, Elective credit. Prerequisite or co-requisite: MTH 120. This course studies mechanics, heat, and waves using calculus to derive relationships and find solutions to problems. It is required for all physics minors. *Lectures and laboratory. Lab fee. Offered yearly. Quantitative GEP requirement*

***252. ESSENTIALS OF PHYSICS II/FOUR CREDITS**

Minor, Elective credit. Prerequisite: MTH 120. 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. Lab fee. Offered yearly. Quantitative GEP requirement.*

280. SPECIAL PROBLEMS/ONE TO THREE CREDITS
Study in the area of a student's special interest. *Offered on demand. Quantitative GEP requirement depending on topic.*

***299H. INTERDISCIPLINARY HONORS COURSE**

GEP, Elective credit. This course is team taught by members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office. *Quantitative GEP requirement depending on topic.*

***310. LABORATORY IN MODERN PHYSICS/
ONE CREDIT PER TERM**

Minor credit. An advanced laboratory taken in conjunction with PHY 331 and 332. *Offered on demand. Quantitative GEP requirement.*

***331. MODERN PHYSICS I/THREE CREDITS**

Minor credit. Prerequisites: PHY 242 or 252, MTH 120. A study of relativity and quantum theory with applications in atomic physics. *Offered on demand. Quantitative GEP requirement.*

***332. MODERN PHYSICS II/THREE CREDITS**

Minor credit. Prerequisites: PHY 331, MTH 120. A study of nuclear structure and interaction. *Lectures and laboratory. Lab fee. Offered on demand. Quantitative GEP requirement.*

***411-412. SEMINAR/ONE CREDIT PER TERM**

Minor credit. Prerequisite: PHY 242 or 252. A study of various topics in physics. *Offered on demand. Quantitative GEP requirement*

***431. ANALYTICAL MECHANICS/THREE CREDITS**

Minor credit. Prerequisites: PHY 242 or 252, MTH 120. Study of statics and dynamics of particles and rigid bodies. Harmonic oscillations. *Offered on demand. Quantitative GEP requirement.*

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

JAMES A. HYMAS, *chair*, PETER H. BROWN, JEAN E. DUNBAR

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.

The General Education Program is a requirement for all degrees. The requirements listed below are approved for the Bachelor of Arts, Bachelor of Science and Bachelor of Fine Arts.

ENG 101.....	3 hours
Language and Culture.....	9 hours
MTH 108 or higher	3 hours
One course designated as	
Quantitative reasoning	3-4 hours
Health and Well-being Wellness	2 hours
Activity course	1-2 hours
Humanities	6 hours
Literature	3 hours
Fine Arts	6 hours
Natural Science.....	7-8 hours
Social Science.....	6 hours
Total	49-52 hours

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course
- Capstone experience.

For more information see the *GEP* requirements in this catalog.

A student completing the Bachelor of Arts with a mathematics major must take a minimum of 35 credit hours of course work above MTH 115.

REQUIRED COURSES

MTH 120: Calculus and Analytic Geometry I.....	3 hours
MTH 210: Calculus and Analytic Geometry II	3 hours
MTH 220: Calculus and Analytic Geometry III.....	3 hours
MTH 351: Linear Algebra	3 hours
MTH 413: Algebraic Structures	3 hours
MTH 499: Senior Seminar	1 hour
CSC 201: Introduction to Computing	4 hours
MTH Elective.....	15 hours

TOTAL HOURS FOR BACHELOR OF ARTS WITH A MATHEMATICS MAJOR 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.

THE MATHEMATICS MINOR

A minor in mathematics consists of any 24 hours of mathematics credit excluding MTH 108. 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.

COURSES OF INSTRUCTION

***108. FINITE MATHEMATICS/THREE CREDITS**
GEP credit. A study of selected topics from finite mathematics. The topics may include probability, statistics, systems of linear equations, linear programming and the mathematics of finance. *Offered most terms. Quantitative GEP requirement.*

***110. ELEMENTARY FUNCTIONS/THREE CREDITS**
GEP credit. 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 most terms. Quantitative GEP requirement.*

***113. INTRODUCTION TO STATISTICS/
FOUR CREDITS**
GEP credit. Prerequisite: High School Algebra. This course will provide a comprehensive introduction to the models and methods used in statistics. *Quantitative GEP requirement.*

***115. SURVEY OF CALCULUS/FOUR CREDITS**

GEP, Minor credit. 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 in January Term. Quantitative GEP requirement.*

***120. CALCULUS AND ANALYTIC GEOMETRY I/ THREE CREDITS**

GEP, Major, Minor, Elective credit. Prerequisite: MTH 110, or equivalent. A study of the differential and integral calculus. *Offered Fall and Spring Terms. Quantitative GEP requirement.*

***125. FIRST-YEAR SEMINAR/THREE CREDITS**

First-Year Seminars (FYS) constitute a common and academically significant experience in a student's first year at Converse. All incoming first-year students are required to take a 3 credit-hour FYS course in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with a common course number (except designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are elements of the course.

***205. DISCRETE MATHEMATICS/ THREE CREDITS**

Major, Minor, Elective credit. Prerequisites: CSC 201 and MTH 110 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. Quantitative GEP requirement.*

***210. CALCULUS AND ANALYTIC GEOMETRY II/ THREE CREDITS**

GEP, Major, Minor, Elective credit. Prerequisite: MTH 120, or equivalent. A continuation of MTH 120. *Offered every year. Quantitative GEP requirement.*

***220. CALCULUS AND ANALYTIC GEOMETRY III/ THREE CREDITS**

GEP, Major, Minor, Elective credit. Prerequisite: MTH 210, or equivalent. A continuation of MTH 210. *Offered every year. Quantitative GEP requirement.*

***299H. INTERDISCIPLINARY HONORS/ THREE CREDITS**

GEP, Major, Elective credit. This course is team taught by members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering

for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office. *Quantitative GEP requirement.*

***301. MATHEMATICS OF GAMES AND GAMBLING/ FOUR CREDITS**

Major, Elective credit. Prerequisite: Permission of the instructor. This course is a study of the mathematics involved in games of chance and gambling. Topics in probability, statistics and combinatorics will be covered. *Offered on demand in January Term. Quantitative GEP requirement.*

***303. NUMBER THEORY/THREE CREDITS**

Major, Minor, Elective credit. 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. Quantitative GEP requirement.*

***311. SURVEY OF GEOMETRY/THREE CREDITS**

Major, Minor, Elective credit. Prerequisite: Consent of the instructor or MTH 351. A study of the foundation of Euclidean and non-Euclidean geometry. *Offered alternate years. Quantitative GEP requirement.*

***315. MATHEMATICAL SOFTWARE/ FOUR CREDITS**

Major, Elective credit. Prerequisite: MTH 120 or permission of the instructor. This course will introduce the student to the various mathematical software packages that are commercially available. *Lectures and laboratory. Cross-listed with CSC 315. Quantitative GEP requirement.*

***330. INTRODUCTION TO NUMERICAL ANALYSIS/ THREE CREDITS**

Major, Minor, Elective credit. See CSC 330. *Offered on demand. Quantitative GEP requirement.*

***340. INTRODUCTION TO GRAPH THEORY/ FOUR CREDITS**

Major, Minor, Elective credit. Prerequisite: MTH 351 or permission of the instructor. This course is an introduction to a relatively new area of mathematics study. A diverse collection of applications includes operations research, sociology and chemistry. An introduction to mathematical proofs is included, and various proof techniques are illustrated while developing the theory itself. *Offered on demand in January Term. Quantitative GEP requirement.*

***351. LINEAR ALGEBRA/THREE CREDITS**

Major, Minor, Elective credit. 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. Quantitative GEP requirement.*

***400. REAL ANALYSIS/THREE CREDITS**

Major, Minor, Elective credit. Prerequisite: MTH 220. A study of selected topics from real analysis. *Offered on demand. Quantitative GEP requirement.*

***410. DIFFERENTIAL EQUATIONS/
THREE CREDITS**

Major, Minor, Elective credit. Prerequisite: MTH 220 or consent of the instructor. A study of differential equations and their physical applications. *Offered alternate years. Quantitative GEP requirement.*

***413. ABSTRACT ALGEBRA/THREE CREDITS**

Major, Minor, Elective credit. Prerequisite: MTH 210. A study of groups, rings, integral domains, and fields. *Offered alternate years. Quantitative GEP requirement.*

***423. PROBABILITY AND STATISTICS/
THREE CREDITS**

Major, Minor, Elective credit. Prerequisite: MTH 210, or equivalent. A study of probability, distributions, sampling distribution theory, and estimation. *Offered alternate years. Quantitative GEP requirement.*

***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. Quantitative GEP requirement.*

***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. Quantitative GEP requirement.*

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. Quantitative GEP requirement. Capstone.*

COMPUTER SCIENCE

THE COMPUTER SCIENCE MINOR

The department offers a *Minor* in computer science. The minor consists of 20 credit hours. The requirements for a minor in computer science are as follows:

CSC 201: Introduction to Computing 4 hours

CSC 202: Data Structures 4 hours

CSC 305: Database Design..... 3 hours

CSC Electives - Choose from the following: .9 hours

CSC 280H: Computers and Society

CSC 290: Software Workshops

CSC 304: Visual Basic Programming

CSC 321: Essential Architectures I

CSC 322: Essential Architecture II

CSC 330: Introduction to Numerical Analysis

CSC 350: Principles of Programming Languages

CSC 355: Computer Graphics

CSC 392: Software Development

CSC 400: Special Topics in Computer Science

CSC 430: Theory of Computation

CSC 440: Algorithm Analysis

MTH 205: Discrete Mathematics

ECN/BAD 300: Descriptive and Inferential

Statistics

or PSY 303: Social Statistics

Total Hours for Computer Science Minor . 20 hours

No more than 3 hours in CSC 290 may count towards the electives in the computer science minor. CSC 450: Programming Internship, and CSC 460: Data Processing Internship may not count for minor credit.

COURSES OF INSTRUCTION

101. COMPUTER LITERACY/THREE CREDITS

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.*

***125. FIRST-YEAR SEMINAR/THREE CREDITS**

First-Year Seminars (FYS) constitute a common and academically significant experience in a student's first year at Converse. All incoming first-year students are required to take a 3 credit-hour FYS course in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with a common course number (except designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are elements of the course.

***199H. 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. Quantitative GEP requirement.*

***201. INTRODUCTION TO COMPUTING/
FOUR CREDITS**

Minor, Elective credit. Prerequisite: MTH 108 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. *Quantitative GEP requirement.*

***202. DATA STRUCTURES/FOUR CREDITS**

Minor, Elective credit. Prerequisite: 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. Quantitative GEP requirement.*

***208. DATA FOR BUSINESS/ THREE CREDITS**

GEP, Elective credit. No pre-requisites. This course covers the use of spreadsheets and databases to process and analyze data in a business context. The emphasis is not on simple calculation, but on using data, including large data sets, to generate insight. *Quantitative GEP requirement. CSC minor credit.*

***209. SPREADSHEETS IN DEPTH/THREE CREDITS**

Elective credit. Using examples from a variety of disciplines, students will learn the use of spreadsheets in support of work in the sciences, the social sciences, or business. Among the topics covered will be basic spreadsheet operations; spreadsheet formulas; graphing for communications and clarity; and the proper use of spreadsheets for basic statistical analysis. *Quantitative GEP requirement. Offered every fall.*

235. WEB APPLICATIONS I/ THREE CREDITS

Minor. Prerequisite: CSC 201 or permission of instructor. This course provides a solid introduction to the

client-side programming of Web applications. The first part will focus on Web design: markup languages (such as HTML and XHTML) and controlling presentation (such as CSS). This part does not require any programming background. The second part will focus on creating dynamic Web content using small programs embedded in Web pages. The course will introduce a scripting language executed within the Web browser, and cover the use of that scripting language to create dynamic, interactive Web pages. *Offered in the fall.*

***280H. COMPUTERS AND SOCIETY/
FOUR CREDITS**

Humanities GEP credit, Elective credit. A study of the societal effects of the rise of computing technology, centering on the ethical implications of several currently controversial issues. The course is built around discussions and papers. *Writing Intensive.*

***290. SOFTWARE WORKSHOP/ ONE CREDIT**

Minor, 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. Quantitative GEP requirement.*

***299H. INTERDISCIPLINARY HONORS COURSE**

GEP, Elective credit. This course is team taught by members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office. *Quantitative GEP requirement.*

***304. VISUAL BASIC PROGRAMMING/
THREE CREDITS**

Elective credit. Prerequisite: CSC 202. An introduction to developing applications using Visual Basic. This course is designed to show how to analyze problems, design solutions, and implement applications that use Visual Basic. *Quantitative GEP requirement.*

***305. DATABASE DESIGN/THREE CREDITS**

Minor, Elective credit. Prerequisite: CSC 201 or equivalent. Fundamental principles of database models and database management systems design, implementation, and application. *Quantitative GEP requirement.*

***315. MATHEMATICAL SOFTWARE/
FOUR CREDITS**

Elective credit. Prerequisite: MTH 120 or permission of the instructor. This course will introduce the student to the various mathematical software packages that are commercially available. *Lectures and laboratory. Quantitative GEP requirement.*

**321. ESSENTIAL ARCHITECTURES I: COMPUTER ORGANIZATION AND OPERATING SYSTEMS/
THREE CREDITS**

Minor credit. Prerequisite: CSC 202, equivalent or permission of the instructor. This course provides a solid introduction to the fundamental hardware architecture of computers in common use, and an introduction to basic operating systems concepts. Computer-architecture concepts covered include assembly language, numeric representations, addressing techniques, and subroutines. Operating-systems concepts covered include basic operating-systems structures, processes and process control, and inter-process communication.

**322. ESSENTIAL ARCHITECTURES II: OPERATING SYSTEMS AND NETWORKING/
THREE CREDITS**

Minor credit. Prerequisite: CSC 321 or permission of the instructor. This course continues the introduction to operating systems begun in CSC321, and adds coverage of the basic building blocks of computer networks. Operating-systems concepts covered include scheduling, synchronization, memory management, and security. Networking concepts covered include the layered model of networking, switching, error correction and flow control, addressing and datagrams, routing, the Domain Name System, major protocols (TCP, UDP, ICMP) and performance issues.

***330. INTRODUCTION TO NUMERICAL ANALYSIS/
THREE CREDITS**

Elective credit. Prerequisites: CSC 201 and MTH 351. 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 round off 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. *Quantitative GEP requirement.*

***350. PRINCIPLES OF PROGRAMMING LANGUAGES/
THREE CREDITS**

Minor, Elective credit. 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. *Quantitative GEP requirement.*

355. COMPUTER GRAPHICS/THREE CREDITS

Minor. Prerequisite: CSC 202 or permission of the instructor. This course offers a hands-on introduction to 3-D computer graphics, including modeling, viewing transformations, lighting and color theory, interactivity using events and callbacks, and animation.

***392. SOFTWARE DEVELOPMENT/
THREE CREDITS**

Minor, Elective credit. Prerequisite: CSC 202. Combines a range of topics integral to the design, implementation, and testing of a medium-scale software system with the practical experience of implementing such a project as a member of a programmer team. In addition to material on software engineering, this course also includes material on professionalism and ethical responsibilities in software development and human-computer interaction. *Quantitative GEP requirement.*

***400. SPECIAL TOPICS IN COMPUTER SCIENCE/
ONE TO THREE CREDITS**

Minor credit. Prerequisite: Consent of instructor. Each offering will deal with a topic selected from various fields of computer science. *Quantitative GEP requirement depending on the topic.*

***430. THEORY OF COMPUTATION/
THREE CREDITS**

Minor, Elective credit. 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. *Quantitative GEP requirement.*

***440. ALGORITHM ANALYSIS/THREE CREDITS**

Minor, Elective credit. 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. *Quantitative GEP requirement.*

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. *Pass/fail grading.*

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. *Pass/fail grading.*

*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. Quantitative GEP requirement depending on topic.*

ENGINEERING

101. FUNDAMENTALS OF ENGINEERING ANALYSIS/FOUR CREDITS

Major: Engineers are creative problem solvers. They apply various aspects of math and the physical sciences to resolve technical issues, taking into account a wide range of specifications. They are frequently asked to lead or be part of multi-disciplinary teams where good communication skills are essential. The objectives of this course are to: introduce students to engineering analysis and design techniques; introduce the teamwork approach to engineering, and to let students work on engineering type problems in a team setting.

Converse Clemson Dual-Degree Program

Students enrolled in a liberal arts or science program at Converse who wish to prepare for a career in engineering may, upon successful completion of an approved three-year pre-engineering curriculum, transfer to Clemson University to complete requirements for the Bachelor of Science degree in an engineering curriculum from Clemson and the Bachelor of Arts (or Science) degree from Converse.

The College of Engineering and Science at Clemson recommends a program of pre-engineering study to include the general education courses required by an engineering curriculum. The details of the program and the understanding are as follows:

1. During the first three terms at Converse, the student participating in the pre-engineering program must complete and send to the Associate Dean of the College of Engineering and Science at Clemson University the form "Intention to Pursue the Dual Degree Program at Clemson University." The Associate Dean at Clemson will appoint an academic advisor for the student and will forward the name and address of the appointed advisor to the student and to the Converse pre-engineering program director.
2. A three-year pre-engineering program of study will be developed by the Converse faculty in consultation with the Clemson Associate Dean of Engineering and Science from courses offered at Converse. This program of study shall include the general education courses required by Converse and by the engineering curricula at Clemson. A list of basic course requirements recommended by Clemson may be obtained from the pre-engineering program director. However, the specific course requirements to best prepare and facilitate progress toward graduation varies with engineering major. Specific pre-engineering programs recommended for various Clemson engineering majors are available at www.clemson.edu/ces/psu/trans_dual.html.
3. The total study program at Converse shall include a minimum of 90 semester hours. Dual-degree candidates shall complete all basic requirements at Converse for the Bachelor of Arts or the Bachelor of Science degree before transfer to Clemson.
4. The student will apply to the Clemson University Office of Admissions after completion of the second academic year at Converse. A student with grades no lower than "C" in all courses in the pre-engineering program, and a grade point average of at least 2.5/4.0, is assured of admission into the Clemson engineering program of her choice. Students not meeting these requirements will be considered for admission under Clemson's general transfer student admissions standards. Prior to enrollment at Clemson, the student must be certified by the Converse College academic official as having satisfactorily completed the academic requirements of Converse as stated above.
5. Credit for courses in the approved pre-engineering program at Converse College

and passed with a grade of “C” or higher will be transferred to Clemson University. It shall be the joint responsibility of the Clemson University and Converse College academic advisors to coordinate the transfer equivalency of the Clemson and Converse courses in the pre-engineering program.

6. Upon completion of an engineering curriculum at Clemson University, the student will be awarded a Bachelor of Science degree in an engineering discipline from Clemson. Converse students enrolled in this program will receive their Converse Bachelor of Arts or Bachelor of Science degree after completing a minimum of 90 hours of study at Converse, a total of 120 hours of study combined at Converse and Clemson, and the General Education and major program requirements of Converse as specified by Converse. The student must apply to the Converse College Registrar for her diploma.
7. Converse College will provide academic advising to assist students in the pre-engineering program with all matters related to their transfer to Clemson University. The Associate Dean of Engineering and Science, or duly appointed representative, at Clemson University will cooperate in the advising of these students. While advice and counsel will be offered, the final responsibility with regard to transfer remains with the student.
8. Pre-engineering students at Converse will be encouraged to attend summer school at Clemson (or another engineering college) and take certain basic engineering courses in order to ease the transition into engineering coursework and facilitate timely completion of the engineering program. A list of recommended courses for each Clemson University engineering program is maintained at www.clemson.edu/ces/psu/trans_dual.html.
9. Conferences between the Clemson University engineering and Converse College pre-engineering advisors will be held regularly to review the curricula and all matters related to the dual-degree agreement.
10. Dual-degree candidates from Converse College are eligible to seek Bachelor of Science degree in the following majors at Clemson University: Biosystems Engineering, Computer Engineering, Chemical Engineering, Electrical Engineering, Ceramic and Materials Engineering, Industrial Engineering, Civil Engineering and Mechanical Engineering.

THE SCHOOL OF EDUCATION AND GRADUATE STUDIES

Department of Education (pages 106–119)

THE SCHOOL OF EDUCATION AND GRADUATE STUDIES

DEPARTMENT OF EDUCATION

LISA SCHOER, *chair*, ANSLEY H. BOGGS, D. WAYNE CHESER, KATHY GOOD, *Dean*, JULIE JONES, KELLY MAGUIRE, DELIA MALONE, THOMAS R. McDANIEL, SHERYL MOSS, MARGARET PARK, TERRELL S. TRACY, SUSAN WASHBURN

THE IDEAL EDUCATOR

Converse College designed its professional education courses to help the student meet the goals established in the Conceptual Framework. That framework follows from the *Founder's Ideal*, in which Dexter Edgar Converse said his desire was that Converse students “may be enabled to see clearly, decide wisely, and to act justly.” Those three ideas are at the heart of the Conceptual Framework and guide instruction in all Converse professional education courses, both undergraduate and graduate. These ideas define our concept of *The Ideal Educator*.

The Institutional Standards

Professional education courses and experiences, combined with liberal arts courses, promote the acquisition of knowledge, skills, and dispositions essential for *The Ideal Educator*. These learning outcomes embody the following “Institutional Standards” that the instructional program meets.

The Ideal Educator:

1. Demonstrates knowledge of and respect for individual differences by differentiating instruction for the diverse needs of all learners.
2. Demonstrates knowledge of and competence in innovative instructional strategies.
3. Demonstrates knowledge of content and standards by integrating them into planning and instruction.
4. Demonstrates knowledge of technology and the value of its use by integrating it into a variety of areas.
5. Demonstrates knowledge of and competence in assessment and evaluation of students, instruction, and self through the utilization of informal and formal methods.
6. Demonstrates skills in management.
7. Demonstrates a positive attitude toward professionalism.

The Department of Education is the central undergraduate home for teacher education programs in The School of Education and Graduate Studies. The School is the Professional Education Unit overseeing all teacher preparation programs at Converse College. The Department of Education offers the Bachelor of Arts degree in the following teacher education programs: art (PK–12), early childhood (PK–3), elementary (2–6), comprehensive special education (PK–12), deaf and hard of hearing

(PK–12), intellectual disabilities (PK–12), learning disabilities (PK–12), English (9–12), mathematics (9–12), science (biology or chemistry) (9–12), and social studies (9–12). The Department of Music Education and Therapy offers the Bachelor of Music degree in music education (choral and instrumental) (PK–12). This degree has a specific course of study. Details are in the *Petrie School of Music Student Handbook* and the *Undergraduate Catalog*. The Department of Art and Design offers the Bachelor of Arts in Art Education (PK–12). Details are in the *Undergraduate Catalog*. 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 on the secondary level complete a 30-hour minor (32 for science teachers) in secondary education to complement appropriate liberal arts major.

The teacher education certification program prepares students to become well-qualified teachers and certified professionals. These students follow the teacher education program as outlined in the *Teacher Education Handbook* found on the Converse College website. Student teaching is the capstone experience for all teacher education programs.

All education majors must take the CORE PRAXIS (or have qualifying SAT/ACT scores) and PRAXIS II examinations as well as the Principles of Learning and Teaching examination before graduation.

ADMISSION TO TEACHER EDUCATION

Teacher candidates should be familiar with the department website that contains descriptions of majors/minors, *The Teacher Education Handbook*, *the Clinical Experience Handbook*, *the Student Teaching Handbook*, important details, policies and announcements.

After completing 45 hours of course work, a student applies for admission to the Teacher Education Admission Program. The student must have at least 2.75 cumulative GPA for admission. In addition, the student must successfully complete the first major

clinical in their major program, pass the CORE PRAXIS exams or have qualifying SAT or ACT scores, complete the application and secure the approval of the Teacher Education Admission Committee. Resources are available to help a student prepare for the CORE PRAXIS exams. Admission to the Teacher Education Program is a prerequisite to enrolling in Benchmark II courses. For transfer students, Converse uses 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.

During the senior year students are eligible for a placement in student teaching. A student planning to student teach in the Fall Term of her senior year must submit her application by **March 1** of the junior year. A student planning to student teach in the Spring Term of her senior year must submit her student teaching application by **October 1** of the senior year. Only those students currently accepted in a degree program can be eligible for student teaching.

Other requirements prior to student teaching include an application for certification to the South Carolina State Department of Education and a FBI background check. Details about this application and other requirements are available on **the department webpage at www.converse.edu**, on the South Carolina State Department website: <https://ed.sc.gov> and from departmental staff. Generally, the applications for certification are due to the Education Department by December 1, a year in advance of Fall Term student teaching, and by May 1, a year in advance of Spring Term student teaching.

Passing scores on both the CORE PRAXIS and the appropriate PRAXIS II tests are among the requirements for certification. Because test requirements change, students should contact the State Department website: <https://ed.sc.gov> to be sure they register for the appropriate PRAXIS II test(s). Students must request that the Educational Testing Service submit their scores for CORE PRAXIS and PRAXIS II to Converse and to the South Carolina State Department of Education.

The General Education Program is a requirement for all degrees. The requirements listed below are approved for the Bachelor of Arts, Bachelor of Science and Bachelor of Fine Arts.

ENG 101	3 hours
Language and Culture	9 hours
MTH 108 or higher	3 hours
One course designated as	
Quantitative reasoning	3-4 hours
Health and Well-being Wellness	2 hours
Activity course	1-2 hours
Humanities	6 hours
Literature	3 hours
Fine Arts	6 hours
Natural Science.....	7-8 hours
Social Science	6 hours

Total **49-52 hours**

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course
- Capstone experience.

For more information see the *GEP* requirements in this catalog.

Course work in all major and *minor* teacher education programs includes instruction in the use of computer technology and software, Education and Economic Development Act, SC Academic Standards and SC Safe School Climate Act. Before student teaching, students must complete two sequential, incremental clinical experiences and ADEPT training. The two clinicals include at least 100 hours of participation. Teacher candidates complete work and projects throughout their major coursework aligned with the South Carolina SAFE-T dossier, including the Teacher Work Sample.

All states require completion of a program of general education for teacher certification. The requirements of these programs vary from state to state. The Converse GEP includes many of the requirements of other 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 department of education for complete and up-to- date information about teacher certification in states in which she may wish to teach.

BACHELOR OF ARTS WITH AN EARLY CHILDHOOD EDUCATION MAJOR

The early childhood major is a program for students interested in working with children in pre-kindergarten through third grade. This program leads to PK–3 certification in South Carolina. The early childhood major combines observations of young children, instructional methodology, program planning for PK–3 children, and information about the child’s social, emotional, physical, and intellectual development. All early childhood majors must take the PRAXIS II ECE exam prior to graduation. Teacher candidates should verify the code number of the South Carolina requirement, as they are subject to change.

Required courses: *Teacher candidates may only take courses in Benchmark I before being admitted to the Teacher Education Program. See the departmental webpage at converse.edu for a list of Benchmark courses and other important information.*

EDU 101: Clinical I: Reading and Language Arts	1 hours
EDU 102: Clinical II: Early Childhood	0 hours
EDU 303: Mathematics for the Elementary Child	3 hours
EDU 305: Behavior and Development of the Young Child	3 hours
EDU 307: Reading and Language Arts in Early Childhood Classrooms	3 hours
EDU 309: Literature for the Child	3 hours
EDU 360: Introduction to Education	3 hours
EDU 403: Methods and Materials for Early Childhood	3 hours
EDU 405: Curriculum for Early Childhood Education	3 hours
EDU 409: Elementary Curriculum	3 hours
EDU 412b: Directed Student Teaching	12 hours
SED 300: Introduction to Exceptional Learners	3 hours
PSY 380: Human Growth and Development	3 hours
Choose One:	
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 FOR BACHELOR OF ARTS WITH AN EARLY CHILDHOOD EDUCATION MAJOR	52 hours

Majors in early childhood must also complete two sequential, incremental clinicals. In the first clinical, EDU 101 they observe and work with an individual child in grades 1–2 on reading instruction. In the second clinical, EDU 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 clinicals.

BACHELOR OF ARTS WITH AN ELEMENTARY EDUCATION MAJOR

The program in elementary education produces well-qualified elementary teachers for grades 2–6 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. All elementary education majors must take PRAXIS II exams required by the state of South Carolina: 5015 Elementary Education: Instructional Practices and Application exam prior to graduation. The required exams are subject to change and teacher candidates should consult their program worksheet and their advisors with questions about the code numbers for correct exams.

Required courses: *Teacher candidates may only take courses in Benchmark I before being admitted to the Teacher Education Program. See the departmental webpage at converse.edu for a list of Benchmark courses and other important information.*

EDU 101: Clinical I: Reading	1 hour
EDU 103: Clinical II: Elementary	3 hours
EDU 301: Reading and Language Arts in the Elementary Classroom	3 hours
EDU 303: Mathematics for the Elementary Child	3 hours
EDU 309: Literature for the Child	3 hours
EDU 314: Science for the Child	3 hours
EDU 315: Social Studies for the Child	3 hours
EDU 336: Language Arts: Integrating Intermediate Reading and Writing	3 hours
EDU 360: Introduction to Education	3 hours
EDU 361: Curriculum Design and Classroom Management	3 hours
EDU 372: Diagnostic Reading	3 hours
EDU 409: Elementary Curriculum	3 hours
EDU 412a: Directed Student Teaching	12 hours
SED 300: Introduction to Exceptional Learners	3 hours
PSY 380: Human Growth and Development	3 hours
Choose one:	3 hours
ART 311: Art for the Child	
MUE 370: Music for the Child	
HPE 393: Health and Physical Education for Elementary Teachers	3 hours
TOTAL HOURS FOR BACHELOR OF ARTS WITH AN ELEMENTARY EDUCATION MAJOR	58 hours

Students in this major must complete all admission requirements for the Teacher Education Program and two sequential, incremental clinicals. In the first clinical, EDU 101, they observe and work with an individual child (usually in grades 1-2) on reading instruction. In the second clinical, EDU 103, they work with large group instruction in an elementary setting. The students’ transcripts will reflect the completion of these clinicals.

SECONDARY EDUCATION MINOR

The program in secondary education gives teacher candidates of grades 9–12 professional competence and allows them to meet varying certification requirements. A student may complete secondary education as a minor by taking a sequence of 30 (32 for science teachers) hours of approved courses in education and psychology. The secondary education teacher candidate must major in an appropriate academic area corresponding with the secondary school curriculum, i.e., biology, chemistry, English, mathematics, and for prospective social studies teacher candidates, either politics or history. Secondary education minors must complete the academic major requirements, all admission requirements for the Teacher Education Program, and the minor in education. Students interested in secondary teaching should declare their minor and meet with an education advisor in the Department of Education during their sophomore year. They must select a teaching area and follow a prescribed sequence of courses necessary for graduation and teacher certification. Beginning in 2011, all four methods courses and Clinical I that accompanies each will only be taught in Spring Term. EDU 425: Teaching of Reading in the Content Area and the corresponding Clinical II will only be taught in the fall. Teacher candidates must take the appropriate PRAXIS II exams before the completion of student teaching in order to complete the requirements for the minor. All teacher candidates pursuing certification in secondary education must meet with the designated minor adviser in the pertinent certification area.

Required courses: *Teacher candidates may take only courses in Benchmark I before being admitted to the Teacher Education Program. See the department webpage at converse.edu for a list of Benchmark courses and other important information.*

SED 300: Introduction to Exceptional Learners	3 hours
PSY 380: Human Growth and Development	3 hours
EDU 201: Clinical I: Secondary	3 hours
EDU 202: Clinical II: Content Reading	0 hours
EDU 360: Introduction to Education	3 hours
EDU 412c: Directed Student Teaching	12 hours
EDU 425: Teaching of Reading: Content Areas.	3 hours
One of the following courses appropriate for the certification area.....	3 hours
EDU: 331 Secondary Curriculum and Methods for Math	
EDU: 333 Secondary Curriculum and Methods for Science	
EDU: 334 Secondary Curriculum and Methods for Social Studies	
EDU: 335 Secondary Curriculum and Methods for English Language Arts	
Total Hours for Secondary Education Minor	30 Hours

Additional requirements for science education Minor:
 EDU 387: Laboratory Science Management (for prospective science teachers) 2 hours

Total Hours for Science Education minor 32 hours

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

BACHELOR OF ARTS WITH A COMPREHENSIVE SPECIAL EDUCATION MAJOR

The comprehensive special education block major, designed to prepare special education teacher candidates in grades PK–12, includes 69 hours of course work in intellectual disabilities, learning disabilities, emotional disabilities, and elementary education. Teacher candidates complete an approved program in intellectual disabilities and the add-on requirements for certification in the additional areas.

All comprehensive special education majors must take the PRAXIS II Core Content Knowledge exam and the PRAXIS II exam in each of the three areas of special education prior to graduation. Requirements for certification and add-on certification are subject to change, and teacher candidates should consult their program worksheets and their advisors with questions about the code numbers for correct exams.

Directed student teaching will be in intellectual disabilities or learning disabilities. It is particularly important that students who choose this major confer with the Education Department at the earliest possible date.

Required courses: *Teacher candidates may take only courses in Benchmark I before being admitted to the Teacher Education Program. See the department webpage at converse.edu for a list of Benchmark courses and other important information.*

SED 300: Introduction to Exceptional Learners	3 hours
SED 361: Language Development and Disabilities	3 hours
SED 376: Assessment of Exceptional Learners	3 hours
SED 380: Introduction to Intellectual Disabilities	3 hours
SED 382a: Clinical II: Practicum in Intellectual Disabilities	3 hours
SED 382b: Clinical II: Practicum in Learning Disabilities	3 hours

SED 382c: Clinical II: Practicum in Emotional Disabilities	3 hours
SED 386: Educational Procedures for Intellectual 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 405: Behavior and Classroom Management	3 hours
SED 412f or g: Directed Student Teaching	12 hours
EDU 101: Clinical I: Reading	1 hour
EDU 301: Reading and Language Arts in Elementary Classroom	3 hours
EDU 303: Mathematics for the Elementary Child	3 hours
EDU 314: Science for the Child	3 hours
EDU 315: Social Studies for the Child	3 hours
EDU 360: Introduction to Education	3 hours
EDU 378: Reading and Learning Strategies	3 hours
PSY 380: Human Growth & Development	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 FOR BACHELOR OF ARTS WITH A COMPREHENSIVE SPECIAL EDUCATION MAJOR 76 hours

Recommended Electives:

- PSY 204: Abnormal Psychology
- PSY 211: Behavior Modification
- PSY 236 Theories of Personality
- PSY 370: Child Abuse and Neglect
- ART 355: Survey of Art Therapy
- ART 380: Art Therapy Methods and Theories

BACHELOR OF ARTS WITH A SPECIAL EDUCATION INTELLECTUAL DISABILITIES MAJOR

The program provides preparation leading to certification in the area of intellectual disabilities. Instruction in special education, elementary education, and psychology is designed to give the teacher candidates a strong background for work with students with intellectual disabilities. Directed student teaching is arranged at The Charles Lea Center or in area public schools. All special education: intellectual disabilities majors must take the PRAXIS II Education of Exceptional Students: Core Content Knowledge and Special Education:

Teaching Students with Mental Retardation exam prior to graduation. The required exams are subject to change and teacher candidates should consult their program worksheet and their advisors with questions about the code numbers for correct exams. The major includes the add-on requirements for certification in elementary education.

Required Courses

Teacher candidates may take courses only in Benchmark I before being admitted to the Teacher Education Program. See the department webpage at converse.edu for a list of Benchmark courses and other important information.

SED 300: Introduction to Exceptional Learners	3 hours
SED 361: Language Development and Disabilities	3 hours
SED 376: Assessment of Exceptional Learners	3 hours
SED 380: Introduction to Intellectual Disabilities	3 hours
SED 382a: Clinical II: Practicum in Intellectual Disabilities	3 hours
SED 386: Educational Procedures for Intellectual Disabilities	3 hours
SED 395: Introduction to Learning Disabilities	3 hours
SED 397: Introduction to Emotional Disabilities	3 hours
SED 398: Educational Procedures for Emotional Disabilities	3 hours
SED 405: Behavior and Classroom Management	3 hours
EDU 101: Clinical I: Reading	1 hour
EDU 301: Reading and Language Arts in the Elementary Classroom	3 hours
EDU 303: Mathematics for the Elementary Child	3 hours
EDU 314: Science for the Child	3 hours
EDU 315: Social Studies for the Child	3 hours
EDU 360: Introduction to Education	3 hours
EDU 378: Reading and Learning Strategies	3 hours
PSY 380: Human Growth and Dev	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	
SED 412g: Directed Student Teaching	12 hours

TOTAL HOURS FOR BACHELOR OF ARTS WITH A SPECIAL EDUCATION: INTELLECTUAL DISABILITIES MAJOR 67 hours

Recommended electives:

SED 382b: Clinical II: Practicum in Learning Disabilities
SED 382c: Clinical II: Practicum in Emotional Disabilities
SED 396: Educational Procedures for Learning Disabilities
PSY 204: Abnormal Psychology
PSY 211: Behavior Modification
PSY 236: Theories of Personality
PSY 370: Child Abuse and Neglect
ART 355: Survey of Art Therapy
ART 380: Art Therapy Methods and Theories

BACHELOR OF ARTS WITH A SPECIAL EDUCATION: LEARNING DISABILITIES MAJOR

Instruction in special education, elementary education, and psychology is designed to give teacher candidates a strong background for work with learning disabilities in grades PK–12. Directed student teaching is arranged in area public schools. All special education: learning disabilities majors must take the PRAXIS II Education of Exceptional Students: Core Content Knowledge and Special Education: Learning Disabilities exams prior to graduation. Additional certification may be possible by completing specified courses and obtaining passing scores on the PRAXIS II examinations. The required exams are subject to change and teacher candidates should consult their program worksheet and their advisors with questions about the code numbers for correct exams. The major includes the add-on requirements for certification in elementary education.

Required courses: *Teacher candidates may take only courses in Benchmark I before being admitted to the Teacher Education Program. See the department webpage at converse.edu for a list of Benchmark courses and other important information.*

SED 300: Introduction to Exceptional Learners.. 3 hours
SED 376: Assessment of Exceptional Learners... 3 hours
SED 405: Behavior and Classroom Management 3 hours
SED 361: Language Development and Disabilities 3 hours
SED 382b: Clinical II: Practicum in Learning 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
PSY 380: Human Growth and Dev.....3 hours
EDU 101: Clinical I: Reading1 hour
EDU 301: Reading and Language Arts in the Elementary Classroom..... 3 hours
EDU 303: Mathematics for the Elementary Child 3 hours

EDU 314: Science for the Child 3 hours
EDU 315: Social Studies for the Child 3 hours
EDU 360: Introduction to Education..... 3 hours
EDU 378: Reading and Learning Strategies 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
SED 412f: Directed Student Teaching... 12 hours

TOTAL HOURS FOR BACHELOR OF ARTS WITH A SPECIAL EDUCATION: LEARNING DISABILITIES MAJOR..... 64 hours

Recommended electives:

SED 380: Introduction to Intellectual Disabilities
SED 382a: Clinical II: Practicum in Intellectual Disabilities
SED 382c: Clinical II: Practicum in Emotional Disabilities
SED 386: Educational Procedures for Intellectual Disabilities
PSY 204: Abnormal Psychology
PSY 211: Behavior Modification
PSY 236: Theories of Personality
PSY 370: Child Abuse and Neglect
ART 355: Survey of Art Therapy
ART 380: Art Therapy Methods and Theories

MINOR IN EMOTIONAL DISABILITIES

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 clinicals. Special Education majors (other than Deaf/Hard of Hearing) may not choose this minor.

SED 300: Introduction to Exceptional Learners 3 hours
SED 382c: Clinical II: Practicum in Emotional Disabilities*** 3 hours
SED 397: Introduction to Emotional Disabilities** 3 hours
SED 398: Educational Procedures for Emotional Disabilities** 3 hours
PSY 211: Behavior Modification..... 3 hours
OR
SED 405: Behavior and Classroom Management **
PSY 380: Human Growth and Development 3 hours

*This minor does not lead to certification.

**A clinical is required.

***This course is a clinical.

BACHELOR OF ARTS WITH A SPECIAL EDUCATION: DEAF AND HARD OF HEARING MAJOR

This program is designed to offer comprehensive course work for educating students who are deaf and hard of hearing in grades PK–12. The Deaf and Hard of Hearing Program meets all the requirements for national accreditation by the Council on Education of the Deaf and leads to PK–12 (Deaf and Hard of Hearing) certification in South Carolina. The major includes the courses required for add-on certification in elementary education (grades 2–6). 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. All special education: deaf and hard of hearing majors must take the PRAXIS II exam (Deaf and Hard of Hearing) prior to graduation. The required exams are subject to change and teacher candidates should consult their program worksheets and their advisors with questions about the code numbers for correct exams.

The Deaf and Hard of Hearing Program, along with the South Carolina School for the Deaf and the Blind and the Spartanburg County Hearing Impaired Program, have a Professional Development School partnership. The purpose of this collaborative agreement is to provide opportunities for sharing joint responsibility for pre-service 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.

Required courses: *Teacher candidates may take only courses in Benchmark 1 before being admitted to the Teacher Education Program. See the department webpage at converse.edu for a list of Benchmark courses and other important information.*

SED 300: Introduction to Exceptional Learners	3 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	3 hours
SED 355: Teaching Language: Deaf and Hard of Hearing	3 hours
SED 358: Curricular Clinical: Deaf and Hard of Hearing	4 hours
SED 376: Assessment of Exceptional Learners	3 hours
SED 392: ASL IV	3 hours
SED 393: Manually Coded English	3 hours
SED 405: Behavior and Classroom Management	3 hours
SED 458: Curriculum and Instruction: Deaf and Hard of Hearing	3 hours
SED 458a: Clinical II: Deaf and Hard of Hearing	0 hours

EDU 101: Clinical I: Reading	1 hours
EDU 301: Reading and Language Arts in the Elementary Classroom	3 hours
EDU 303: Mathematics for the Elementary Child	3 hours
EDU 314: Science for the Child	3 hours
EDU 315: Social Studies for the Child	3 hours
EDU 360: Introduction to Education	3 hours
EDU 378: Reading and Learning Strategies	3 hours
PSY 380: Human Growth and Development	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	
EDU 412d: Directed Student Teaching	12 hours

TOTAL HOURS FOR BACHELOR OF ARTS WITH A SPECIAL EDUCATION: DEAF AND HARD OF HEARING MAJOR..... 71 hours

COURSES OF INSTRUCTION

EDUCATION

075. DEVELOPMENTAL/REMEDIAL MATH/ NO CREDIT

This remedial course helps students develop and improve their skills in arithmetic concepts and operations, measurement, geometry and problem solving. The student will complete a pre-test and post-test of math proficiency. *Pass/fail grading. Special fee.*

076. DEVELOPMENTAL/REMEDIAL WRITING/ NO CREDIT

This remedial course prepares the student for writing a good composition. The student will complete a pre-test and post-test of composition proficiency. The students/instructors will use a four-point holistic scale, which includes the specific skills of composing, sentence formation, usage, and mechanics; to score compositions. The Writing Center is available to aid all students preparing for the writing portion of the CORE PRAXIS exam at any time on an informal basis. *Pass/fail grading. Special fee.*

077. DEVELOPMENTAL/REMEDIAL READING/ NO CREDIT

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. Special fee.*

100. CLINICAL I: EARLY CHILDHOOD READING AND LANGUAGE ARTS/NO CREDIT

Co-requisite: EDU 307. This supervised clinical of 50 hours in the first of two sequential, incremental clinical

experiences for early childhood majors. Emphasis for this clinical is on theory, curriculum, teaching techniques and materials, instructional planning, assessment and use of results in the area of reading and language arts in the early childhood classroom. A student must take this course concurrently with EDU 307. *Pass/fail grading. Offered Fall and Spring Terms.*

101. CLINICAL I: READING/ONE HOUR CREDIT

This supervised clinical is the first of two sequential, incremental clinical experiences for special education, early childhood and elementary majors. Students work with an individual child, assess and plan instruction in the area of reading, assist in building the child's self-esteem and confidence, aid in the development of thinking skills, and gain experience, practice, and training in the application of theory and skills when working with others. A student must take this course concurrently with EDU 301 or EDU 307. A pre-assessment at the beginning of the experience and a post-assessment at the end of the experience will determine the candidate's impact on student learning. *Pass/fail grading. Offered Fall and Spring Terms.*

102. CLINICAL II: EARLY CHILDHOOD EDUCATION/NO CREDIT

Prerequisites: EDU 101. Admission to Teacher education. Co-requisites with one of the following: EDU 403 or EDU 405. This supervised clinical is the second of two sequential, incremental clinical experiences required of early childhood majors. Teacher candidates work in a public school setting and observe, plan, and instruct young children. In this early childhood placement, teacher candidates apply their knowledge of discipline, management, and instructional theory acquired in core courses. *This course is a prerequisite to student teaching EDU 412b. Pass/fail grading. Offered every term.*

103. CLINICAL II: ELEMENTARY/THREE CREDITS

Prerequisites: EDU 101. Admission to Teacher education. This supervised 50-hour clinical is the second of two sequential, incremental clinical experiences for elementary majors. Students work in a public school setting and observe, manage, plan for and instruct a large group, as opposed to an individual child. The course gives students the experience, practice, and training in technology, arts integration, and classroom management and the application of theory and skills acquired in core courses in elementary education. This practicum builds on the experiences in EDU 101. *Sign-up deadlines are involved. Offered Fall and Spring Terms.*

*125. FRESHMAN YEAR SEMINAR: LEARNING IN AMERICA/THREE CREDITS

GEP First-Year Seminars constitute a common and academically significant experience in a student's first year at Converse College. All incoming first-year students are required to take a 3-credit hour FYS in

the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with the common number (except for designated honors sections). Each FYS course is designed to have no more than 18 students and counts in some designated category of the General Education Program. Strong writing and speaking components are required of the course.

201. CLINICAL I: SECONDARY/THREE CREDITS

Minor credit. Prerequisite: EDU 360; Co-requisites: EDU 331, EDU 333, EDU 334 or EDU 335. Required of all prospective secondary teachers. 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 seminars, assigned readings, and the preparation of a journal to supplement the field experiences. Faculty advisers can supply sign-up deadlines for each term. *Pass/fail grading. Offered Spring Term.*

202. CLINICAL II: CONTENT READING/NO CREDIT

Prerequisites: EDU 201. Admission to Teacher education. Co-requisite: EDU 425. This supervised Clinical is the second of two required sequential, incremental clinical experiences for secondary education majors. In a classroom setting appropriate to their major, teacher candidates focus on such topics as self-esteem, thinking skills, and vocabulary development. Faculty advisers can supply sign-up deadlines for each term. *Pass/fail grading. Offered in Fall Term.*

203. TECHNOLOGY IN EDUCATION/THREE CREDITS

Elective credit. The course includes web quest construction, webpage construction, use of the Promethean Board and other technology projects students may need. Additionally, the course will include a service learning project with the elderly.

301. READING AND LANGUAGE ARTS IN THE ELEMENTARY CLASSROOM/THREE CREDITS

Major credit. Prerequisites for all education students: EDU 360, EDU 309 (except special education majors). Co-requisite: EDU 101. This course is a study of the language arts; theoretical models for literacy development and learning; and methods of literacy instruction. Topics include the connection between oral and written language, reading and writing processes; and approaches to teaching language arts in the elementary grades including assessing, planning, implementing, and evaluating outcomes. This course is a prerequisite to student teaching. *Offered Fall and Spring Terms.*

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 Fall, Spring and Summer Terms.*

305. BEHAVIOR AND DEVELOPMENT OF THE YOUNG 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 EDU 412b. *Offered Fall Term.*

307. READING AND LANGUAGE IN THE EARLY CHILDHOOD CLASSROOM/ THREE CREDITS

Major credit. Prerequisites for Early Childhood majors only: EDU 360, EDU 309. Co-requisite: EDU 101. This course is a study of the language arts; theoretical models for early literacy development and learning; and methods of literacy instruction specific to emergent readers. Topics include the connection between oral and written language, reading and writing processes; and approaches to teaching language arts in the early childhood classroom including assessing, planning, implementing, and evaluating outcomes. This course is a prerequisite to student teaching.

309. LITERATURE FOR THE CHILD/THREE CREDITS

Major credit. 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 integrating children's literature into the curriculum. This course is a prerequisite to EDU 412a and 412b.

314. SCIENCE FOR THE CHILD/THREE CREDITS

Major credit. This course is designed to familiarize students with science content appropriate for the elementary child (grades 2-6) to develop pedagogical skills in science, and to build positive attitudes toward science and science instruction.

315. SOCIAL STUDIES FOR THE CHILD/ THREE CREDITS

Major credit. This course will focus on the content and methodology of social studies in the school. Students will study goals (knowledge, attitudes, values, and skills); objectives; content; materials; methods; scope

and sequence; Curriculum Standards for the Social Studies (the National Council for the Social Studies); and evaluative techniques of the social studies. *Offered Fall and Spring Terms.*

327. TEACHING THROUGH THE ARTS/ THREE CREDITS

Elective credit. Designed for those without previous art training, it guides teacher candidates in the exploration and use of the visual arts, music and dance, and creative integration of the arts into the basic curriculum for increased academic achievement.

331. SECONDARY CURRICULUM AND METHODS FOR MATHEMATICS/THREE CREDITS

This course includes a study of methods, techniques, and materials of instruction appropriate to mathematics teaching in the secondary school. *Offered Spring Term.*

333. SECONDARY CURRICULUM AND METHODS FOR SCIENCE/ THREE CREDITS

This course includes a study of methods, techniques, and materials of instruction appropriate to science teaching in the secondary school. *Offered Spring Term.*

334. SECONDARY CURRICULUM AND METHODS FOR SOCIAL STUDIES/THREE CREDITS

The course will include best practices in teaching social studies, strategies and methods that emphasize active student engagement, and development of units of study that are based on South Carolina Standards and integrate technology. *Offered Spring Term.*

335. SECONDARY CURRICULUM AND METHODS FOR ENGLISH LANGUAGE ARTS/ THREE CREDITS

The course will include best practices in teaching English Language Arts, strategies and methods that emphasize active student engagement, and development of units of study that are based on South Carolina Standards and integrate technology. *Offered Spring Term.*

336. LANGUAGE ARTS: INTEGRATING INTERMEDIATE READING AND WRITING/ THREE HOURS

Major credit. This course focuses upon methodology for scaffolding reading and writing development of the student in intermediate grades. Teaching candidates will focus on the transition from beginning reading and writing to reading and writing in the content area. Effective strategies and materials for teaching the fluent reader and writer will be emphasized.

360. INTRODUCTION TO EDUCATION/ THREE CREDITS

Major credit. This course is a pre- or co-requisite to all education courses. This course is an introductory study of the historical, philosophical, and sociological foundations of the American educational system; it should be the

first course in a student's education curriculum. It concentrates on current issues such as multicultural education, disabilities, affective, cognitive, and vocational education programs. The study reviews current impacts on curriculum, SC Standards, students, and teachers and examines career opportunities in education. Students begin the ADEPT portfolio and begin using the Converse electronic system powered by Livetext. *Offered Fall, Spring, January, Summer I and once during summer terms.*

361. CURRICULUM DESIGN AND CLASSROOM MANAGEMENT/THREE CREDITS

Major credit. The relationship among classroom diversity, management, assessment, short and long term planning and instruction are explored. Students will develop knowledge and skills in the interaction of these classroom elements. The course has an imbedded clinical. *Offered Fall, January and Spring Terms.*

372. DIAGNOSTIC READING/THREE CREDITS

Major credit. This course will equip the elementary teacher candidate to diagnose and remediate the struggling reader in the regular classroom. It is the third literacy course in then elementary curriculum. Content delivered in this course is meant to build upon the foundations laid in elementary reading and intermediate language arts. These assessments, skills, strategies, and tools used in this course are well researched and rated highly by such learned societies as the International Reading Association and the reading Recovery Council of North America. Teacher candidates will become proficient with the use of such formative assessments as Marie Clay's Running Record and Fountas and Pinell's Guide for Observing and Noting Reading Behavior. They will become familiar with and will employ planning and strategy instruction to teach a network of processing systems. A ten-hour clinical will allow students the hands on experience necessary for developing appropriate teaching repertoires responsive to the strengths and weaknesses of the elementary reader.

378. READING AND LEARNING STRATEGIES/ 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 learners. The course emphasizes diagnosing reading difficulties and techniques of remediation. This course includes a clinical. *Offered Fall Term.*

382g: CLINICAL II: PRACTICUM IN EARLY CHILDHOOD EDUCATION/THREE CREDITS

This course offered for students seeking early childhood add-on certification provides students an opportunity to observe, plan for and work with young children. Emphasis is upon the early childhood curriculum, the nature of the learner, and management of young children. *Pass/fail grading.*

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.

403. METHODS AND MATERIALS FOR EARLY CHILDHOOD/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 EDU 412b. *Offered Spring and Summer Terms.*

405. CURRICULUM FOR EARLY CHILDHOOD/ THREE CREDITS

Major credit for Early Childhood. Prerequisites: EDU 403. Admission to Teacher Education. 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 EDU 412b. *Offered Fall Term.*

409. ELEMENTARY CURRICULUM/ THREE CREDITS

Major credit for Elementary and Early Childhood. 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, elementary education, and early childhood education.

412a. DIRECTED STUDENT TEACHING: ELEMENTARY/ TWELVE CREDITS

Major credit. 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 public school. The experience requires conferences with the Program Director, College Supervisor and the cooperating teachers, demonstration of the integration of technology into instruction, and attendance at such required seminars as training sessions, orientation sessions, and other workshops. The College Supervisor visits the student teacher periodically during the semester. Students must apply for student teaching by March 1 for Fall Term placement in the following year or by October 1 for Spring Term placement in the following year. *Pass/fail grading. Offered Fall and Spring Terms. Special fee. Meets the GEP capstone and writing intensive requirements.*

412b. DIRECTED STUDENT TEACHING: EARLY CHILDHOOD/TWELVE CREDITS

Major credit. 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 public school. The experience requires conferences with the Program Director, College Supervisor and the cooperating teachers, demonstration of the integration of technology into instruction, and attendance at such required seminars as training sessions, orientation sessions, and other workshops. The College Supervisor visits the student teacher periodically during the semester. Students must apply for student teaching by October 1 for Spring Term placement in the following year or by March 1 for Fall Term placement in the following year. *Pass/fail grading. Offered Fall and Spring Terms. Special fee. Meets the GEP capstone and writing intensive requirements.*

412c. DIRECTED STUDENT TEACHING: SECONDARY/ TWELVE CREDITS

Major credit. 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 public school. The experience requires conferences with the Program Director, College Supervisor and the cooperating teachers, demonstration of the integration of technology into instruction, and attendance at such required seminars as training sessions, orientation sessions, and other workshops. The College Supervisor visits

the student teacher periodically during the semester. Students must apply for student teaching by October 1 for Spring Term placement in the following year or by March 1 for Fall Term placement in the following year. *Pass/fail grading. Offered Fall and Spring Terms. Special fee. Meets the GEP capstone and writing intensive requirements.*

EDU412h. DIRECTED STUDENT TEACHING IN ART/ TWELVE CREDITS

Major credit. 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 both elementary and secondary local public schools. The experience requires conferences with the Program Director, College Supervisor and the cooperating teachers, demonstration of the integration of technology into instruction, and attendance at such required seminars as training sessions, orientation sessions, and other workshops. The College Supervisor visits the student teacher periodically during the semester. Students must apply for student teaching by October 1 for Spring Term placement in the following year or by March 1 for Fall Term placement in the following year. *Pass/fail grading. Offered Fall and Spring Terms. Special fee. Meets the GEP capstone and writing intensive requirements.*

425. TEACHING OF READING: CONTENT AREAS/ THREE CREDITS

Minor credit. Prerequisites for prospective secondary teachers: EDU 201 and 340. Prerequisites for art students: ART 312L and EDU 340. EDU 201 is a prerequisite to EDU 202 Clinical. EDU 202 must accompany or follow EDU 425. Admission to Teacher Education. 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 Fall Term.*

490. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/ONE TO 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.*

491. DIRECTED INDEPENDENT STUDY IN CLINICAL EXPERIENCES (IN A SPECIFIED AREA)/ THREE CREDITS

Major credit. Prerequisite: Permission of instructor. This course allows students to take additional course work that is centered primarily around a clinical experience

on a more comprehensive level than other clinical experiences included in specific major courses. *Pass/fail grading.*

497. HONORS IN EDUCATION/THREE CREDITS
Major credit. This course is for qualified students pursuing honors in education. Students either complete independent research and write a paper or conduct action research and write a paper in conjunction with field experiences.

MUSIC EDUCATION:

See Music Education in The Petrie School of Music listings.

SPECIAL EDUCATION

300. INTRODUCTION TO EXCEPTIONAL LEARNERS/THREE CREDITS

Major credit. This course familiarizes the student with the wide range of mental, emotional, and physical, problems characterizing exceptional learners. Students explore the nature and scope of special education programs and services, community resources, and rehabilitation. The course includes a clinical. *Offered Fall, Spring and Summer Terms.*

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 clinical. *Offered 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 that focus 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 clinical. *Offered 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 clinical. *Offered Fall Term.*

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

Major credit. Prerequisites: SED 350, SED 358. 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 clinical. *Offered Spring Term.*

358. CURRICULAR CLINICAL: DEAF AND HARD OF HEARING/FOUR CREDITS

Major credit. Prerequisites: SED 350, SED 385. This clinical course, with an emphasis on content areas of the curriculum, offers junior D/HH majors opportunities to interact with students who are deaf and hard of hearing; to become familiar with the role of the teacher; and to learn about methods of instruction, classroom management, instructional technology, and curriculum in a classroom setting. *Offered January Term. Pass/fail grading.*

361. LANGUAGE DEVELOPMENT AND DISABILITIES/THREE CREDITS

Prerequisite: SED 300. This course acquaints the prospective teacher in Learning Disabilities and Intellectual Disabilities with the knowledge of: typical and atypical language development; the influence of culture in ways of communicating and behaving; strategies to enhance language development and communication skills for students with disabilities; and strategies and resources that facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not English or for students who require alternative and augmentative communication systems.

376. ASSESSMENT OF EXCEPTIONAL LEARNERS/ THREE CREDITS

Major credit. Prerequisites: SED 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 intellectual disabilities, learning disabilities, emotional disabilities, and hearing losses. This course includes a clinical. *Offered Fall and Spring Terms.*

380. INTRODUCTION TO INTELLECTUAL DISABILITIES/ THREE CREDITS

Major credit. This course acquaints the prospective teacher with the psychological development and problems associated with intellectual disabilities. Students study recent developments and research in this area. The course includes a clinical. *Offered Spring Term.*

382a. CLINICAL II: PRACTICUM IN INTELLECTUAL DISABILITIES/THREE CREDITS

Major credit. Prerequisites: SED 300, SED 380, SED 395, SED 396. This course provides an opportunity to observe and teach students with intellectual disabilities. *Pass/fail grading. Offered January Term.*

382b. CLINICAL II: PRACTICUM IN LEARNING DISABILITIES/THREE CREDITS

Major credit. Prerequisites: SED 300, SED 395, SED 396. This course provides students an opportunity to observe and work with learning disabilities. *Pass/fail grading. Offered Fall Term.*

382c. CLINICAL II: PRACTICUM IN EMOTIONAL DISABILITIES/ THREE CREDITS

Major credit. Prerequisites: SED 300, SED 397 and SED 398. This course provides an opportunity to observe and work with students with emotional disabilities. *Pass/fail grading.*

*385. AMERICAN SIGN LANGUAGE I/ THREE CREDITS

GEP Elective credit. This introductory sign language course develops knowledge and skills for reading and executing a basic vocabulary of manual signs and finger spelling. 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 clinical. *Offered Fall Term.*

386. EDUCATIONAL PROCEDURES FOR INTELLECTUAL DISABILITIES/THREE CREDITS

Major credit. Prerequisites: SED 300 and SED 380. This course includes the curriculum, techniques of teaching individuals with intellectual disabilities, and a clinical. *Offered Fall Term.*

*390. AMERICAN SIGN LANGUAGE II/ THREE CREDITS

GEP Elective credit. Prerequisite: SED 385. 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 clinical. *Offered Spring Term.*

*391. AMERICAN SIGN LANGUAGE III/ THREE CREDITS

GEP Elective credit. Prerequisites: SED 385 and SED 390. 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 Fall Term.*

392. AMERICAN SIGN LANGUAGE IV/ THREE CREDITS

Major, Elective credit. Prerequisites: SED 385, SED 390 and SED 391. 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 Spring Term.*

393. BASIC SIGN LANGUAGE: MANUALLY CODED ENGLISH/THREE CREDITS

Major, Elective credit. This course emphasizes the development of receptive and expressive communication skills using conceptually-accurate sign language and finger spelling in English word order. Various manually coded English systems for communication in the educational setting will be covered. The course, which includes a clinical, is appropriate as an elective for any major. *Offered Spring 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. This course includes a clinical. *Offered Fall Term.*

396. EDUCATIONAL PROCEDURES FOR LEARNING DISABILITIES/THREE CREDITS

Major credit. Prerequisite or co-requisite: SED 300. Prerequisites: SED 395. This course includes materials and methods for teaching students who have learning disabilities. This course includes a clinical. *Offered Spring Term.*

397. INTRODUCTION TO EMOTIONAL DISABILITIES/THREE CREDITS

Major credit. Prerequisite or co-requisite: SED 300. An introduction to emotional disabilities, including the causes and characteristics of neuroses and psychoses, related learning problems, intellectual disabilities, and cultural disadvantage. This course includes a clinical. *Offered Fall Term.*

398. EDUCATIONAL PROCEDURES FOR EMOTIONAL DISABILITIES/THREE CREDITS

Major credit. Prerequisites or co-requisites: SED 300, SED 397. An introduction to methods of therapy, management techniques, and educational materials for emotional disabilities. The course includes a clinical. *Offered Spring Term.*

405. BEHAVIOR AND CLASSROOM MANAGEMENT/ THREE CREDITS

Major credit. This course provides students with the opportunity to evaluate and design positive classroom management alternatives. It is a prerequisite for special education student teaching. This course includes a clinical. *Offered Fall Term.*

412d. DIRECTED STUDENT TEACHING: DEAF AND HARD OF HEARING /TWELVE CREDITS

Major credit. 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 public school. The experience requires conferences with the Program Director, College Supervisor and the cooperating teachers, demonstration of the integration of technology into instruction, and attendance at such required seminars as training sessions, orientation sessions, and other workshops. The College Supervisor visits the student teacher periodically during the semester. Students must apply for student teaching by October 1 for Spring Term placement in the following year or by March 1 for Fall Term placement in the following year. *Pass/fail grading. Offered Fall and Spring Terms. Special fee. Meets the GEP capstone and writing intensive requirements.*

412f. DIRECTED STUDENT TEACHING: LEARNING DISABILITIES/TWELVE CREDITS

Major credit. 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 public school. The experience requires conferences with the Program Director, College Supervisor and the cooperating teachers, demonstration of the integration of technology into instruction, and attendance at such required seminars as training sessions, orientation sessions, and other workshops. The College Supervisor visits the student teacher periodically during the semester. Students must apply for student teaching by October 1 for Spring Term placement in the following year or by March 1 for Fall Term placement in the following year. *Pass/fail grading. Offered Fall and Spring Terms. Special fee. Meets the GEP capstone and writing intensive requirements.*

412g. DIRECTED STUDENT TEACHING: INTELLECTUAL DISABILITIES/TWELVE CREDITS

Major credit. 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 public school. The experience requires conferences with the Program Director, College Supervisor and the cooperating teachers, demonstration of the integration of technology into instruction, and attendance at such required seminars as training sessions, orientation sessions, and other workshops. The College supervisor visits the student teacher periodically during the semester. Students must apply for student teaching by October 1 for Spring Term placement in the following year or by March 1 for Fall Term placement in the following year. *Pass/fail grading. Offered Fall and Spring Terms. Special fee. Meets the GEP capstone and writing intensive requirements.*

458. CURRICULUM AND INSTRUCTION: DEAF AND HARD OF HEARING/THREE CREDITS

Major credit. Prerequisites: SED 350, 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 as well as the SC Standards, 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 clinical. *Offered Fall Term.*

458a. CLINICAL II: CURRICULUM AND INSTRUCTION: DEAF AND HARD OF HEARING/ NO CREDIT

This clinical is included in the requirements for SED 458. The clinical offers opportunities for planning and implementing instruction with students who are deaf/hard of hearing. *Pass/fail grading.*

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. Special fee. Meets the GEP capstone and writing intensive requirements.*

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THE SCHOOL OF THE ARTS

DEPARTMENT OF ART AND DESIGN

SUSANNE GUNTER, chair, RUTH BEALS, ANDREW BLANCHARD, ANDREA ELLIOTT, JANE HUGHES, GRETCHEN HURLBUT, GREG MUELLER, TERESA PRATER, SUZANNE SCHUWEILER, DAVID ZACHARIAS

MISSION

The mission of the Department of Art and Design is to provide for our students a dynamic visual art and design education that fosters creativity and scholarship, develops skills and nurtures appreciation of the visual arts.

To best serve our majors the Department of Art and Design has established the following goals:

1. To provide a comprehensive curriculum that is built upon a strong foundation in studio art, art history, and current trends within the various fields of study.
2. To incorporate critical thinking and creative expression in all areas of study.
3. To provide external educational experiences that enrich the overall learning process.
4. To promote skill proficiency in the use of innovative equipment and techniques.
5. To provide career advisement and guidance for students.

Beyond training the student in the practice of her art, the department also fosters professional development through the inclusion of internships, exhibitions, liberal arts study, and membership in professional organizations. This type of preparation, both aesthetic and practical, best serves Converse students as they prepare for careers in the arts.

DEGREE PROGRAMS AND ACCREDITATIONS

Accredited by the National Association of Schools of Art and Design (NASAD) and the Council for Interior Design Accreditation (CIDA), the Department of Art and Design offers both the Bachelor of Arts degree and the Bachelor of Fine Arts degree. For the BA degree, students may choose a major in art history, art therapy, studio art, or art education. The Bachelor of Fine Arts degree is a professional degree in studio art or interior design. Early declaration of a Bachelor of Fine Arts major is required due to the rigorous requirements of the programs. Students with majors in areas other than art may need to consult the Department of Art and Design chair for guidance in a double major or a minor in art history or studio art.

MINORS

Minors are offered in art history and studio art, as well as an arts management minor which is interdisciplinary between art, music, and theatre. The arts management minor is highly recommended for all majors in the School of the Arts, and like all art and design minors, is available to every Converse student. For complete information on the arts management minor, please refer to the section on Interdisciplinary minors in this catalog.

All students majoring in the Department of Art and Design must take the Senior Seminar in their respective majors, and all majors except art history must take ART 415: Senior Exhibition during their senior year. These courses are designed to assist seniors in developing career preparation skills and in preparation for their senior graduation exhibitions.

The General Education Program is a requirement for all degrees. The requirements listed below are approved for the Bachelor of Arts, Bachelor of Science and Bachelor of Fine Arts.

ENG 101	3 hours
Language and Culture	9 hours
MTH 108 or higher	3 hours
One course designated as Quantitative reasoning	3-4 hours
Health and Well-being Wellness	2 hours
Activity course	1-2 hours
Humanities	6 hours
Literature	3 hours
Fine Arts	6 hours
Natural Science.....	7-8 hours
Social Science	6 hours
Total	49-52 hours

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course
- Capstone experience

For more information see *GEP* requirements in this catalog.

THE BACHELOR OF ARTS DEGREE PROGRAM

Students in the Bachelor of Arts degree program have the option of majors in art history, studio art, art education, or art therapy.

ART EDUCATION

The mission of the Bachelor of Arts in Art Education program is to prepare college students for initial certification in art at the elementary through secondary school levels, and to develop art educators who are also competent artists that exhibit creativity and skill in a variety of studio media.

BA DEGREE PROGRAM GOALS

Upon graduation, the art education major will be able to demonstrate:

1. A personal involvement and competencies in art production in a variety of media, art history, aesthetics, and art criticism.
2. An understanding of art education theory including best practices in curriculum development and implementation, instructional strategies and procedures, and assessment techniques.
3. A mastery of teaching through completion of rigorous clinical and student teaching experiences in K-12 art classrooms.
4. An understanding of artistic styles and principles in all major visual arts media and their relationship to other arts areas and to other content areas including the human, social, economic, and cultural components that give individual communities their identities.
5. The highest qualities and attributes of a professional art educator as they assume the role as an advocate in the field of art education both in and out of the classroom.

BA DEGREE PROGRAM LEARNING OUTCOMES:

1. Students will display personal involvement and competencies in art production as evidenced in the completion of the studio art and art history program coursework products and requirements, completion of the senior seminar requirements, and completion of the senior exhibition requirements.
2. Students will advance through the art education component benchmarks as evidenced through successful Praxis scores, successfully meeting the requirements of state and college teacher evaluation instruments and college clinical evaluation instruments, and successfully completing student teaching requirements.
3. Students will prove mastery of teaching through successful clinical and student teaching experiences as documented in classroom observations of knowledge and skills on state and college

evaluation instruments concerning all aspects of teaching and art education in K-12 art classrooms.

4. Students will articulate verbal and written mastery of understanding artistic styles and principles through successful completion of art education requirements including integrated units of study, studio art requirements, art history requirements, Praxis II scores, senior seminar, and senior exhibition.
5. Students will model the professional components of art education as evidenced through clinical and student teaching observations and documentation and by student participation in professional organizations and activities at the student level and at the post-degree level.

Art education majors are encouraged to become a member of the student chapter of the Art Education Association.

In order to become certified in art education (PreK-12) the prospective art teacher must complete the Bachelor of Arts degree with a major in art education and pass the Praxis II exam.

Required Courses in Art:

ART 201: Introduction to History of Western Art I.....	3 hours
ART 202: Introduction to History of Western Art II.....	3 hours
ART 306: Twentieth Century Art Before 1945.....	3 hours
ART 309: Twentieth Century Art Since 1945.....	3 hours
ART 111: 2-D Design	3 hours
ART 112: 3-D Design	3 hours
ART 113: Drawing I.....	3 hours
ART 213: Drawing II.....	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 414: Senior Seminar	1 hour
ART 415: Senior Exhibition	1 hour

Total Major Hours 38 hours

Required Courses In Art Education:

ART 300: Art for the Elementary School.....	3 hours
ART 300L: Art for the Elementary School Lab Clinical I.....	1 hour
ART 314: School Art Curriculum and Methods.....	3 hours
ART 316: Art for the Secondary School	3 hours
ART 316L: Art for the Secondary School Lab Clinical II.....	2 hours

Total Art Education Requirements..... 12 hours

Students should also consult *A Handbook for Prospective Teachers* which is available in the Education Department or the student may visit: education.converse.edu.

Required Courses In Education and Psychology:

EDU 360: Introduction to Education3 hours
 EDU 412h: Directed Student Teaching: Art..12 hours
 PSY 380: Human Growth and Development. 3 hours

Total Education and Psychology Hours.. 18 hours

TOTAL HOURS FOR BACHELOR OF ARTS WITH ART EDUCATION MAJOR68 hours

ART HISTORY

The mission of the Bachelor of Arts degree in Art History is to provide students with an understanding of visual culture through the ages, a knowledge of the major artists and artworks and their historical context with an emphasis on the West, and the ability to analyze, write and discuss the style, content, theory, and historical context of specific periods and artists.

The major in art history provides students with an understanding of visual culture through lecture and discussion, field trips to museums, internships and travel study opportunities. The art history degree provides a strong liberal arts education and prepares the student for graduate programs in art history as well as entry-level positions in galleries, museums and art auction houses. Students of art history have careers as diverse as managing a private art collection to becoming assistant to the White House art curator.

BA DEGREE PROGRAM GOALS:

Upon graduation, the art history major will be able demonstrate: A broad understanding of the major Western art history movements and world history as it applies to art, including the style and meaning of significant artworks and artists.

1. A broad understanding of art beyond the West.
2. A more in-depth understanding of the complex theoretical, artistic and historical influences on select periods in art and specific artists, with particular emphasis on twentieth-century art.
3. A basic knowledge of the techniques of artmaking.
4. Critical thinking, research, writing and oral presentation skills with technical abilities to do online research and develop PowerPoint presentations.
5. The ability to compete successfully in the job market and/or graduate school.

BA DEGREE PROGRAM LEARNING OUTCOMES:

1. The student will successfully complete all the art history course requirements while at Converse and convey a broad knowledge of the major stylistic

developments of specific artists and artworks, and the historical framework and meaning of the major art of the West.

2. The student will reveal knowledge of non-western art after successfully completing an introductory course in art beyond the West before graduation.
3. The student will exhibit an in-depth knowledge of the complex theoretical and artistic influences on artwork and specific artists, as well as historical developments, by reading and discussing articles and books, writing essay exams, as well as in research papers for all upper-level art history courses.
4. The student will display a basic knowledge of the techniques of artmaking by successfully completing a foundation studio class.
5. The student will prove her ability in critical thinking, research skills, and oral presentation, while applying technical skills, in her course research papers and her senior paper and public oral presentation of her research.
6. The student will establish her ability to compete successfully in the job market and/or graduate schools when, during her junior or senior year, the student successfully completes a professional internship, and upon graduation she gets a job or enters a graduate program in a related field.

The Bachelor of Arts with a major in art history is offered in cooperation with the Department of Art History at 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 33 credit hours.

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

Required Courses in Art:

- Choose one of the following:.....3 hours
- ART 111: 2-D Design
 - ART 112: 3-D Design
 - ART 113: Drawing I
 - ART 150: Sculpture I
 - ART 170: Painting I
- ART 200: Art Beyond the West3 hours
- ART 201: Introduction to History of Western Art I.....3 hours
- ART 202: Introduction to History of Western Art II.....3 hours
- Choose one of the following:.....3 hours
- ART 308: Museum Internship
 - ART 307: Art History Travel Aesthetics or Art Historiography (taught at Wofford)3 hours

ART 306: Twentieth Century Art Before 1945..3 hours
 ART 309: Twentieth Century Art Since 1945..3 hours
 ART 460: Art History Senior Seminar3 hours
 Plus three additional courses from the

- following areas: 9 hours
- American Nineteenth Century
 - Upper Level Non-Western Art
 - Special Topics
 - Women and Art
 - Available Wofford Courses:
 - Ancient and Classical Art
 - Italian Renaissance
 - Baroque and Rococo

TOTAL HOURS FOR BACHELOR OF ARTS WITH ART HISTORY MAJOR 36 hours

THE ART HISTORY MINOR

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

ART THERAPY

The mission of the art therapy major is to provide a basic overview of the profession of art therapy and a strong preparatory base for graduate study in that field. Within the liberal arts curriculum, art therapy majors will combine elements from the behavioral sciences and the visual arts in a study of theory, methods, and presentation of art materials to stimulate free expression of the creative process within a wide range of treatment settings.

Four art therapy courses prepare students for ART 390: Art Therapy Internship, in a clinical or educational setting. The Internship can be completed either over two semesters of 120 hours for three credits each or over one semester of 240 hours for six credits. This combination of courses provides theory, methods, and hands-on experience for the student interested in the art therapy profession.

A student majoring in art therapy must complete 44 credit hours of course work in art and art therapy. ART 414: Senior Seminar and ART 415: Senior Exhibition are required. In addition to these 44 credit hours, a student also must complete 15 hours of 200-level or above courses in the Department of Psychology.

BA DEGREE PROGRAM GOALS

The program seeks to maintain a high percentage of graduates who are accepted into Masters or Ph.D. programs or successfully enter into the workforce in

a helping profession. In order to accomplish this end, the Bachelor of Arts in Art Therapy degree program identifies the following primary goals:

1. Develop a strong foundation in the use of basic art media including drawing, painting, and ceramics.
2. Demonstrate a comprehensive knowledge of the historical and theoretical approaches which contribute to the current trends in art therapy paradigms and the requirements for becoming a credentialed art therapist. This includes psychological, cultural and sociological backgrounds as well as knowledge of art history.
3. Demonstrate knowledge of ethical considerations and sensitivity to the creative processes of diverse and vulnerable populations through field experiences, observation, and reporting on these through verbal and written documentation.

BA DEGREE PROGRAM LEARNING OUTCOMES

1. Produce graduates who are knowledgeable of studio art materials and demonstrate proficiency in the use of media for therapeutic purposes, and who further demonstrate this through a presentation of their studio work in their Senior Show.
2. Produce graduates who demonstrate an ability to articulate historical, theoretical, cultural, and sociological perspectives spontaneously, and who can identify the requirements for professional credentialing.
3. Students demonstrate ability to complete successful internship field experiences, report on these experiences verbally in class, and extensively in the form of a Senior Capstone APA style paper and presentation.

REQUIRED COURSES IN ART

ART 202: Introduction to History of Western Art II..... 3 hours
 Choose one of the following..... 3 hours
 ART 306: Twentieth Century Art Before 1945
 ART 309: Twentieth Century Art Since 1945
 ART 111: 2-D Design 3 hours
 ART 112: 3-D Design 3 hours
 ART 113: Drawing I 3 hours
 ART 130: Ceramics I 3 hours
 ART 170: Painting I 3 hours
 One Studio Elective 3 hours
 ART 414: Senior Seminar 1 hour
 ART 415: Senior Exhibition 1 hour

REQUIRED COURSES IN ART THERAPY

ART 355: Survey of Art Therapy 3 hours
 ART 357: Art Therapy Perspective:
 Understanding Children's Art 3 hours
 ART 380: Art Therapy Methods and Theories 3 hours

ART 390: Art Therapy Internship	6 hours
ART 455: Art Therapy Senior Seminar.....	3 hours
Total Art Therapy Hours	44 hours

REQUIRED COURSES IN PSYCHOLOGY:

PSY 204: Abnormal Psychology	3 hours
PSY 236: Theories of Personality.....	3 hours
PSY 380: Human Growth and Development.....	3 hours
PSY 410: Counseling and Psychotherapy.....	3 hours
One psychology elective or SED 300: Introduction to Special Education	3 hours
Total Psychology Hours	15 hours

**TOTAL HOURS FOR BACHELOR OF ARTS
WITH ART THERAPY MAJOR.....59 hours**

STUDIO ART

The mission of the Bachelor of Arts Degree in Studio Art combines the breadth and depth of a liberal arts curriculum with broad based exploratory studio practices.

BA DEGREE PROGRAM GOALS

Upon graduation, the BA studio art major will be able to:

1. Articulate a thorough understanding of design elements and principles.
2. Investigate a broad based exploration of studio practices.
3. Integrate critical thinking and understanding in their body of work.
4. Demonstrate knowledge of art history including contemporary art and theory.
5. Apply knowledge of professional practices in the visual arts.
6. Successfully apply for professional opportunities in the visual arts.

BA DEGREE PROGRAM OUTCOMES

1. The student will be able to produce artwork that successfully utilizes design principles and elements.
2. The student will be able to produce artwork(s) in a variety of mediums.
3. The student will be able to communicate their personal concept(s) through a written artist statement, gallery presentation, and varied digital formats.
4. The student will be able to reference historic and contemporary art in relationship to their own and other artists work.
5. The student will present their work in a senior group exhibition and develop a personal website.
6. The student will be able to obtain careers in the visual arts profession.

Forty-four hours of course work are required for the Bachelor of Arts in the studio art major with emphasis on the practice of art. ART 414: Senior Seminar and ART 415: Senior Exhibition are required. A double major in art history or a major outside the department is an option. An internship is recommended as part of the major. Students majoring in studio art must have an exhibition of their artwork during the senior year.

Studio art class times meet two hours per week per credit hour during fall and spring terms. Students should expect to spend three or more additional hours per class in weekly independent work. Class times are extended during short terms.

REQUIRED COURSES

ART 201: Introduction to History of Western Art I.....	3 hours
ART 202: Introduction to History of Western Art II	3 hours
Choose one of the following.....	3 hours
ART 306: Twentieth Century Art Before 1945	
ART 309: Twentieth Century Art Since 1945	
ART 315: Women and Art	
Art History elective.....	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
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	
ART 414: Senior Seminar	1 hour
ART 415: Senior Exhibition	1 hour

**TOTAL HOURS FOR A BACHELOR OF ARTS
WITH STUDIO ART MAJOR 44 hours**

THE STUDIO ART MINOR

Students electing studio art as a minor must complete 18 credit hours of course work. Students must take ART 111, 112, 113, 201 and 202 before taking additional studio art courses.

BACHELOR OF FINE ARTS DEGREE PROGRAMS

The Bachelor of Fine Arts degree programs are professional degrees comprised of intensive, highly structured courses of study designed to prepare students for careers in the interior design profession, as professional artists, or as preparation for graduate studies.

STUDIO ART

The mission of the Bachelor of Fine Arts Degree provides an exploratory opportunity for students to create with a broad base of media working toward mastery in the studio area(s) of their choice. This professional degree provides students with a studio experience that fosters the development of a personal body of work in concept, theory, and practice.

BFA DEGREE PROGRAM GOALS:

Upon graduation, the BFA studio art major will be able to:

1. Articulate a thorough understanding of design elements and principles.
2. Establish a mastery of medium(s) within the visual arts.
3. Integrate critical thinking and conceptual development in their body of work.
4. Comprehend a knowledge of art history including contemporary art and theory.
5. Apply knowledge of professional artist practices.
6. Successfully apply for professional art career opportunities and post-baccalaureate and graduate programs.

BFA DEGREE PROGRAM OUTCOMES:

1. The student will be able to produce artwork that successfully utilizes design principles and elements.
2. The student will create a series of artworks that demonstrates mastery level of their chosen medium(s).
3. The student will be able to communicate their personal concept(s) through a written artist statement, actual gallery presentation, and varied digital formats.
4. The student will be able to reference historic and contemporary art in relationship to their own and other artist's work.
5. The student will present a solo graduating exhibition, compete in juried competitions, and develop a personal website.
6. The student will be able to obtain art related careers and enter graduate programs.

The Bachelor of Fine Arts with a studio art major consists of 74 hours and offers a sequence of courses in painting, sculpture, printmaking, ceramics, photography and drawing, along with requirements

in art history. This degree provides students with a thorough grounding in visual arts foundation principles and techniques. 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.

For continuation in the Bachelor of Fine Arts degree program in studio art students must submit a portfolio of artwork for faculty review in their junior year. Faculty recommendation is based upon student's statement of intent as well as the quality and direction of submitted artworks. Students should obtain detailed information concerning the Bachelor of Fine Arts review from the chair of the department during their sophomore year.

REQUIRED COURSES IN ART HISTORY

ART 201: Introduction to History of Western Art I.....	3 hours
ART 202: Introduction to History of Western Art II.....	3 hours
Two of the following three courses:	6 hours
ART 306: Twentieth Century Art Before 1945	
ART 309: Twentieth Century Art Since 1945	
ART 315: Women and Art	
One Art History Elective	3 hours
Total Art History Hours	15 hours

Required Courses in Foundational Art:

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 140: Photography I.....	3 hours
ART 150: Sculpture I.....	3 hours
ART 170: Painting I.....	3 hours
ART 213: Drawing II.....	3 hours

REQUIRED COURSES IN ADVANCED STUDIO ART

Ten additional courses in Studio Art at the 200, 300, and 400 levels. Must Include:

ART 410: Advanced Studio	3-6 hours
ART 495: Senior Project	6 hours

Advanced Study.....	30 hours
ART 414: Senior Seminar	1 hour
ART 415: Senior Exhibition	1 hour

TOTAL HOURS FOR BACHELOR OF FINE ARTS WITH STUDIO ART MAJOR.....	74 hours
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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, practices, and techniques, be able to make contributions to their society's quality of life and productivity. 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.

BFA DEGREE PROGRAM GOALS

Upon graduation, the interior design major will be able to demonstrate:

1. Creative and functional interior design solutions generated using the design process; graphic visualization competently used to portray their interiors; and verbal and written explanations of their interiors
2. Preparation to compete successfully for professional opportunities in the regional and national job market and for acceptance into graduate programs
3. Understanding of the social responsibility of practicing sustainable design and protecting the health, safety, and welfare of the public
4. Understanding of the role of interior design in historic and current cultures, and the team of stakeholders involved in interior design projects

BFA DEGREE PROGRAM LEARNING OUTCOMES

1. Student project outcomes indicate their appropriate development in understanding and applying: research and analysis, creative process, structure of critical design aesthetics, interiors components, communication graphics, and speaking and writing skills.
2. Student project outcomes indicate their appropriate development in understanding the interior design profession and personal marketing. Students have completed interactions with professionals.
3. Student project outcomes indicate their appropriate development in understanding social responsibility.

The interior design major, consisting of 74 credit hours, provides a professional program directed toward both the residential and commercial aspects of interior design. Course content features the creative design process, design theory, space planning, human factors, finishes and furnishings, building systems, lighting, sustainable design, history of interiors, and professional practices. Students apply their learning and communicate within professional drawing and presentation formats.

Dedicated studios feature individual work stations with locking storage, computers, printers, print resources, and sample storage. Students use AutoCAD, Revit, SketchUP Pro, Photoshop, InDesign, and Microsoft Office. Students are strongly encouraged to purchase laptops, AutoCAD and SketchUP software. Contact the program coordinator for computer specifications. Interior design majors interact with professional designers and trade experts on and off campus through a variety of activities. Each Interior design major completes a professional interior design work experience and the Student Development and Success Center supports this graduation requirement. Student memberships in professional organizations are encouraged.

All seniors are required to present a public exhibition of their work. The students are responsible for invitations, announcements and publicity, and the overall display and tasteful execution of the designated gallery space.

REQUIRED COURSES IN ART AND DESIGN

ART 111: 2-D Design	3 hours
ART 112: 3-D Design	3 hours
ART 113: Drawing I	3 hours
ART 201: Introduction to History of Western Art I.....	3 hours
ART 202: Introduction to History of Western Art II.....	3 hours
ART 415: Senior Exhibition	1 hour
DES 282: Intro to Interior Design	3 hours
DES 283: Space Planning.....	3 hours
DES 284: Residential Design.....	3 hours
DES 285: Computer Aided Design	3 hours
DES 286: Advanced Computer Aided Design	3 hours
DES 287: Color and Textile Design.....	3 hours
DES 288: Interior Construction	3 hours
DES 289: Presentation Skills	3 hours
DES 381: History of Interiors I.....	3 hours
DES 382: History of Interiors II	3 hours
DES 383: Codes and Materials.....	3 hours
DES 384: Commercial Design I.....	3 hours
DES 386: Lighting.....	3 hours
DES 387: Kitchen and Bath Design.....	3 hours
DES 480: Senior Seminar	1 hour
DES 481: Advanced Interior Design I	3 hours
DES 482: Advanced Interior Design II.....	3 hours
DES 483: Business and Professional Practice.....	3 hours
DES 485: Professional Design Work Experience	3 hours
Studio Art or Design Elective	3 hours

TOTAL HOURS FOR A BACHELOR OF FINE ARTS WITH AN INTERIOR DESIGN MAJOR..... 74 HOURS

COURSES OF INSTRUCTION

ART EDUCATION

300. ART FOR THE ELEMENTARY SCHOOL/ THREE CREDITS

Major credit. The purpose of this course is to examine the basic concepts and principles of art education for the elementary art teacher. Students will study the materials and methods for teaching art to children. Emphasis is given to the artistic development of all children in the elementary/middle school and the South Carolina Standards for Art Instruction as stated by the National Art Education Association. This is the first required course in the art education major. *Required for Art Education Majors. Lab fee. Offered Fall Term.*

300L. ART FOR THE ELEMENTARY SCHOOL: LAB CLINICAL I/ONE CREDIT

Major credit. Prerequisite: EDU 360. Co-requisite: ART 300. The purpose of this course is to provide prospective art teachers an early opportunity (sophomore or junior year) to work with students in an elementary art classroom. The emphasis is placed on observation and participation in the classroom. Additionally, there will be some readings, written assignments, several seminars with the instructor, and video taping of lessons. The course integrates theory and practice acquired in core courses in art education. The course includes observation, participation and limited directed teaching experience in local, normally, public schools. Teacher candidates should sign up with the Dept. of Education at least one full semester before the term. *Offered Spring Term. Pass/fail grading.*

311. ART FOR THE CHILD/THREE CREDITS

Required for some education majors. The purpose of this course is to examine the basic concepts and principles of art instruction. Students will study the materials and methods for teaching art to children. Emphasis is given to the artistic development of children. *Lab fee.*

314. SCHOOL ART CURRICULUM AND METHODS/ THREE CREDITS

Major credit. Prerequisites: ART 300, 316 or with permission of instructor. The purpose of this course is to examine the basic curriculum and methods in the public school. Emphasis is given to the planning of units and lesson plans for various levels of art instruction, organization of the classroom, and materials and methods used for instruction. The curriculum standards are based on the South Carolina Standards for Art Instruction as stated by the National Art Education Association for teaching art. Required for art education majors. Necessary for teacher accreditation. This is the third required course for the art education major. *Students should take this course during the Fall Term of the junior or senior year. Lab fee.*

316. ART FOR THE SECONDARY SCHOOL/ THREE CREDITS

Major credit. Prerequisite: ART 300 or permission of instructor. The purpose of this course is to examine the basic concepts and principles of art education for the secondary art teacher. Students will study the materials and methods for teaching art to adolescents. Emphasis is given to the artistic development of students in the secondary art program and the South Carolina Standards for Art Instruction as stated by the National Art Education Association. *Required for Art Education majors. This is the second required course for the art education major. Lab fee. Offered Fall Term.*

316L. ART FOR THE SECONDARY SCHOOL: LAB CLINICAL II/ TWO CREDITS

Major credit. Prerequisites: ART 300, ART 300L, and EDU 360. Co-requisite: ART 316. The purpose of this course is to provide prospective art teachers an early opportunity (sophomore or junior year) to work with students in a secondary art classroom. The emphasis is placed on observation and participation in the classroom. Additionally, there will be some readings, written assignments, several seminars with the instructor, and video taping of lessons. The course integrates theory and practice acquired in core courses in art education and builds on experiences in ART 300L (clinical I). The course includes observations, participation and limited directed teaching experience in a local, normally, public school. Teacher candidates should sign up with the Dept. of Education at least one full semester before the term. *Offered each Fall Term. Pass/fail grading.*

EDU 412h. DIRECTED STUDENT TEACHING IN ART/ TWELVE CREDITS

Major credit. 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. The experience requires conferences with the College supervisor and the cooperating teachers, demonstration of the integration of technology into instruction, and attendance at such required seminars as training sessions, orientation sessions, and other workshops. The College supervisor visits the student teacher periodically during the semester. Students must apply for student teaching by March 1 for Spring Term placement in the following year or by October 1 for Fall Term placement in the following year. *Pass/fail grading. Offered Fall and Spring Terms. Special fee. Meets the GEP capstone and Writing Intensive requirements.*

499. HONORS THESIS IN ART/THREE CREDITS

Pre-requisites: GPA of at least 3.0; permission of the student's major professor (adviser); approval of the

Department of Art and Design faculty and other prerequisites as outlined in the Nisbet Honors Guidelines. This course is an elective senior thesis for majors who wish to pursue Honors in an area of studio art, art history, art education or art therapy. The Senior Honors Thesis in art demonstrates the student's ability to do sustained work, conduct systematic research, to organize materials effectively, with the intention of producing an outcome that results in either a series of artworks or research paper as is appropriate to her area.

ART HISTORY

*100. ART APPRECIATION/THREE/FOUR CREDITS JANUARY TERM

GEP, Elective 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.*

*125. FIRST-YEAR SEMINAR/THREE CREDITS

First-Year Seminars (FYS) constitute a common and academically significant experience in a student's first year at Converse. All incoming first-year students are required to take a 3 credit-hour FYS course in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with a common course number (except designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are elements of the course.

*199H. 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.*

*200. INTRODUCTION TO ART BEYOND THE WEST / THREE CREDITS

GEP, Major, Minor, and Elective credit. This course will provide a broad introduction to traditional non-western art in various regions of the world, including

but not limited to Asian, African, and Pre-Columbian art. The purpose and context as well as the style of the art and architecture will be examined.

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

GEP, Major, Minor, Elective 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 Prehistoric through Medieval periods.

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

GEP, Major, Minor, Elective 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 through the modern era.

*290. SPECIAL TOPICS IN ART HISTORY/ THREE OR FOUR CREDITS

GEP, Major, Minor, Elective credit. This is a combination lecture and discussion course that will center around a selected topic in art history. *Since the content will vary, this course may be taken more than once for credit. Offered periodically.*

*299H. INTERDISCIPLINARY HONORS COURSE/ THREE CREDITS

GEP, Major, Elective credit. This course is team taught by members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office. *Offered periodically.*

305. NINETEENTH CENTURY ART/ THREE CREDITS

Major, Elective credit. Prerequisites: ART 201, 202 or the permission from the instructor. A study of the major developments of nineteenth century European painting and sculpture within the context of social, cultural, and political developments. *Offered every three years.*

306. TWENTIETH CENTURY ART BEFORE 1945/ THREE CREDITS

Major, Elective credit. Prerequisites: ART 201, 202 or the permission from the instructor. A study of the major developments in European visual culture from early 1900 to 1940. *Offered alternate years. Writing Intensive for studio art majors.*

*307. ART HISTORY TRAVEL/THREE OR FOUR CREDITS IN JANUARY TERM

GEP, Elective credit; Major credit if 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. *Typically offered during January Term.*

**308. MUSEUM INTERNSHIP/
THREE OR SIX CREDITS**

Major, Elective credit. Prerequisites: ART 201 and 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, DC, the High Museum in Atlanta, GA, Sothebys in New York City, and the Mint Museum in Charlotte, NC. The students learn the various phases of curatorship and gain exposure to major works of art through exhibitions and private collections of the museum. *Pass/fail grading.*

***309. TWENTIETH CENTURY ART SINCE 1945/
THREE CREDITS**

GEP, Major, Minor, Elective credit. Prerequisites: ART 201, 202 or the permission from the instructor. A study of the major developments in the visual arts from 1945 to the present. *Writing Intensive for studio art and art education majors. Offered alternate years.*

310. AMERICAN ART/THREE CREDITS

Major, Elective credit. Prerequisites: ART 201, 202 or the permission from the instructor. A study of American art from the colonial period to the 1930s. *Offered every three years.*

***315. WOMEN AND ART/THREE CREDITS**

GEP, Major, Minor, Elective credit. This course selectively studies the art and lives of women artists. Theories concerning representations of women will also be discussed. *GEP Humanities/Women's Studies. Offered alternate years.*

***325. SPECIAL TOPICS IN NON-WESTERN ART /
THREE CREDITS**

GEP, Major, Minor, and Elective credit. This course will provide a focus on art from one region (i.e. Africa) outside the European tradition. It will examine the purpose, style, and context of the art, and may include traditional as well as contemporary art objects as well as architecture. *The course content will vary.*

**400. SPECIAL TOPICS IN ART HISTORY SEMINAR/
THREE CREDITS**

Major, Elective credit. Prerequisites: ART 201, 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. *Offered periodically.*

**460. ART HISTORY SENIOR SEMINAR/
THREE CREDITS**

Major credit. This course is designed to provide the senior Art History major with an opportunity to focus on a particular period in art history and gain experience doing in-depth research and writing on a topic of her choosing, with the professor's approval. It also provides the student with career development and graduate school preparation. *This capstone course should ideally be taken during the Fall Term of the senior year. Writing Intensive and capstone course for art history majors.*

**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.*

499. HONORS THESIS IN ART/THREE CREDITS

Pre-requisites: GPA of at least 3.0; permission of the student's major professor (adviser); approval of the Department of Art and Design faculty and other pre-requisites as outlined in the Nisbet Honors Guidelines. This course is an elective senior thesis for majors who wish to pursue Honors in an area of studio art, art history, art education or art therapy. The Senior Honors Thesis in art demonstrates the student's ability to do sustained work, conduct systematic research, to organize materials effectively, with the intention of producing an outcome that results in either a series of artworks or research paper as is appropriate to her area.

ART THERAPY

***125. FIRST-YEAR SEMINAR/THREE CREDITS**

First-Year Seminars (FYS) constitute a common and academically significant experience in a student's first year at Converse. All incoming first-year students are required to take a 3 credit-hour FYS course in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with a common course number (except designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are elements of the course.

**354. OVERVIEW OF EXPRESSIVE ART
THERAPIES/ THREE CREDITS/FOUR CREDITS
JANUARY TERM**

Major, Elective credit. A course designed to introduce students to a variety of expressive therapies including

art therapy, music therapy, dance and movement therapy, drama therapy, expressive writing as therapy, sandtray and play therapy. This course will provide theoretical perspectives on expressive modalities as they are utilized in a variety of settings to benefit individuals in the educational system, special education programs, family therapy, trauma centers, hospitals and children's shelters. Student will discover the uses and benefits of these various therapies through selected readings, lectures and interactive classroom instruction. *Offered January Term only. Lab fee.*

355. SURVEY OF ART THERAPY/THREE CREDITS
Major, 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. *Lab fee.*

357. ART THERAPY PERSPECTIVE
UNDERSTANDING CHILDREN'S ART/THREE CREDITS
Major, Elective credit. Prerequisites: ART 355, 111, 112 or permission of instructor. A study of the child's artistic process as a vehicle of nonverbal creative expression. There will be an emphasis on the artistic stages/sequences of child development, and assessments relevant to each age level. The material presented in this course will give students an expanded concept of the needs of children in diverse populations, and the approaches utilized by art therapists in the treatment of children. *Lab fee.*

380. ART THERAPY METHODS AND THEORIES/
THREE CREDITS
Major credit. Prerequisites: ART 111, 112 and 355 or by permission of the instructor. ART 380 will build upon the principles, philosophy and application of clinical art therapy presented in ART 355. 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. *Lab fee.*

390. ART THERAPY INTERNSHIP/
THREE OR SIX CREDITS
Major credit. Prerequisites: A 3.0 average in the major: ART 355, 357, 380 and permission of the instructor. Six credit hours of internship are required for senior Art Therapy majors. A three-credit internship consists of

120 hours of experience in a clinical or educational setting. Students may elect to take two three-credit internships or one six-credit internship. 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 are available in locations throughout the state and other areas of the country. *Pass/fail grading. Lab fee.*

417. ART THERAPY STUDY TRAVEL/
FOUR CREDITS
Major, Elective credit. Prerequisites: ART 355, 357, 380 and/or permission of instructor. A travel study program for course credit wherein participants will spend fourteen days in a selected city or cities for an intensive exploration of culture, art, historical perspectives, international approaches to art therapy and may include service learning opportunities when available. 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 January or Summer Terms only.*

455. ART THERAPY SENIOR SEMINAR/
THREE CREDITS
Major credit. Prerequisites: ART 355, 357, 380 and permission of the instructor. This course will provide art therapy senior students the opportunity to research an art therapy topic of interest, write a 25 page APA style paper, and present the paper and appropriate art interventions to the class for discussion. This course will also include a comprehensive inspection of graduate schools, career opportunities, portfolio presentations, and library research techniques. The material presented will give the students an expanded concept of the writing and speaking skills necessary to pursue their future goals. *Capstone course. Writing Intensive.*

499. HONORS THESIS IN ART/THREE CREDITS
Pre-requisites: GPA of at least 3.0; permission of the student's major professor(advisor); approval of the Department of Art and Design faculty and other pre-requisites as outlined in the Nisbet Honors Guidelines. This course is an elective senior thesis for majors who wish to pursue Honors in an area of studio art, art history, art education, or art therapy. The Senior Honors Thesis in art demonstrates the student's ability to do sustained work, conduct systematic research, to organize materials effectively, with the intention of producing an outcome that results in either a series of artworks or research paper as is appropriate to her area.

STUDIO ART

101. STUDIO ART APPRECIATION/THREE/ FOUR CREDITS JANUARY TERM

GEP, Elective credit. An introduction to the visual arts using lectures, discussions, museum and gallery visits, exhibition reviews, and hands on studio experiences with the materials, concepts, and processes of art with the purpose of providing insight into the functions, content, and making of art objects. *Lab fee. May not be applied to major in art.*

111. 2-D DESIGN/THREE CREDITS

Major, Minor credit. Prerequisite for all art and design courses. 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.*

112. 3-D DESIGN/THREE CREDITS

Major, Minor credit. Prerequisite for all art and design courses. An introductory 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.*

113. DRAWING I/THREE CREDITS

Major, Minor credit. Prerequisite for all art and design courses. An introduction to the discipline of drawing. Development of drawing 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 black and white media. *Lab fee.*

120. PRINTMAKING I/THREE CREDITS

Major, Minor, Elective credit. Prerequisite: ART 111 and 113. An introduction to the discipline of printmaking concentrating on the technical aspects of relief, lithography, and monotype processes. Priority will be given to majors. *Lab fee.*

124. GRAPHIC DESIGN I/THREE CREDITS

Major, Minor, Elective credit. A beginning course in layout design. Students will complete projects dealing with graphic visualization, packaging and layout. *Lab fee.*

*125. FIRST-YEAR SEMINAR/THREE CREDITS

First-Year Seminars (FYS) constitute a common and academically significant experience in a student's first year at Converse. All incoming first-year students are required to take a three credit-hour FYS course in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with a common course number (except designated honors sections). Each

FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are elements of the course.

130. CERAMICS I/THREE CREDITS

Major, Elective credit. Prerequisites: ART 112 or permission of the instructor. 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. Priority will be given to majors. *Lab fee.*

131. CERAMICS FOR NON-ART/DESIGN MAJORS/ THREE CREDITS

Elective credit. This is an introductory course to ceramic processes including historical and contemporary methods. Students will participate by using ceramic hand-building techniques to produce meaningful, well developed artworks that may be functional or non-functional. Pinch, coil slab and glaze application methods will be explored. *Lab fee. May not be applied to majors in art or design.*

140. PHOTOGRAPHY I: BLACK AND WHITE/ THREE CREDITS

Major, Minor, Elective credit. Prerequisites: ART 111 or permission of instructor. 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 present a portfolio of assigned photographs. An SLR 35mm camera with manual override is required. Priority will be given to majors. *Lab fee.*

150. SCULPTURE I/THREE CREDITS

Major, Minor, Elective credit. Prerequisites: ART 112 or permission of instructor. 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. *Priority will be given to majors. Lab fee.*

151. BASIC STONE CARVING/THREE CREDITS

Major, Elective credit. An Introduction to the discipline of stone carving. Study and experimentation with traditional and contemporary processes of carved form. Lectures, demonstrations, and assigned studio problems familiarize the student with the properties of structure and the nature of materials and forming processes. *Priority will be given to majors. Lab fee.*

170. PAINTING I/THREE CREDITS

Major, Minor, Elective credit. Prerequisites: ART 111 and 113 or permission of instructor. An introduction to the discipline of painting. Emphasis on the exploration of painting properties, materials, techniques and color theory through specific formal problems. Priority will be given to majors. *Lab fee.*

*199H. FRESHMAN HONORS SEMINAR/
THREE CREDITS

GEP, 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 rotation with seminars in other disciplines.*

212. ARTIST BOOKS/THREE CREDITS

Major, Minor, 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, and the incorporation of text. Both traditional and contemporary approaches will be explored. *Lab fee.*

213. DRAWING II/THREE CREDITS

Major, 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.*

220. PRINTMAKING II/THREE CREDITS

Major, Elective credit. Prerequisite: ART 120. An intermediate course in printmaking, which includes the use of silkscreen, advanced lithography and further experimentation in the monotype process. The student will explore the range of possibilities inherent in the mediums and develop a familiarity with the graphic processes and their tools and materials. *Lab fee.*

224. GRAPHIC DESIGN II/THREE CREDITS

Major, Elective credit. Prerequisites: ART 124. Emphasis will be on learning to use the computer as the main tool in graphic communication and exploring industry software including drawing, paint, 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.*

230. CERAMICS II/THREE CREDITS

Major, Elective credit. Prerequisite: ART 130. An in-depth course in throwing forms on the potter's wheel with formalized study of the mixing and application of glazes. Students will combine thrown and hand-built pieces to creatively solve functional and sculptural problems while experiencing the firing of various kilns. *Lab fee.*

240. PHOTOGRAPHY II: BLACK AND WHITE/
THREE CREDITS

Major, Elective credit. Prerequisite: ART 140. This course focuses on the exploration of advanced photographic techniques including large scale black and white, digital applications, liquid emulsions and experimental forms of presentation. The development of individual style is strictly encouraged. *Lab fee.*

241. ALTERNATIVE PHOTO METHODS/
THREE CREDITS

Major, Minor, Elective credit. Prerequisite: Art 140. This is an introductory course that investigates both the historical and contemporary aspects of photography. The lecture material and classroom interaction will equip the student with technical skills needed to develop and create Cyanotype and Vandyke Brown prints which are liquid emulsion processes. Other possible media may include pin-hole photography. The student will also learn to present a portfolio of matted, finished photographs, as well as the basic operations of the program Adobe Photoshop. *Lab fee. Offered periodically.*

250. SCULPTURE II/THREE CREDITS

Major, Elective credit. Prerequisite: ART 150. This course provides an introduction to welding techniques, explorations of the creative use of form, and the extension of form through the use of paint, wood, and plastics. *Lab fee.*

270. PAINTING II/THREE CREDITS

Major, 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.*

312. ARTIST BOOKS II/THREE CREDITS

Major, Minor, Elective credit. Prerequisite: Art 212. An intermediate course in the book arts what will include further exploration of structure, bookbinding techniques, design and content development. The development of personal style and subject is encouraged at this level. *Lab fee.*

313. DRAWING III/THREE CREDITS

Major, 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.*

317. STUDIO ART TRAVEL PROGRAM/ THREE, FOUR OR SIX CREDITS

Major, 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 January and Summer Terms.*

320. PRINTMAKING III/THREE CREDITS

Major, Elective credit. Prerequisite: ART 220. An advanced 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.*

330. CERAMICS III/THREE CREDITS

Major, Elective credit. Prerequisite: ART 230. An advanced investigation in the processes and possibilities of clay, glazes, and firing methods. Development of student's ideas is emphasized with the understanding of the capabilities and limitations of clay for solving various problems. *Lab fee.*

340. PHOTOGRAPHY III/THREE CREDITS

Major, Minor, Elective credit. Prerequisite: ART 240. This is an advanced course focusing on the student's personal concept. The choice of traditional or experimental processes is decided upon by the student. The student's focus is also based upon series work. *Lab fee.*

350. SCULPTURE III/THREE CREDITS

Major, 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.*

360. SPECIAL TOPICS IN STUDIO ART / THREE, FOUR OR SIX CREDITS

Major, 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. *Lab fee varies per class.*

370. PAINTING III/THREE CREDITS

Major, 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.*

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

Prerequisites: ART 111, 113, courses in the area of interest and consent of the Faculty Director. 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. *Pass/fail grading.*

410. ADVANCED STUDIO ART/ THREE CREDITS

Major, Elective credit. Prerequisites: Any level II studio art course. Juniors and Seniors or permission of the instructor. An advanced studio art class that allows each student to explore her own studio art concentration, as well as experiment with new media. Contemporary art issues will be discussed and studio art projects will be created in response to these issues. *This course can be taken up to four times by studio art majors. Lab fee.*

413. DRAWING IV/THREE CREDITS

Major, Elective credit. Prerequisite: ART 313. Experimental approaches to drawing. Emphasis on personal initiative and discipline in defining and executing problems. *Lab fee.*

414. SENIOR SEMINAR/ONE CREDIT

Required course for all art majors excluding art history, and interior design. 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. *Capstone for BA and BFA in studio art.*

415. SENIOR EXHIBITION /ONE CREDIT

Major credit. Prerequisite: ART 414 or DES 414. This is a required course for all art and design majors excluding art history. This course is the execution of the senior exhibition which includes a public presentation of the student's art and design work, photographic documentation of the show, an artist statement, resume, and a professional announcement. The completion of the exhibition and documentation is a requirement for graduation. *Pass/fail grading.*

420. PRINTMAKING IV/THREE CREDITS

Major, Elective credit. Prerequisite: ART 320. Advanced investigations into the aesthetic possibilities of printmaking process. *Lab fee.*

430: CERAMICS IV/THREE CREDITS

Major, Elective credit. Prerequisite: ART 330. An advanced investigation in the processes and possibilities of clay, glazes, and firing methods. Experimental approaches with ceramic media with an emphasis on personal initiative in defining and creating problems and aesthetic solutions to these self-imposed problems. *Lab fee.*

440. PHOTOGRAPHY IV/THREE CREDITS

Major, Minor, Elective credit. Prerequisite: ART 340. Advanced investigations into the aesthetic possibilities of the photographic process. Experimentation with media is encouraged, as well as a strong focus on series work. *Lab fee.*

450. SCULPTURE IV/THREE CREDITS

Major, 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, and readings. *Lab fee.*

470. PAINTING IV/THREE CREDITS

Major, 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.*

490. DIRECTED INDEPENDENT STUDY/ THREE CREDITS

Major credit. Prerequisite: Permission of instructor. An independent course of advanced study in an area of studio art or design. May be taken for a total of 6 hours credit. *Lab fee, as required by specific area of study.*

495: SENIOR PROJECT/THREE OR SIX CREDITS

Major credit. Prerequisite: BA and BFA studio art or art education majors. An independent directed course with faculty supervision, for seniors in preparation for their senior graduation exhibition. Students are required to produce a series of art works and a concept statement that will be evaluated by the art faculty. BFA candidates are required to take this course in the final two semesters of their senior year. *Optional studio art elective for BA candidates.*

499. HONORS THESIS IN ART/THREE CREDITS

Pre-requisites: GPA of at least 3.0; permission of the student's major professor(advisor); approval of the Department of Art and Design faculty and other pre-requisites as outlined in the Nisbet Honors Guidelines. This course is an elective senior thesis for majors who wish to pursue Honors in an area of studio art, art history,

art education, or art therapy. The Senior Honors Thesis in art demonstrates the student's ability to do sustained work, conduct systematic research, to organize materials effectively, with the intention of producing an outcome that results in either a series of artworks or research paper as is appropriate to her area.

INTERIOR DESIGN

*101. INTERIOR DESIGN APPRECIATION/ THREE CREDITS

GEP, Elective credit. An overview of interior design including its history, the role of interior design in global cultures, pop culture and the profession, the application of art and design theory, and creative problem solving. Studio projects explore issues. *Lab fee. May not be applied to the interior design major.*

*125. FIRST-YEAR SEMINAR/THREE CREDITS

First-Year Seminars (FYS) constitute a common and academically significant experience in a student's first year at Converse. All incoming first-year students are required to take a three credit-hour FYS course in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with a common course number (except designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in some designated category of the General Education Program. Strong writing and speaking components are elements of the course.

282. INTRODUCTION TO INTERIOR DESIGN/ THREE CREDITS

Major credit. Prerequisites: ART 111, 112, 113 or permission of instructor. The course introduces the student to the art and profession of interior design. Basic principles and elements of design theory are covered, including definitions, color selection, terminology and processes, professional education standards, and career opportunities. *Lab fee. Offered Spring Term.*

283. SPACE PLANNING/THREE CREDITS

Major credit. Prerequisites: DES 282, or permission of instructor. Introduction to residential interior design. The study of spatial relationships and design theory involving a variety of studio problems. Exercises in programming for interior spaces, preliminary schematic design options. A thorough analysis of spatial considerations for residential interiors, using matrices, bubble diagrams, schematic plans and to effectively integrate all environmental factors within the interior. *Lab fee. Offered Fall Term only.*

284. RESIDENTIAL DESIGN/THREE CREDITS

Major credit. Prerequisite: DES 282, 283 or permission of instructor. Continuation of the study of residential

interior and architectural design. Programming the space needs of the client, development of space planning in conjunction with the study of residential interior environments, human behavior, proxemics, human factors and ADA, along with special populations. Studies utilize model building and details of residential interior and architectural elements. *Lab fee. Offered Spring Term only.*

285. COMPUTER AIDED DESIGN/THREE CREDITS
Major credit. Prerequisites: ART 111, 112 and 113. A course designed to introduce the student to the computer-aided design and drafting process using AutoCAD software. *Lab fee. Offered Fall Term only.*

286. ADVANCED COMPUTER AIDED DESIGN/
THREE CREDITS
Major credit. Prerequisites: DES 282 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 AutoCAD and SketchUP software. *Lab fee. Offered Spring Term only.*

287. COLOR AND TEXTILE DESIGN/
THREE CREDITS/FOUR CREDITS JANUARY TERM
Major credit. Prerequisites: DES 282, or permission of instructor. The study of the textiles used in the interior design industry, including textiles, along with understanding of fiber content, weaves, patterns and textures. The effects of color rendition are studied when viewed under different types of luminaries. *Lab fee. Offered Fall Term.*

288. INTERIOR CONSTRUCTION/THREE CREDITS
Major credit. Prerequisites: DES 282, 283 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. Offered Spring Term only.*

289. PRESENTATION SKILLS/THREE CREDITS
Major credit. Prerequisites: DES 282 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. Offered Fall Term only.*

*381. HISTORY OF INTERIORS I/THREE CREDITS
GEP, Major, Elective credit. An international, historic survey of interiors from ancient times to the 1800s including concepts of interior development, furnishings, decorative components, architectural structure, design theories, social context, and relevance to current design practices. *Fall Term only. Lab fee.*

382. HISTORY OF INTERIORS II/ THREE CREDITS
Major credit. Prerequisites: ART 201, 202 or permission of the instructor. International, historic survey of interiors from the 1800s to the current decade including design and architectural theories, furnishings, finishes and decoration in their cultural and technological origin and current context. *Offered Spring Term only. Writing Intensive for interior design majors. Lab fee.*

383. CODES AND MATERIALS/THREE CREDITS
Major credit. Prerequisites: DES, 282, 283, 288 or permission of instructor. The study of materials used by commercial interior designers in public spaces, the impact of codes, regulations and testing processes and procedures to benefit health, safety and welfare of the public. Discussion and execution of the typical details required for the installation of materials for commercial interiors. *Lab fee. Offered Fall Term only.*

384. COMMERCIAL DESIGN I/THREE CREDITS
Major credit. Prerequisites: DES, 282, 283, 383 or permission of instructor. In depth study of commercial interior spaces such as corporate facilities, health care facilities, government and non-profit facilities. Implementation of the programming of the space, schematic design through contract document phases, to include the preliminary specification of materials and furnishings to be used in the space. Additional attention paid to incorporating study models, detailing of installation and construction methods, as well as meeting minimal code and ADA requirements. *Lab fee. Offered Spring Term only.*

385. ART RESTORATION/THREE CREDITS
Major, Elective credit. Prerequisite: 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.*

386. LIGHTING /THREE CREDITS
Major credit. Prerequisites: DES 383 or permission of instructor. The study of artificial lighting is applied to design theory, with emphasis on the color and light rendition in the interior environment, as well as lighting calculations and planning light fixtures layouts for interior spaces. *Lab fee. Offered Spring Term only.*

387. KITCHEN AND BATH DESIGN/
THREE OR FOUR CREDITS

Major credit. Prerequisites: DES, 282, 284, 288, 289 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 through drawings and 3-D models. 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. Formal presentation by student is required at end of term. *Lab fee. Offered Fall Term only.*

388. SPECIAL TOPICS IN INTERIOR DESIGN/
THREE CREDITS

Major, 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.*

480. SENIOR SEMINAR/ONE CREDIT

Major. Prerequisites: DES 384 and 387. Students identify and define relevant aspects of the DES 482 design project through gathering, evaluation and applying appropriate and necessary information and research findings.

481. ADVANCED INTERIOR DESIGN I/
THREE CREDITS

Major credit. Prerequisites: DES 383, 384, 386 or permission of instructor. Continuation of the study of commercial interior spaces, with emphasis placed on the health, safety and welfare of the public utilizing these spaces. *Lab fee. Offered Fall Term only.*

482. ADVANCED INTERIOR DESIGN II/
THREE CREDITS

Major credit. Prerequisites: DES 481, 483 or permission of instructor. A continuation of the study of spatial relationships including design theory as related to technical knowledge of interior construction in programming and analysis of an independent assignment of the student's choice. *Lab fee. Offered Spring Term only. Capstone for interior design majors.*

483. BUSINESS AND PROFESSIONAL PRACTICE/
THREE CREDITS

Major credit. Prerequisites: DES 283, 383, 386 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, estimation and specifications. Emphasis is placed on the culmination of the process for both residential

and commercial applications. Review of professional liabilities, legal implications, advisors, and organizations. Development of graphic identification package, along with resume. Review of and modifications to the student portfolio in preparation for student interviews for a full-time position. *Offered Fall Term only. Lab fee.*

485. PROFESSIONAL DESIGN WORK
EXPERIENCE/ THREE CREDITS

Major credit. Required for the major in interior design. Prerequisites: DES 383, 384, 386, 481, 483 or permission of instructor. A program in which the student obtains practical on-the-job experience working in an interior design or architectural firm. *Pass/fail grading.*

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

Major, Elective credit. Prerequisites: ART 201, 202, DES 381, 382 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 January and Summer Terms only.*

489. DIRECTED INDEPENDENT STUDY/
THREE CREDITS

Major, 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.*

499. HONORS THESIS IN ART/
THREE CREDITS

Pre-requisites: GPA of at least 3.0; permission of the student's major professor (advisor); approval of the Department of Art and Design faculty and other pre-requisites as outlined in the Nisbet Honors Guidelines. This course is an elective senior thesis for majors who wish to pursue Honors in an area of studio art, art history, art education, or art therapy. The Senior Honors Thesis in art demonstrates the student's ability to do sustained work, conduct systematic research, to organize materials effectively, with the intention of producing an outcome that results in either a series of artworks or research paper as is appropriate to her area.

DEPARTMENT OF THEATRE AND DANCE

BOONE HOPKINS *chair*, JOHN M. BALD, CHANDRA HOPKINS, MCCREE O'KELLEY,
MELISSA OWENS

The Department of Theatre and Dance provides opportunities which enable students to develop their skills and talents in theatre arts and dance to foster a better understanding of the contribution that live performance 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, majors in theatre 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.

The General Education Program is a requirement for all degrees. The requirements listed below are approved for the Bachelor of Arts, Bachelor of Science and Bachelor of Fine Arts.

ENG 101	3 hours
Language and Culture	9 hours
MTH 108 or higher	3 hours
One course designated as	
Quantitative reasoning	3-4 hours
Health and Well-being Wellness	2 hours
Activity course.....	1-2 hours
Humanities	6 hours
Literature	3 hours
Fine Arts.....	6 hours
Natural Science.....	7-8 hours
Social Science	6 hours
Total	49-52 hours

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course
- Capstone experience.

For more information see the *GEP* requirements in this catalog.

BACHELOR OF ARTS IN THEATRE

Required Courses:

THR 102: Script Analysis	3 hours
THR 115: Acting I: Fundamentals of Acting..	3 hours
THR 201: Technical Production	3 hours
THR 201L: Technical Production Lab	1 hour
THR 203: Survey of Theatre History I.....	3 hours
THR 204: Survey of Theatre History II	3 hours
THR 230: Basic Stage Design	3 hours
THR 231: Basic Lighting Design	3 hours
THR 232: Costume Design and Construction.	3 hours
THR 350: Directing I: Fundamentals of	
Directing	3 hours
THR 499: Senior Project.....	1 hour
Theatre Practicums.....	5 hours
Additional Theatre Electives.....	9 hours

TOTAL HOURS FOR BACHELOR OF ARTS WITH A THEATRE MAJOR..... 43 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 playwriting.

BACHELOR OF ARTS IN MUSICAL THEATRE

REQUIRED COURSES

THR 102: Script Analysis	3 hours
THR 115: Acting I: Fundamentals of Acting..	3 hours
THR 201: Technical Production	3 hours
THR 201L: Technical Production Lab	1 hour
THR 203: Survey of Theatre History I.....	3 hours
THR 204: Survey of Theatre History II	3 hours
THR 210: Survey of Musical Theatre	3 hours
THR 215: Acting II: Michael Chekov.....	3 hours
THR 217: Acting the Song	3 hours
THR 415: Acting IV: Period Style.....	3 hours
THR 499: Senior Project.....	3 hours
THR 121, 221, 321, 421: Practicum	
(4 semesters).....	4 hours
DAN 110: Beginning Modern	2 hours
DAN 114: Beginning Jazz	2 hours
DAN 210: Intermediate Modern.....	2 hours
DAN 214: Intermediate Jazz	2 hours
MEN 110-190: Ensemble (1 semester).....	1 hour
MUT 111 or 113: Musicianship II or II	1 hour
VOI 101, 103, 201, 203: Voice	8 hours
Major Electives	6 hours

TOTAL HOURS FOR A BACHELOR OF ARTS IN MUSICAL THEATRE 57 HOURS

THE THEATRE MINOR

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 courses offered by the department or, with the approval of the chair of the department, related course offerings in other disciplines.

COURSES OF INSTRUCTION

THEATRE

*100. INTRODUCTION TO THEATRE/ THREE CREDITS

GEP, Elective credit. 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. SCRIPT ANALYSIS/THREE CREDITS

GEP, Major, Minor, Elective credit. This course focuses on contemporary dramatic literature. Emphasis is placed on positioning scripts in historical and theoretical contexts including discourses on how representation makes and challenges identity in performance. Play scripts are analyzed as the foundation documents for the choices made by directors, designers, and actors in the creation of theatrical performances.

*105. THEATRE AND DANCE STUDY-TRAVEL/ FOUR CREDITS

GEP, Major, Minor, Elective credit. This course is designed to provide an intensive look at theatre and dance arts by combining readings and classroom discussions with extended travel to study the theatre and/or dance performance histories of different countries, regions, and cultures, including but not limited to major domestic and international theatrical centers. *Offered alternate January Terms.*

110. VOICE AND DICTION/THREE CREDITS

Major, Minor, Elective credit. 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. ACTING I: FUNDAMENTALS OF ACTING/ THREE CREDITS

Major, Minor, Elective credit. This studio course is an introduction to the craft of acting, including training in concentration, movement, imagination, and acting technique. Students will acquire the skills necessary to audition for a role in a theatrical production, including choosing and developing monologue materials and preparing an actor's headshot and resume. *Spring term.*

120. PUBLIC SPEAKING / THREE CREDITS

Elective credit. Through observation, analysis and practice this course explores the processes and techniques of effective oral communication. Emphasis will be placed on gathering and organizing material, critical thinking, effective listening, successful vocal delivery, as well as practicing a variety of public speaking situations including impromptu and planned speeches.

121. THEATRE PRACTICUM I/ONE CREDIT

Major, Minor, Elective credit. 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; Section 12-Directing; Section 13-Playwriting. Please consult a member of the theatre faculty at the time of registration if you have any questions. *Offered only in Fall and Spring Terms.*

*125. FIRST-YEAR SEMINAR/THREE CREDITS

First-Year Seminars (FYS) constitute a common and academically significant experience in a student's first year at Converse. All incoming first-year students are required to take a 3 credit-hour FYS course in the fall semester, choosing from a variety of discipline specific topics. Each FYS carries the corresponding departmental prefix, but with a common course number (except designated honors sections). Each FYS course is designed to have no more than 18 students, and counts in

some designated category of the General Education Program. Strong writing and speaking components are elements of the course.

201. TECHNICAL PRODUCTION/FOUR CREDITS
Major, Elective credit. 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. Through a required lab, 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. *Lecture and Lab. Offered in alternate years.*

202. DRAFTING/ENGINEERING FOR THE STAGE/
THREE CREDITS
Major, Minor, Elective credit. 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. SURVEY OF THEATRE HISTORY I:
500 B.C.E. TO 1660/THREE CREDITS
GEP, Major, Minor, Elective credit. This survey is an examination of representative plays and staging practices, focusing on the Greek, Roman, Medieval, Renaissance, and Neoclassical periods and including selected non-western theatrical developments such as Noh and Kabuki theatre and Sanskrit drama.

*204. SURVEY OF THEATRE HISTORY II: 1660
TO PRESENT/ THREE CREDITS
GEP, Major, Minor, Elective credit. This survey is an examination of representative plays and staging practices, focusing on the Restoration and 18th century sentimentality, 19th century melodrama and 20th century realism including the Romantic, Modern and Postmodern periods. This course also considers selected non-western theatrical developments such as Peking Opera, Balinese, African, Latin American and Indian forms.

205. STAGE MAKE-UP/THREE CREDITS/
FOUR CREDITS IN JANUARY TERM
Major, Minor, Elective credit. This course covers make-up materials, make-up design, corrective

make-up, character make-up, prosthesis, chiaroscuro, physiognomy and stylization. *Lab fee. Offered January Term in alternate years.*

*210. SURVEY OF MUSICAL THEATRE/
THREE CREDITS
GEP, Major, Minor, Elective credit. This course is designed to expand the student's knowledge of the history of the American Musical Theatre by tracing its major development from its early beginning to contemporary productions. Course includes study of principal artists, works and movements..

215. ACTING II: MICHAEL CHEKTOV/
THREE CREDITS
Major, Minor, Elective credit. Prerequisite: THR 115 or permission of instructor. This studio course is a continuation of Acting I. Students will delve deeper into the craft of acting expanding their training in movement, concentration, and imagination, specifically pertaining to the Michael Chekhov acting technique. Emphasis will be placed on Chekhov's exercises for character development. *Offered Fall term.*

217. ACTING THE SONG/ THREE CREDITS
Major, Minor, Elective credit. This course will focus on the storytelling aspect of singing, specifically, related to musical theatre. Students will work pieces from the musical theatre canon, ballad and up-tempo, traditional and contemporary. Exploring the text and using acting techniques, students will learn to develop engaging characters and truthful stories while singing.

218. DEVISING THEATRE/THREE CREDITS
Major, Minor, Elective credit. Devising theatre or creating theatre is the process by which performances create original works of theatre that are not dependent on a published script. These pieces rely on actor imagination, non-traditional setting and narrative, improvisation, storytelling, and physical theatre techniques. This course teaches students the necessary skills used in devising new solo and ensemble theatre performances.

221. THEATRE PRACTICUM II/ONE CREDIT
Major, Minor, Elective credit. 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 DESIGN/THREE CREDITS

Major, Minor, Elective credit. Through lectures, demonstrations and class projects, this course covers the aesthetics and conventions of scenery design for the theatre. Emphasis will be placed on the development of design ideas resulting from script analysis, research techniques, drafting, drawing and models. The interrelationship between the theatre design areas will also be emphasized. *Offered in alternate years.*

231. BASIC STAGE LIGHTING/THREE CREDITS

Major, Minor, Elective credit. This course will cover all aspects of lighting design for the theatre. Through lectures, demonstrations, and hands-on projects, topics include: script analysis, electrical theory, control, distribution, instrumentation, color theory, movement, plus the development of a light plot and associated paperwork. *Offered alternate years.*

232. COSTUME DESIGN AND CONSTRUCTION/THREE CREDITS

Major, Minor, Elective credit. This course is a broad study of the history of costuming and 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.

*299H. INTERDISCIPLINARY HONORS COURSE

GEP, Major, Minor credit. This course is team taught by members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office.

303. SPECIAL TOPICS IN PERFORMANCE/ THREE CREDITS/FOUR CREDITS IN JANUARY TERM

Major, Minor, Elective credit. 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

Major, Minor, Elective credit. 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

Major, Minor, Elective credit. 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. ACTING III; SCENE STUDY/THREE CREDITS

Major, Minor, Elective credit. Prerequisites: THR 115 and 215 or permission of instructor. A studio course that provides students with the techniques and practice to effectively connect with fellow actors and communicate with audiences. The course explores actor training through the work of key practitioners, applying the methods and vocabulary to intensive scene study.

317. AUDITION TECHNIQUE/THREE CREDITS

Major, Minor, Elective credit. Prerequisite: THR 115, 215 or permission of the instructor. An advanced acting course focusing on the process of choosing and preparing theatre audition materials, headshot, resume', contrasting monologues and musical theatre selections.

321. THEATRE PRACTICUM III/ONE CREDIT

Major, Minor, Elective credit. 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.

350. DIRECTING I; FUNDAMENTALS OF DIRECTING/ THREE CREDITS

Major, Minor credit. Prerequisites: THR 102, 115, and 201 or permission or instructor. This course explores leadership in theatrical productions and the skills required in contemporary directing practice. Student laboratory work will consist of solving directorial challenges and working with student artists in the creation of scenes. Students will also practice skills in script analysis, stage composition, actor coaching, communication, and collaboration. *Fall term.*

391. PLAYWRITING/THREE CREDITS

Major, Minor, 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. Writing Intensive.*

**411. PROFESSIONAL INTERNSHIP/
THREE OR SIX CREDITS**

Major credit only. Prerequisites: THR 100, 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. *Pass/fail grading.*

**412. PROFESSIONAL INTERNSHIP IN ARTS
MANAGEMENT/THREE OR SIX CREDITS**

Major, Minor credit. 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. *Pass/fail grading.*

415. ACTING IV: PERIOD STYLES/THREE CREDITS

Major, Minor, Elective credit. Prerequisite: THR 115, 203 OR 204. This course is designed to teach students the techniques and vocabulary employed in acting period styles. Period styles refers to those acting methods and genres from eras prior to the late twentieth and twenty-first centuries. Dramaturgical research, textual analysis and appropriate vocal and physical techniques will be applied to in-depth monologue and scene work from period plays.

421. THEATRE PRACTICUM IV/ONE CREDIT

Major, Minor, Elective 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. *Senior project is capstone.*

450. ADVANCED DIRECTING/THREE CREDIT

Major, Minor, 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**

Major, Minor credit. 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.*

499. SENIOR PROJECT/ONE HOUR CREDIT

Major credit. This is an independent project that affords students an opportunity to work in depth on an aspect of a theatre production or project that reflects a student's area of emphasis within the major. These areas may include but are not limited to: directing, design, acting, management, etc. Working in conjunction with a faculty advisor, this capstone experience is meant to culminate four years of study and to prepare the student for real-world experience or continued study at the graduate level. *Capstone.*

DANCE

Dance courses may be taken as electives by anyone interested in dance, or students may choose to *Minor* in dance. Introductory technique courses provide the opportunity for students to improve their technique in specific genres, enhance their visual skills, spatial awareness, rhythm and creativity. In intermediate courses, students continue to build on these skills, and begin to focus on techniques necessary for the particular genre being studied. In advanced level courses, students gain an extension of an understanding and exploration of a genre. Students will gain experience through improvisation, compositional studies and different styles within the genre. DAN 190: History of Dance is available to students as an option in the fine arts requirement in the General Education Program. Technique courses may be taken as partial fulfillment of the physical education requirement of the General Education Program.

THE DANCE MINOR

Acceptance into the dance *Minor* is by audition, held twice during each academic year.

REQUIRED COURSES

DAN 106: Composition I	3 hours
DAN 190: History of Dance.....	3 hours
DAN 110: Beginning Modern Dance	2 hours
DAN 111: Beginning Ballet.....	2 hours
DAN 113: Beginning Tap.....	2 hours
DAN 114: Beginning Jazz	2 hours

Two courses from the following 4 hours
 DAN 210: Intermediate Modern Dance or
 DAN 211: Intermediate Ballet or
 DAN 213: Intermediate Tap or
 DAN 214: Intermediate Jazz
 One course from the following 2 hours
 DAN 310: Advanced Modern Dance or
 DAN 311: Advanced Ballet or
 DAN 313: Advanced Tap or
 DAN 314: Advanced Jazz
 Either: DAN 330 or 430: Junior or
 Senior Project 1 hour
 BIO 305: Human and Comparative Anatomy .5 hours
 Total Hours for the Dance Minor 26 hours

Students in the minor are also required to attend two art exhibits, two theatre and two music performances annually. Students who minor in dance are strongly encouraged to enroll in introductory level courses in art, theatre or music. Minors are also expected to audition for the Converse Dance Ensemble.

Performance opportunities are provided through the Converse Dance Ensemble, which performs two concerts each year: a Fall Concert in the Hazel B. Abbott Theatre and a Spring Concert in Twichell Auditorium. Both concerts showcase student's skill and creativity in a wide range of dance genres. Visiting artists frequently choreograph pieces for the Spring Concert. *Participation in the Ensemble is by audition, held twice yearly.*

COURSES OF INSTRUCTION

105. DANCE ENSEMBLE TOUR/FOUR CREDITS
Elective credit. This course will involve developing a tour to local area schools, nursing homes, clubs, etc., utilizing members of the Converse Dance Ensemble. Students will assume leadership roles in advertising and arranging bookings; choreographing dance pieces for the tour; planning, performing, and leading lecture/ demonstrations; and will participate in the planning and execution of all of the technical aspects of a performance tour. *Offered in January Term; participation by audition.*

106. COMPOSITION I/THREE CREDITS
Minor, Elective credit. The student will learn to develop movement with reference to the components involved in function, expression and communication through movement.

*110. BEGINNING MODERN DANCE/
 TWO CREDITS
GEP, Minor, Elective credit. This course will introduce the beginner to the fundamentals of modern dance technique through locomotor and axial work in the center and on the floor.

*111. BEGINNING BALLET/TWO CREDITS
GEP, Minor, Elective credit. This course will introduce the beginner to the fundamentals of ballet technique through barre exercises and center work.

*113. BEGINNING TAP/TWO CREDITS
GEP, Minor, Elective credit. This course will introduce the beginner to the fundamentals of tap technique through various exercises and center work.

*114. BEGINNING JAZZ/TWO CREDITS
GEP, Minor, Elective credit. This course will introduce the beginner to the fundamentals of jazz technique through various exercises and center work.

121. DANCE ENSEMBLE/ONE CREDIT
Elective credit. Participation in Converse Dance Ensemble. *Freshman level.*

*190. HISTORY OF DANCE/THREE CREDITS
GEP, Minor, Elective credit. 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 art forms.

206. COMPOSITION II/THREE CREDITS
Elective credit. Prerequisite: DAN 106 or permission of instructor. A continuation of DAN 106. The student will achieve through movement investigation, experimentation, observation and analysis the materials of dance composition as they pertain to structural format.

*210. INTERMEDIATE MODERN DANCE/
 TWO CREDITS
GEP, Minor, Elective credit. Prerequisite: DAN 110 or permission of instructor. A continuation of DAN 110, studying more complex movement combinations and patterns.

*211. INTERMEDIATE BALLET/TWO CREDITS
GEP, Minor, Elective credit. Prerequisite: DAN 111

or permission of instructor. A continuation of DAN 111 giving more complex movement combinations and patterns.

***213. INTERMEDIATE TAP/TWO CREDITS**

GEP, Minor, Elective credit. Prerequisite: DAN 113 or permission of instructor. A continuation of DAN 113. Students will gain an extension of tap technique through barre exercises and center work; as well as working to improve their skill level and to increase endurance and stamina.

***214. INTERMEDIATE JAZZ/TWO CREDITS**

GEP, Minor, Elective credit. Prerequisite: DAN 114 or permission of instructor. A continuation of DAN 114 with more complex movements and patterns.

221. DANCE ENSEMBLE/ONE CREDIT

Elective credit. Participation in Converse Dance Ensemble. *Sophomore level.*

***299H. INTERDISCIPLINARY HONORS COURSE**
GEP, Elective credit. This course is team taught by two faculty members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program, but also with their adviser and the Registrar's Office.

306. COMPOSITION III/THREE CREDITS

Elective credit. Prerequisites: DAN 106, DAN 206 or permission of instructor. A continuation of DAN 206. The purpose of this course is to explore in depth and develop the intuitive artistry of the individual student, and develop a wider movement vocabulary.

***310. ADVANCED MODERN DANCE/
TWO CREDITS**

GEP, Minor, Elective credit. Prerequisites: DAN 110, DAN 210, or permission of instructor. A continuation of DAN 210, with more complex movements, combinations, patterns and phrases.

***311. ADVANCED BALLET/TWO CREDITS**

GEP, Minor, Elective credit. Prerequisites: DAN 111, 211 or permission of instructor. A continuation of DAN 211 with long and more complex movement patterns, combinations and phrases.

***313. ADVANCED TAP/TWO CREDITS**

GEP, Minor, Elective credit. Prerequisites: DAN 113, 213 or permission of instructor. A continuation of DAN 213 with long and more complex movement patterns, combinations, phrases and steps.

***314. ADVANCED JAZZ/TWO CREDITS**

GEP, Minor, Elective credit. Prerequisites: DAN 114, 214 or permission of instructor. A continuation of DAN 214. The student will gain an extension of understanding and exploration of jazz dance. Students will experience improvisations, compositional studies, and different style of jazz dance.

321. DANCE ENSEMBLE/ONE CREDIT

Elective credit. Participation in Converse Dance Ensemble. *Junior level.*

330. JUNIOR PROJECT/ONE CREDIT

Minor credit. Prerequisite: DAN 106. An individual work developed under faculty supervision, with evaluation based on appropriate evidence of achievement. The work should involve one fully developed choreographic idea requiring 5-10 minutes in length. The student must perform in at least one half of the piece, which will be performed in a formal setting. Students will be required to keep a journal of their choreography process and set up regular meetings with minor adviser.

421. DANCE ENSEMBLE/ONE CREDIT

Elective credit. Participation in Converse Dance Ensemble. *Senior level.*

430. SENIOR PROJECT/ONE CREDIT

Minor credit. Prerequisite: DAN 106. A creative group project requiring the student to choreograph and present a significant dance work. The work should involve one fully developed choreographic idea requiring 5-10 minutes in length. The student must perform in at least one half of the piece, which will be performed in a formal setting. Students will be required to keep a journal of their choreography process and set up regular meetings with minor advisor.

CAROLL MCDANIEL PETRIE SCHOOL OF MUSIC

Today, there are more than 500 conservatories and schools of music in the United States. Only one, the Petrie School of Music at Converse College, is a comprehensive, professional school of music within a liberal arts college for women. Performing, teaching, learning, composing, and conducting are the true passions of the Petrie students and faculty. Offering both undergraduate and coeducational graduate degree programs, the Petrie School treats music students as aspiring professionals from the moment of their arrival on campus.

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. The College has attained NCATE accreditation for all professional education programs. Students who fulfill the requirements of the music education degree can meet the certification requirements for teachers in South Carolina as well as several other states. The music therapy program is accredited by the American Music Therapy Association.

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 and 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 research and performance by students and faculty;
5. leadership and interaction with external constituents;
6. programs enhanced by technology.

DEGREE PROGRAMS

The Petrie School of Music offers both the professional Bachelor of Music degree and the Bachelor of Arts degree. Bachelor of Music degrees are conceived as intensive preparations for careers in music. Bachelor of Arts degrees are designed for students who wish to combine music study with

more broad-based studies in the arts and sciences, perhaps even leading to 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 non-music major.

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 recording may be submitted in lieu of an audition if circumstances prohibit a live audition.

All students must audition. Non-keyboard instrumentalists are encouraged to audition with an accompanist (recorded accompaniment is not permitted). Composition majors must also submit examples of original compositions. Students may be asked to sight-read during the audition.

Audition requirements:

Piano: Two pieces, memorized, from contrasting style periods.

Organ: Two pieces from contrasting style periods.

Voice: Three solos, memorized, from contrasting style periods. One selection should be in Italian.

Strings: Two solos from contrasting style periods. Memorization is encouraged, but not required.

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.

MUSIC THERAPY

A student auditioning for the Music Therapy major must complete TWO individual auditions. One of the auditions should be performed in one of the above instruments and must satisfy all of the audition requirements for that instrument or voice. The prospective music therapy student must also complete an interview with the Coordinator of Music Therapy and sing a memorized popular song while accompanying herself on either piano or guitar.

FACULTY

Faculty members 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 members are also active in research.

ADVISERS

Upon enrolling at Converse College, students in the Petrie School of Music are assigned a freshman adviser. At the end of the freshman year, the student is assigned an adviser who will work with her for the remaining years of her degree program. Normally, the adviser is in the student's major area of music (e.g. major instrument, music history, music business, etc.) 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.

COURSE OFFERINGS

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

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

Courses are offered in a sequence. Courses are offered every term, once a year, or once every two years. In collaboration with advisers, students must carefully select courses when offered. Normally, courses will be offered only when scheduled. Music majors are required to earn grades of C- or higher in all core music history, music theory and piano classes (see course descriptions) in order to advance to higher levels. In addition, a grade of C- or better must be earned in all major courses leading to specific music degrees.

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

ADVANCED PLACEMENT

Advanced Placement credit is available in Music Theory based on CEEB Advanced Placement tests. Students with a minimum score of four receive credit for MUT 101.

Students wishing to receive additional theory credit do so by taking the diagnostic exam administered by the Petrie School of Music during registration (this applies even to those having Advanced Placement credit); further exemption testing may be required.

FRESHMAN SEMINARS

All freshman music students are required to enroll in a freshman year seminar class. MUH 101 serves as the freshman seminar class for music students.

HONORS IN MUSIC

Honors recognition in music is available to students of high achievement. Students should consult the *Petrie School of Music Student Handbook* for guidelines.

TRANSFER STUDENTS

To be eligible for the bachelor's degree with a major in music, the student must complete not less than the last 42 semester hours of course work at Converse.

Credit in performance studies is determined by the standards established in the Petrie School of Music. For students 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 will be evaluated to determine if the course work is eligible to be transferred. Only course work taken at Converse will be used to determine the cumulative grade point average. 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.

Students transferring to Converse with fewer than 24 credit hours will be required to enroll in a freshman seminar course.

FACILITIES

The Petrie School of Music is housed in the Blackman Music Hall, one of the finest music facilities in the southeastern United States. Daniel Recital Hall, a 340-seat hall, is also located in Blackman. Large scale performances are presented in Twichell Auditorium, an excellent 1500-seat concert hall which serves not only the School of Music and the College, but also the upstate region.

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

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.

Performance studies (private lessons) are available for all Converse students subject to the approval of the School of Music. Enrollments are limited by available resources. There is an additional fee for private lessons above the cost of tuition.

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.

LAWSON ACADEMY OF THE ARTS

The mission of the Alia Lawson Academy of the Arts is to welcome the community to the arts experience through instruction and creative participation in music, dance, and drama. The program is open to all ages and the curriculum includes special activities for the young child. Activities take place at the Academy located in the wing of Twichell Auditorium and in Blackman Music Hall.

The Alia Lawson Academy of the Arts 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 philosophy is focused toward providing programs of high quality, low cost, and deep commitment to life-enrichment and development.

DEPARTMENT OF MUSIC EDUCATION AND THERAPY

ELIZABETH YORK, *chair*; PATRICIA S. FOY, SUSANA LALAMA, CAROL SHULTIS

BACHELOR OF MUSIC WITH A MUSIC EDUCATION MAJOR

The music education major is administered jointly by the School of Education and the Petrie School of Music. Students should apply to the Teacher Education Admissions Committee for admission into an education degree immediately upon the completion of the General Music course, which includes the Clinical I experience. The application must be approved by the Teacher Education Admissions Committee no later than six months prior to student teaching. The following requirements must be satisfied in order to be officially admitted to a music education program:

1. Completion of at least 45 hours of course work;
2. Minimum cumulative GPA of 2.75;
3. A passing score on all parts of the PRAXIS I Examination prior to entering MUE 311. Any person having attained the SAT or ACT score set by the State Board of Education shall be exempt from the Praxis I requirement. (ACT = 24, 2-part SAT = 1100, or 3 part SAT = 1650.)
4. Completion of EDU 360;
5. Completion of Clinical I Experience;
6. A passing mark on the sophomore performance jury.
7. Following the sophomore performance jury, a successful professional skills and dispositions review with music education faculty

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 Term of her senior year must submit her application online by March 1 of the junior year. A student planning to student teach in the Spring Term of her senior year must submit her student teaching application by October 1 of the senior year. Only those students currently accepted in a degree program can be eligible for student teaching.

Other requirements prior to student teaching include an application for certification to the South Carolina State Department of Education and a FBI background check. Details about this application and other requirements are available on the Education Department webpage at converse.edu and from departmental staff. Generally, the applications for certification are due by December 1, a year in advance of fall term student teaching, and by May 1, a year in advance of Spring Term student teaching.

The PRAXIS II Specialty Area Test entitled Music: Content and Instruction (0114) is required for graduation from Converse College with a degree in

music education. This test score, in addition to a score on the PRAXIS II Principles of Learning and Teaching Test, must be submitted to the Director of the Professional Education Unit no later than the spring of the academic year in which student teaching is completed.

BACHELOR OF MUSIC WITH A MUSIC EDUCATION MAJOR, CHORAL

Required courses in Music:

MEN 120-180: Ensemble (7 terms)*	7 hours
MUA 100: Performance Studies	5 hours
MUA 200: Performance Studies	5 hours
MUA 300: Performance Studies	5 hours
MUA 400: Performance Studies	3 hours
MUA 101: Piano Class I**	1 hour
MUA 102: Piano Class II	.50 hour
MUA 103: Piano Class III	1 hour
MUA 201: Piano Class IV	1 hour
MUA 202: Piano Class V	.50 hour
MUA 203: Piano Class VI	1 hour
MUA 221: Italian and English Diction	2 hours
MUA 223: French and German Diction	2 hours
MUH 100: Recital Attendance (6 terms)	0 hours
MUH 125: Music History I	3 hours
MUH 103: Music History II	3 hours
MUH 201: Music History III	3 hours
MUH 203: Music History IV	3 hours
MUT 101: Basic Elements of Music Theory	3 hours
MUT 103: Principles of Harmony and Voice-Leading	3 hours
MUT 111: Musicianship I	1 hour
MUT 113: Musicianship II	1 hour
MUT 201: Chromatic Harmony	3 hours
MUT 203: Form and Analysis	3 hours
MUT 211: Musicianship III	1 hour
MUT 213: Musicianship IV	1 hour
MUT 441: Orchestration	2 hours
MUE 221: Introduction to Music Education	2 hours
MUE 311: General Music, K-12	3 hours
MUE Instrumental Methods (choose one)	1 hour
MUE 321: Brass Techniques	
MUE 333: Woodwind Techniques	
MUE 323: Percussion Techniques	1 hour
MUE 331: String Techniques	1 hour
MUE 351: Fundamentals of Conducting	2 hours
MUE 353: Intermediate Conducting:	
Choral Topics	2 hours
MUE 422: Music Practicum	3 hours
MUE 423: Choral Methods	3 hours
MUE 460: Student Teaching	12 hours
Total Hours in Music	94 hours

* Must include at least one year of an SATB ensemble.

** Piano majors substitute two years of Voice Class.

Required Courses in General Education Program

EDU 360: Introduction to Education.....	3 hours
ENG 101: Composition	3 hours
*Foreign Language 101-102	6 hours
HPE 255: Intro to Fitness and Wellness	2 hours
HPE: One 1- or 2- hour activity course from among PE or Dance.....	1-2 hours
Humanities courses (2 different areas).....	6 hours
Literature course.....	3 hours
MUH 332: Diverse Cultures and Their Music ...	3 hours
Lab Sciences	7 hours
MTH 108 (or higher)	3 hours
PSY 100: General Psychology.....	3 hours
PSY 380: Human Growth and Development	3 hours
Social Sciences (1 course).....	3 hours

Total Hours for General Education Program..... 46-47 hours

TOTAL HOURS FOR BACHELOR OF MUSIC WITH A MUSIC EDUCATION MAJOR, CHORAL 140-141 hours

*Must be a spoken language. American Sign Language will not satisfy this requirement.

BACHELOR OF MUSIC WITH A MUSIC EDUCATION MAJOR, INSTRUMENTAL Required courses in Music:

MEN 110-180: Ensemble (7 terms).....	7 hours
MUA 100: Performance Studies.....	5 hours
MUA 200: Performance Studies.....	5 hours
MUA 300: Performance Studies.....	5 hours
MUA 400: Performance Studies.....	3 hours
MUA 101: Piano Class I*	1 hour
MUA 102: Piano Class II	50 hour
MUA 103: Piano Class III.....	1 hour
MUA 111: Voice Class	1 hour
MUA 201: Piano Class IV.....	1 hour
MUA 202: Piano Class V	50 hour
MUA 203: Piano Class VI.....	1 hour
MUH 100: Recital Attendance (6 terms).....	0 hours
MUH 125: Music History I.....	3 hours
MUH 103: Music History II.....	3 hours
MUH 201: Music History III.....	3 hours
MUH 203: Music History IV	3 hours
MUT 101: Basic Elements of Music Theory.....	3 hours
MUT 103: Principles of Harmony and Voice-Leading.....	3 hours
MUT 111: Musicianship I.....	1 hour
MUT 113: Musicianship II.....	1 hour
MUT 201: Chromatic Harmony.....	3 hours
MUT 203: Form and Analysis.....	3 hours
MUT 211: Musicianship III.....	1 hour
MUT 213: Musicianship IV.....	1 hour
MUT 441: Orchestration.....	2 hours
MUE 221: Introduction to Music Education.....	2 hours

MUE 311: General Music, K-12.....	3 hours
MUE 321: Brass Techniques.....	1 hour
MUE 323: Percussion Techniques.....	1 hour
MUE 331: String Techniques	1 hour
MUE 333: Woodwind Techniques.....	1 hour
MUE 351: Fundamentals of Conducting.....	2 hours
MUE 363: Intermediate Conducting: Instrumental Topics.....	2 hours
MUE 421: Instrumental Methods	3 hours
MUE 422: Music Practicum	3 hours
MUE 460: Student Teaching	12 hours

Total Hours in Music 88 hours

* Piano majors substitute two years of voice class

Required Courses in General Education Program

EDU 360: Introduction to Education.....	3 hours
ENG 101: Composition	3 hours
*Foreign Language 101-102	6 hours
HPE 255: Intro to Fitness and Wellness	2 hours
HPE: One 1- or 2- hour activity course from among PE or Dance.....	1-2 hours
Humanities courses (2 different areas).....	6 hours
Literature course.....	3 hours
MUH 332: Diverse Cultures and Their Music ...	3 hours
Lab Sciences	7 hours
MTH 108 (or higher)	3 hours
PSY 380: Human Growth and Development	3 hours
Social Sciences (1 course).....	3 hours

Total Hours for General Education Program..... 46-47 hours

TOTAL HOURS FOR BACHELOR OF MUSIC WITH A MUSIC EDUCATION MAJOR, INSTRUMENTAL 138-139 hours

*Must be a spoken language. American Sign Language will not satisfy this requirement

BACHELOR OF MUSIC WITH A MUSIC THERAPY MAJOR

Music therapy is the systematic application of music elements and interventions, facilitated by a certified music therapist in a health care or educational environment, to promote therapeutic change in clients/students with a wide variety of disabilities and challenges. This professional degree program prepares students to meet entry-level competencies set by the American Music Therapy Association in order to prepare for professional practice in music therapy. Clinical and musical competencies are tracked throughout the program as part of the advising process. Students who successfully complete four years of coursework and a six-month internship at an approved healthcare facility will have met requirements to graduate and become eligible to sit for the national board certification examination administered by the Certification Board of Music Therapists.

An audition/interview is required before acceptance into the music therapy program. In order to enter into upper division coursework, and apply for the music therapy internship, students must pass the Functional Music Examinations I and II which are administered prior to enrolling in practicum (MTY 381) and the music therapy internship (MTY 484), respectively. The director will assist the student in applying for the internship and serves as academic supervisor alongside the on-site internship supervisor to insure that all AMTA competencies have been met.

Required courses in Music:

MUA 100: Performance Studies	5 hours
MUA 200: Performance Studies	5 hours
MEN 110-190 Ensemble (4 terms)	4 hours
MUA 101: Piano Class I	1 hour
MUA 102: Piano Class II	50 hour
MUA 103: Piano Class III	1 hour
MUA 201: Piano Class IV	1 hour
MUA 202: Piano V	50 hour
MUA 203: Piano VI	1 hour

Students with a concentration in keyboard studies may substitute two long terms of study in another instrument or voice. Students with a concentration in voice will complete performance studies requirements in voice and waive MUA 111: Voice Class. Students with a concentration in percussion will complete performance studies requirements in percussion and waive MUE 323: Percussion Techniques.

MUA 111: Voice Class I	1 hour
MUH 100: Recital Attendance (6 terms)	0 hours
MUH 125: Music History I	3 hours
MUH 103: Music History II	3 hours
MUH 201: Music History III	3 hours
MUH 203: Music History IV	3 hours
MUT 101: Basic Elements of Music Theory	3 hours
MUT 103: Principles of Harmony and Voice-Leading	3 hours
MUT 111: Musicianship I	1 hour
MUT 113: Musicianship II	1 hour

MUT 201: Chromatic Harmony	3 hours
MUT 203: Form and Analysis	3 hours
MUT 211: Musicianship III	1 hour
MUT 213: Musicianship IV	1 hour
MUE 323: Percussion Techniques	1 hour
MUE 351: Fundamentals of Conducting	2 hours
MTY 152: Guitar Class I	1 hour
MTY 252: Guitar Class II	1 hour
MTY 254: Music Therapy Ensemble	1 hour
MTY 261: Piano Applications in Music Therapy	1 hour

Total Hours in Music..... 55 hours

Music Therapy courses:

MTY 151: Introduction to Music Therapy	2 hours
MTY 251: Clinical Processes in Music Therapy	2 hours
MTY 253: Music Therapy Methods and Materials	2 hours
MTY 341: Psychology of Music	3 hours
MTY 351: Music Therapy with Exceptional Individuals	3 hours
MTY 353: Research in Music Therapy	2 hours
MTY 381: Music Therapy Practicum I	2 hours
MTY 383: Music Therapy Practicum II	2 hours
MTY 451: Music Therapy with Adult Populations	3 hours
MTY 453: Clinical and Professional Issues in Music Therapy	3 hours
MTY 481: Music Therapy Practicum III	2 hours
MTY 483: Music Therapy Practicum IV	2 hours
MTY 484: Music Therapy Internship	3 hours

Total Hours for Music Therapy..... 28 hours

Additional required courses:

BIO 105: Human Biology	4 hours
PSY 100: General Psychology	3 hours
PSY 204: Abnormal Psychology	3 hours
PSY 380: Human Growth and Development	3 hours
PSY 410: Counseling and Psychotherapy	4 hours
SED 300: Intro to Exceptional Learner	3 hours

Total Hours for Additional Requirements... 20 hours

Required Courses in General Education Program:

ENG 101: Composition	3 hours
Humanities Courses (2 different areas)	6 hours
MTH 113: Introduction to Statistics	4 hours
MUH 332: Diverse Cultures and Their Music	3 hours
BIO 305: Human & Comparative Anatomy	5 hours
HPE Dance (Any dance class or PSY 281: Yoga & Stress Management may be used to fulfill this requirement)	2-3 hours
HPE 255: Intro to Fitness and Wellness	2 hours
Foreign Language: 101 - 102	6 hours

Total Hours in General Education..... 31 hours

Electives.....6 hours

TOTAL HOURS FOR BACHELOR OF MUSIC WITH A MUSIC THERAPY MAJOR..... 140 hours

COURSES OF INSTRUCTION

MUSIC EDUCATION (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.

203. PRIVATE APPLIED TEACHING II/ONE CREDIT
Prerequisite: MUE 201. A continuation of MUE 201.

211. PIANO TEACHING PREPARATION/
TWO CREDITS

The study of careers as a pianist, necessary professional preparation, the history of piano pedagogy, and learning theory as applied to piano teaching. Observation of lessons and experiences in piano teaching required.

213. ELEMENTARY METHODS IN PIANO
TEACHING/TWO CREDITS

A survey and evaluation of contemporary beginner's piano methods and the application of principles of Dalcroze eurhythmics to the teaching of rhythm. Observation of lessons and experiences in piano teaching required.

221. INTRODUCTION TO MUSIC EDUCATION/
TWO CREDITS

The philosophical, sociological, and psychological foundations of music education.

301. PIANO TEACHING PROCEDURES I/
THREE CREDITS

Prerequisite: MUE 211 and MUE 213. Beginning supervised teaching of elementary piano students. Includes the study of early intermediate literature for piano teaching.

303. PIANO TEACHING PROCEDURES II/
THREE CREDITS

Prerequisite: MUE 301. Continued supervised teaching of elementary piano students. Additional 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

Prerequisites: MUE 221 and EDU 360, and passing scores on the reading, writing and math portions of the Praxis I test. Methods, materials, and practicum for teaching general music in the elementary, middle and high school.

313. PRIVATE STUDIO RESOURCES/ONE CREDIT
For all music students who desire to open a private music studio. The study of studio management, pedagogical music publishing houses, organizations and competitions.

321. BRASS TECHNIQUES/ONE CREDIT

Prerequisite: MUT 101. Acquisition of a basic working knowledge of all brass instruments. Includes methodology and materials for teaching. *Offered in alternate years.*

323. PERCUSSION TECHNIQUES/ONE CREDIT

Prerequisite: MUT 101. Acquisition of a basic working knowledge of major percussion instruments. Includes methodology and materials for teaching. *Offered in alternate years.*

331. STRING TECHNIQUES/ONE CREDIT

Prerequisite: MUT 101. Acquisition of a basic working knowledge of all string instruments includes methodology and materials for teaching. *Offered in alternate years.*

333. WOODWIND TECHNIQUES/ONE CREDIT

Prerequisite: MUT 101. Acquisition of a working knowledge of all woodwind instruments. Includes methodology and materials for teaching. *Offered in alternate years.*

341. VOCAL PEDAGOGY I/TWO CREDITS

Prerequisite: Permission of voice faculty. The anatomy and physiology of the vocal instrument and application of that knowledge to teaching voice. Includes supervised teaching of beginning voice students.

343. VOCAL PEDAGOGY II/TWO CREDITS

Prerequisite: MUE 341. A continuation of the study of the anatomy and physiology of the vocal instrument and application of that knowledge to teaching voice. Includes supervised teaching of beginning voice students.

351. FUNDAMENTALS OF CONDUCTING/
TWO CREDITS

Prerequisite: MUT 203. A study of the fundamental principles of instrumental and choral conducting. Concentration on score reading.

353. INTERMEDIATE CONDUCTING:
CHORAL TOPICS/TWO CREDITS

Prerequisite: MUE 351. Intermediate choral conducting skills. Includes score reading and conducting of choral ensembles.

363. INTERMEDIATE CONDUCTING:
INSTRUMENTAL TOPICS/TWO CREDITS

Prerequisite: MUE 351. Intermediate instrumental conducting skills. Includes score reading and conducting of instrumental ensembles.

370. MUSIC FOR THE CHILD/THREE CREDITS

Prerequisite: EDU 360 or permission of the instructor. 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.

421. INSTRUMENTAL METHODS/THREE CREDITS

Prerequisite: MUT 203, permission of instructor. Methods, materials and practicum for teaching instrumental music.

422. MUSIC PRACTICUM/THREE CREDITS

Prerequisite: Permission of music education department. Fifty hours of field experience in the public schools. Students will keep a reflective journal of the experience, and develop long term and short term plans for working with the students and their parents. *A weekly seminar with the faculty supervisor is required in this January Term course. Pass/fail grading.*

423. CHORAL METHODS/THREE CREDITS

Prerequisite: MUT 203, permission of instructor. Methods, materials and practicum for teaching choral music in grades K-12.

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. *Pass/fail grading.*

460. STUDENT TEACHING IN MUSIC/ TWELVE CREDITS

Prerequisites: Admission to the Teacher Education Program in Music Education; completion of all music and music education courses required for the degree: MUA 203 and MUA 213, minimum GPA of 2.5; and permission of the department. The student teaching of music in the public schools under the supervision of a music faculty member. This course includes a weekly seminar and conferences with the supervising professor 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. *Pass/fail grading.*

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 Education. The thesis topic must be approved in advance by the student's major professor and the Music Curriculum Committee.

MUSIC THERAPY (MTY)

151. INTRODUCTION TO MUSIC THERAPY/ TWO HOURS

No prerequisite; open to non-majors. This course introduces the student to the field of music therapy including a description of professional practice, and history of the profession, and surveys music therapy applications with a variety of clinical populations. The course also presents the student with experiential learning opportunities that are critical to developing clinical/self-reflective skills in the profession.

152. GUITAR CLASS I/ONE CREDIT

No prerequisite; open to non-majors if space is available. A course designed to address and expand upon guitar competencies delineated in the American Music Therapy Association Professional Competencies document. Those competencies include:

- 5.1 Accompany self and ensembles proficiently.
- 5.2 Employ simple strumming and finger picking techniques.
- 5.3 Tune guitar using standard and other tunings (Open E, Drop D, Double Drop D)
- 5.4 Perform a basic repertoire of traditional, folk, and popular songs with or without printed music.
- 5.5 Harmonize and transpose simple compositions in several keys.

251. CLINICAL PROCESSES IN MUSIC THERAPY/ TWO CREDITS

Prerequisites: MTY 151, 152, 252. This course is an introduction to the music therapy clinical process with cases that illustrate clinical competencies contained in the AMTA Professional Competencies document. Assessment, treatment planning, clinical observation, data collection, session design, evaluation and documentation will be covered. Case examples and video clips with diverse clients will serve as a driving force for this course, illustrating a client-centered approach to treatment.

252. GUITAR CLASS II/ONE CREDIT

Prerequisite: MTY 152 or permission of instructor; open to non-majors if space is available. A continuation of the development of guitar competencies including finger-picking, blues styles, open tunings and development of more advanced clinical repertoire.

253. MUSIC THERAPY METHODS AND MATERIALS/ TWO CREDITS

Develop theoretical and applied competencies necessary for the implementation of therapeutic/recreational music interventions to prepare for the practicum experiences in community facilities. One major emphasis of this course is directed towards the student's initial development of applied skills through exercises requiring the presentation of specific musical competencies. Course objectives relate to the rationale, planning, development and implementation of therapeutic musical activities

and interventions for individuals with physical disabilities. The Functional Music Skills Examination I is administered after this course is completed.

254. MUSIC THERAPY ENSEMBLE/ONE CREDIT

Prerequisite: MTY 253 or by permission of the instructor. This course was designed to 1) increase competencies in performance skills, specifically in the areas of accompanying, solo work, arranging and group performance and to enhance the acquisition of selected functional music skills considered essential to the practicing music therapist; 2) to develop a personal performance style; 3) to increase leadership skills through planning and implementing performances, and 4) to create public awareness of the music therapy profession.

261. PIANO APPLICATIONS IN MUSIC THERAPY/ ONE CREDIT

Prerequisites: MUA 101-103, MUA 201-203. The focus of these weekly lessons will consist of addressing AMTA piano competencies expected of the practicing music therapist. These lessons do not prepare the student for jury/recital requirements in piano. They do prepare the student for the piano requirement of the Level I and Level II Functional Music Examinations, a graduation requirement for the Music Therapy degree. Course content adheres to the keyboard requirements articulated in the AMTA Professional Competencies, 4.1-4.5.

341. PSYCHOLOGY OF MUSIC/THREE CREDITS

Prerequisite: Basic Statistics recommended; open to non-majors. This course surveys the research literature and principles of the psychological foundations of music behavior including psychoacoustics, music perception, affective and physiological responses to music, music learning and measurement. Class evaluations will be based on reviews of journal articles, oral presentations, and chapter tests.

351. MUSIC THERAPY WITH EXCEPTIONAL INDIVIDUALS/THREE CREDITS

Prerequisite: MTY 253 or by permission of the instructor. This course will cover approaches to music therapy with children with developmental disabilities including autism, mental handicaps and learning disabilities. Clinical approaches congruent with those encountered in a special education setting will be the focus of this class, including music therapy assessment and treatment planning as part of the Individualized Education Plan (IEP), applied behavioral analysis and behavior modification techniques as well as data gathering and documentation. Offered in alternate years.

353. RESEARCH IN MUSIC THERAPY/ TWO CREDITS

Prerequisite: MTY 351 or permission of the instructor. This course is designed to address competencies in music therapy research as defined in the AMTA Professional Competencies document (24.1-24.5).

Student enrolled in this course will 1) become familiar with the purpose and methodology of historical, quantitative, and qualitative research, 2) develop the ability to analyze and critique both qualitative and quantitative research; 3) develop specific techniques in the qualitative and quantitative study of music and non-musical behaviors; 4) continue to develop scholarly writing skills; 5) apply selected research findings to clinical practice. Offered in alternate years.

381,383, 481, 483. MUSIC THERAPY PRACTICUM/ TWO CREDITS

Prerequisites: MTY 253 and passing the Functional Music Examination I. The music therapy practicum provides opportunities for the music therapy student to apply theories, principles, concepts, and skills acquired through other aspects of the music therapy curriculum in actual clinical settings. Practicum helps the student develop greater knowledge and sensitivity to the needs of clients, develops greater self-awareness, strengthens necessary clinical and musical competencies, and cultivates a student's unique style of working. The continued development of clinical competencies (delineated in the AMTA Professional Competencies document) prepares the student for the required six-month clinical internship. Four semesters of practicum are required in four different health care settings supervised by a Board Certified Music Therapist.

451. MUSIC THERAPY WITH ADULT POPULATIONS/ THREE CREDITS

Prerequisites: MTY 353, MTY 383 or permission of the instructor. This senior level music therapy course is designed to develop AMTA professional competencies in exceptionality (B.11.) relevant to working with adults with psychiatric diagnoses. The course also addresses the relationship between developmental/ psychological theories and music therapy practice. Ethical issues, assessment, devising appropriate treatment strategies with age appropriate methods and materials with adults and older adults will also be covered. Self-monitored peer groups will enhance self-reflection and completion of experiential assignments complementing lectures by the instructor.

453. CLINICAL AND PROFESSIONAL ISSUES IN MUSIC THERAPY/THREE CREDITS

Prerequisite: MTY 451 or permission of the instructor. This is the pre-internship capstone music therapy course, leading to acceptance to the six-month internship. In addition to lectures and peer group assignments, individualized sessions will be arranged with the instructor to assist in internship placement, and to develop the intern contract and Individualized Training Plan in cooperation with the internship supervisor. Self-monitored peer groups will continue from MTY 451, (or groups facilitated by a Board Certified Music Therapist not affiliated with the College) with assignments complementing lectures by the instructor.

470. DIRECTED INDEPENDENT STUDY/
ONE TO FOUR CREDITS

Prerequisite: Approval of the Music Curriculum Committee. Projects of independent study approve by the faculty and the Music Curriculum Committee.

484. MUSIC THERAPY INTERNSHIP/NO CREDIT

Prerequisites: Completion of all Music Therapy coursework, passing the Functional Music Skills Examination. The music therapy clinical internship is considered the capstone course for music therapy majors and is the culmination of the professional degree program in music therapy. The course constitutes a six-month (900 hours or the equivalent) resident internship at a clinical site approved by the American Music Therapy Association. Prerequisites for the internship include successful completion of all other curriculum requirements for the music therapy degree, including the Functional Skills Examinations I, II. Learning is achieved on-site under the collaborative supervision of a Board Certified Music Therapist and the Director of the Music Therapy Program at Converse College. *Pass/fail grading.*

493. HONORS THESIS IN MUSIC THERAPY/
THREE CREDITS

Prerequisites: Admission into the Nisbet or Music Honors Program. Minimal GPA of 3.0. Permission of the student's major professor, approval of the Curriculum Committee of the Petrie School of Music; other pre-requisites as outlined in the Nisbet Honors Guidelines. This course is an elective senior thesis for music therapy majors who wish to pursue Honors in Music Therapy. The Senior Honors Thesis in Music Therapy demonstrates the student's ability to do sustained work, conduct systematic research, to organize materials effectively, and to write in a technical style consistent with submission requirements to a professional music journal.

MUSIC THERAPY EQUIVALENCY PROGRAM

The equivalency program in music therapy allows students who have already obtained a Bachelor of Music degree in other areas to complete requirements in music therapy in order to be eligible to sit for the Board Certification Examination administered by the Certification Board for Music Therapists. It is not a second Bachelor degree. Students are admitted to the program only after an audition /interview for the Music Therapy Program.

Coursework for the Equivalency:

Music Core Courses

MUA 111: Voice I (for non-vocal students)
MTY 152: Guitar I
MTY 252: Guitar II
MTY 261: Piano Applications in Music Therapy

These courses may be exempted by successful completion of the Functional Music Skills exams in piano, voice, and guitar.

Music Therapy Core Courses

MTY 151: Intro to Music Therapy
MTY 251: Clinical Processes in Music Therapy
MTY 253: Methods and Materials in Music Therapy
MTY 341: Psychology of Music
MTY 353: Research in MT
MTY 381, 383, 481, 483:
Music Therapy Practicum I-IV
MTY 451: MT with Adult Populations
MTY 453: Clinical /Professional Issues in MT

Clinical Foundation Courses

MTH 113: Intro to Statistics
PSY 100: General Psychology
PSY 204: Abnormal Psychology
PSY 380: Human Growth and Development
SED 300: Intro to Exceptional Children
PSY 410: Counseling & Psychotherapy
BIO 105: Human Biology
BIO 305: Human/Comparative Anatomy

Other Requirements

DAN: Any approved Dance course

DEPARTMENT OF MUSICOLOGY AND COMPOSITION

KELLY VANEMAN, chair, DAVID BERRY, SIEGWART REICHWALD, SCOTT ROBBINS

BACHELOR OF ARTS WITH A MUSIC MAJOR Required Courses in Music:

MEN 120–180: Ensemble (4 terms)	4 hours
MUA 100: Performance Studies	5 hours
MUA 101: Piano Class I*	1 hour
MUA 102: Piano Class II .....	.50 hour
MUA 103: Piano Class III	1 hour
MUA 200: Performance Studies.....	5 hours
MUA 300: Performance Studies.....	5 hours
MUA 485: Senior Project	0 hours
MUH 100: Recital Attendance (6 terms) ...	0 hours
MUH 125: Music History I	3 hours
MUH 103: Music History II	3 hours
MUH 201: Music History III.....	3 hours
MUH 203: Music History IV	3 hours
MUT 101: Basic Elements of Music Theory	3 hours
MUT 103: Principles of Harmony and Voice-Leading.....	3 hours
MUT 111: Musicianship I.....	1 hour
MUT 113: Musicianship II.....	1 hour
MUT 201: Chromatic Harmony	3 hours
MUT 203: Form and Analysis	3 hours
MUT 211: Musicianship III	1 hour
MUT 213: Musicianship IV	1 hour

Total Hours in Music 49.5 hours

*Students with a concentration in keyboard studies may substitute two long terms of study in another instrument or voice.

**MUA 221: Introduction to Italian and English Diction or MUA 223: Introduction to French and German Diction is strongly recommended for all voice students.

Required Courses in General Education Program

ENG 101: Composition	3 hours
Language and Culture	9 hours
MTH 108 or higher	3 hours
One course designated as Quantitative Reasoning.....	3-4 hours
HPE 255: Introduction to Fitness and Wellness	2 hours
HPE: One 1- or 2-hour activity course from among PE or dance	1-2 hours
Humanities Courses (2 different areas)	6 hours
Literature	3 hours
Fine Arts (1 course, not music).....	3 hours
Natural Sciences (2 courses from 2 different disciplines; does not include CSC; at least 1 course must be a lab science.....)	7 hours
Social Sciences (2 courses, different areas) ..	6 hours
MUH 332: Diverse Cultures and Their Music ..	3 hours

Graduation requirements but not a separate course:

- First Year Seminar
- Writing Intensive course
- Non-European/non-Anglophone course
- Capstone experience

Total Hours for General Education

Program 49 hours

Free Electives (A second major or a minor is recommended) 21.5 hours

**TOTAL HOURS FOR BACHELOR OF ARTS
WITH A MUSIC MAJOR 120 hours**

BACHELOR OF MUSIC WITH A MUSIC HISTORY MAJOR

Required courses in Music:

MEN 120-180: Ensembles (8 terms)	8 hours
MUA 100 Performance Studies.....	5 hours
MUA 101: Piano Class I*	1 hours
MUA 102: Piano Class II .....	.50 hour
MUA 103: Piano Class III	1 hour
MUA 201: Piano Class IV	1 hour
MUA 202: Piano Class V .....	.50 hour
MUA 203: Piano Class VI	1 hour
MUH 100: Recital Attendance (6 terms) ...	0 hours
MUH 125: Music History I	3 hours
MUH 103: Music History II	3 hours
MUH 201: Music History III.....	3 hours
MUH 203: Music History IV	3 hours
MUH 331: Music of the Romantic Era	3 hours
MUH 333: Music of the Twentieth Century	3 hours
MUH 441: Music of the Middle Ages and Renaissance	3 hours
MUH 443: Music of the Baroque and Classic Eras	3 hours
MUH Music Literature Courses	6 hours
MUH 451: Song Literature	
MUH 453: Piano Literature	
MUH 463: Orchestral Literature	
MUH 401: Bibliography	3 hours
MUH 485: Senior Project	0 hours
MUH 493: Music History Honors Thesis (Optional: 3 credits).....	0 hours
MUT 101: Basic Elements of Music Theory	3 hours
MUT 103: Principles of Harmony and Voice-Leading.....	3 hours
MUT 111: Musicianship I	1 hour
MUT 113: Musicianship II.....	1 hour
MUT 201: Chromatic Harmony	3 hours
MUT 203: Form and Analysis	3 hours
MUT 211: Musicianship III	1 hour

MUT 213: Musicianship IV	1 hour
MUT 301: Advanced Music Theory	3 hours
MUT Music Theory Courses	3 hours
MUT 353: Introduction to Music	
Composition and Improvisation (2)	
MUT 441: Orchestration (2)	
MUT 443: Advanced Harmony and	
Twentieth Century Idioms (3)	
MUT 453: Advanced Analysis (3)	
MUT 433: Counterpoint	3 hours
MUE 351: Fundamentals of Conducting ..	2 hours
Electives in Music	5 hours
Total Hours in Music	83 hours

Required Courses in General Education Program

ART 100: Art Appreciation (or Art History)	3 hours
ENG 101: Composition	3 hours
Humanities courses (2 different areas)	6 hours
FRN or GER (elementary competency	
and 201-202)	6 hours
Second foreign language 101-102.....	6 hours
HPE: One 1- or 2-hour activity course from	
PE or dance	1 hour
HPE 255: Introduction to Fitness and	
Wellness	2 hours
MUH 332: Diverse Cultures and their Music ...	3 hours

Total Hours in General Education

Program Electives 30 hours

Free Electives

TOTAL HOURS FOR BACHELOR OF MUSIC WITH A MUSIC HISTORY MAJOR 120 hours

BACHELOR OF MUSIC WITH A MUSIC THEORY MAJOR

Required courses in Music:

MEN 120-180: Ensembles (8 terms)	8 hours
MUA 100 Performance Studies	5 hours
MUA 101: Piano Class I*	1 hour
MUA 102: Piano Class II .....	.50 hour
MUA 103: Piano Class III	1 hour
MUA 201: Piano Class IV	1 hour
MUA 202: Piano Class V .....	.50 hour
MUA 203: Piano Class VI	1 hour
MUH 100: Recital Attendance (6 terms)....	0 hours
MUH 125: Music History I	3 hours
MUH 103: Music History II	3 hours
MUH 201: Music History III.....	3 hours
MUH 203: Music History IV	3 hours
MUH Music History Courses	3 hours
MUH 331: Music of the Romantic Era	
MUH 333: Music of the Twentieth Century	
MUH 441: Music of the Middle Ages and	
Renaissance	

MUH 443: Music of the Baroque and Classic Eras	
MUH Music Literature Courses	3 hours
MUH 451: Song Literature	
MUH 453: Piano Literature	
MUH 463: Orchestral Instruments Literature	
MUT 101: Basic Elements of Music Theory... 3 hours	
MUT 103: Principles of Harmony and	
Voice-Leading.....	3 hours
MUT 111: Musicianship I	1 hour
MUT 113: Musicianship II.....	1 hour
MUT 201: Chromatic Harmony	3 hours
MUT 203: Form and Analysis	3 hours
MUT 211: Musicianship III	1 hour
MUT 213: Musicianship IV	1 hour
MUT 301: Advanced Music Theory.....	3 hours
MUT 353: Introduction to Music	
Composition and Improvisation	2 hours
MUT 433: Counterpoint.....	3 hours
MUT 441: Orchestration	2 hours
MUT 443: Advanced Harmony and	
Twentieth Century Idioms	3 hours
MUT 453: Advanced Analysis	3 hours
MUT 485: Senior Project	0 hours
MUT 493: Music Theory Honors Thesis	
(Optional: 3 credits)	0 hours
MUE 351: Fundamentals of Conducting ...	2 hours
Electives in Music (recommend Music	
Media and/or Performance Studies).....	10 hours

Total Hours in Music 80 hours

Required Courses in General Education Program

ART 100: Art Appreciation (or Art History)	3 hours
ENG 101: Composition	3 hours
Humanities Courses (2 different areas) ..	6 hours
Language and Culture 101, 102, 201... 9 hours	
Math or Science Elective	3 hours
HPE: One 1- or 2-hour activity course	
from PE or dance	1 hour
HPE 255: Introduction to Fitness	
and Wellness	2 hours
MUH 332: Diverse Cultures and	
their Music	3 hours
General Education Electives	3 hours

Total Hours in General Education

Program 33 hours

Free Electives

TOTAL HOURS FOR BACHELOR OF MUSIC WITH A MUSIC THEORY MAJOR.... 120 hours

BACHELOR OF MUSIC WITH A COMPOSITION MAJOR

Required Courses in Music:

MEN 120-180: Ensembles (8 terms)	8 hours
MUA 101: Piano Class I*	1 hour
MUA 102: Piano Class II .....	.50 hour
MUA 103: Piano Class III	1 hour
MUA 201: Piano Class IV	1 hour
MUA 202: Piano Class V .....	.50 hour
MUA 203: Piano Class VI	1 hour
MUH 100: Recital Attendance (6 terms) ...	0 hours
MUH 125: Music History I	3 hours
MUH 103: Music History II	3 hours
MUH 201: Music History III.....	3 hours
MUH 203: Music History IV.....	3 hours
MUH Music History Courses.....	3 hours
MUH 331: Music of the Romantic Era	
MUH 333: Music of the Twentieth Century	
MUH 441: Music of the Middle Ages and Renaissance	
MUH 443: Music of the Baroque and Classical Eras	
MUT 101: Basic Elements of Music Theory.	3 hours
MUT 103: Principles of Harmony and Voice-Leading.....	3 hours
MUT 111: Musicianship I	1 hour
MUT 113: Musicianship II.....	1 hour
MUT 181: Music Composition**	1.5 hours
MUT 183: Major Composition**	1.5 hours
MUT 201: Chromatic Harmony	3 hours
MUT 203: Form and Analysis	3 hours
MUT 211: Musicianship III	1 hour
MUT 213: Musicianship IV	1 hour
MUT 281: Major Composition	2 hours
MUT 283: Major Composition	2 hours
MUT 301: Advanced Music Theory.....	3 hours
MUT 353: Introduction to Music Composition and Improvisation**	2 hours
MUT 381: Major Composition	3 hours
MUT 383: Major Composition	3 hours
MUT 410: Composition Recital	0 hours
MUT 433: Counterpoint	3 hours
MUT 441: Orchestration	2 hours
MUT 443: Advanced Harmony and Twentieth Century Idioms	3 hours
MUT 453: Advanced Analysis.....	3 hours
MUT 481: Major Composition	3 hours
MUT 483: Major Composition	3 hours
MUT 493: Composition Honors Thesis (Optional: 3 credits)	0 hours
MMD 301: Electronic Music Laboratory I or MMD 311: Sound Recording.....	3 hours
MUE 351: Fundamentals of Conducting ..	2 hours
Music Electives (recommend Music Media or Performance Studies)	3 hours
Total Hours in Music	87 hours

Required Courses in General Education Program:

ART 100: Art Appreciation (or Art History)	3 hours
ENG 101: Composition	3 hours
Humanities Courses (2 different areas)	6 hours
Language and Culture 101, 102, and 201..	9 hours
HPE: One 1- or 2-hour activity course from PE or dance.....	1 hour
HPE 255: Introduction to Fitness and Wellness.....	2 hours
Math or Science Elective.....	3-4 hours
MUH 332: Diverse Cultures and their Music.	3 hours
General Education Elective.....	3 hours

Total Hours in General Education

Program 33 hours

Free Electives

TOTAL HOURS FOR BACHELOR OF MUSIC WITH A MUSIC COMPOSITION MAJOR 120 hours

*Pianists substitute 4 credits selected from MUE 321- 352, Voice Class or Performance studies.

**Majors take either MUT 181 and 183 or MUT 353.

THE MINOR IN MUSIC

MEN 120-190: Ensemble (2 terms).....	2 hours
MUA 100: Elective Performance Studies.....	4 hours

*Music minors must perform and pass the equivalent of a MUA 103 jury before exiting their performance studies. Please see the *Music Handbook* for jury requirements.

MUH 100: Recital Attendance (2 terms)....	0 hours
MUH 101: Music History I.....	3 hours
One additional Music History Course.....	3 hours
MUT 101: Basic Elements of Music Theory	3 hours
MUT 103: Principles of Harmony and Voice-Leading.....	3 hours
MUT 111: Musicianship I.....	1 hour
MUT 113: Musicianship II.....	1 hour
Electives in Music.....	3 hours

Total Hours for a Music Minor: 23 hours

COURSES OF INSTRUCTION

MUSIC HISTORY AND LITERATURE (MUH)

100. CONCERT ATTENDANCE/NO CREDIT

A minimum of 20 Fall Term, 25 January/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. Six terms (a minimum of 20 Fall Term, 20 January/Spring Term) must be passed in order to graduate. Required of all undergraduate music majors, all degrees. *Pass/fail grading.*

*103. MUSIC HISTORY II/THREE CREDITS

GEP. Prerequisite: MUH 101 with a grade of C- or higher. A survey of the development of western music from 1400 to 1750. *Required of all music majors.*

*110. MUSIC APPRECIATION/THREE CREDITS

GEP. 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

GEP. A survey of American popular music including folk, blues, jazz, rock and roll, and musical theatre. Partial fulfillment of the fine arts requirement in the General Education Program for non-music majors.

*112. FILM MUSIC/THREE CREDITS

GEP. A survey of the history, repertoire, and techniques of composing for motion pictures and television. Partial fulfillment of the fine arts requirement in the General Education Program for non-music majors.

*125. MUSIC HISTORY I/THREE CREDITS

GEP. An introduction to the study of music history, including terminology, acoustics, and research skills. Course will also include the development of Western music from Antiquity through 1400. *Required of all music majors.* This course is a First Year Seminar.

*201. MUSIC HISTORY III/THREE CREDITS

GEP. Prerequisite: MUH 103 with a grade of C- or higher. A survey of the development of Western music from 1750 to the 1900. *Required of all music majors.*

*203. MUSIC HISTORY IV/THREE CREDITS

GEP. Prerequisite: MUH 201 with a grade of C- or higher. A survey of the development of Western music from 1900 to the present. *Required of all music majors. Writing intensive.*

*210. SPECIAL TOPICS IN MUSIC/THREE CREDITS
GEP. Varying music topics focusing on subjects and experiences that are not part of the standard music curriculum but of general interest to a non-musician. Possible subjects include popular culture, a body of work or musical style, biographies of musicians, non-Western music, etc. Partial fulfillment of the fine arts requirement in the General Education Program for non-music majors.

*299H. INTERDISCIPLINARY HONORS COURSE/ THREE CREDITS

GEP. Elective credit. This course is team taught by members in two departments and is open to Nisbet Honors Program participants and to others who meet Honors Program guidelines. All students registering for these courses must register not only through the Honors Program but also with their adviser and the Registrar's Office.

331. MUSIC OF THE ROMANTIC ERA/ THREE CREDITS

Prerequisite: MUH 203 with a grade of C- or higher. A topics seminar in Western music in the Nineteenth Century.

*332. DIVERSE CULTURES AND THEIR MUSIC/ THREE CREDITS

GEP. Prerequisite: MUH 101 or instructor approval. An examination of musical styles other than traditional Western art music. *Non-European/non-Anglophone.*

333. MUSIC OF THE TWENTIETH CENTURY/ THREE CREDITS

Prerequisite: MUH 203 with a grade of C- or higher. A topics seminar in Western music in the 20th Century. *Offered in alternate years.*

401. BIBLIOGRAPHY/THREE CREDITS

A survey of basic reference materials in the field of music, with an introduction to the techniques of research.

441. MUSIC OF THE MIDDLE AGES AND RENAISSANCE/ THREE CREDITS

Prerequisite: MUH 203 with a grade of C- or higher. A topics seminar in Western music through 1600. *Offered in alternate years.*

443. MUSIC OF THE BAROQUE AND CLASSIC ERAS/ THREE CREDITS

Prerequisite: MUH 203 with a grade of C- or higher. A topics seminar focusing on Western music from 1600 through 1800. *Offered in alternate years.*

450. INTERNSHIP IN MUSIC HISTORY/ 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 History. The course will serve as a music elective or a free elective in the student's degree program. *Pass/fail grading.*

451. SONG LITERATURE/THREE CREDITS

Prerequisite: MUH 203 with a grade of C- or higher. A survey of standard art song literature from the 16th Century to the present, with emphasis on both music and poetry. *Offered in alternate years.*

453. PIANO LITERATURE/THREE CREDITS

Prerequisite: MUH 203 with a grade of C- or higher. A survey of piano and harpsichord literature from the Baroque to the present. *Offered in alternate years.*

461. INTRODUCTION TO OPERA HISTORY/
TWO CREDITS

Prerequisite: MUH 203 with a grade of C- or higher. An undergraduate survey course which introduces the student to opera history and its corresponding literature. *Offered in alternate years.*

463. ORCHESTRAL INSTRUMENTS LITERATURE/
THREE CREDITS

Prerequisite: MUH 203 with a grade of C- or higher. A survey of the literature for large and small orchestras from the Baroque to the present, as well as a survey of solo literature appropriate to the student's primary instrument. *Offered in alternate years.*

475. SEMINAR IN MUSICOLOGY/THREE CREDITS

Prerequisite: MUH 203 with a grade of C- or higher and MUT 203 with a grade of C- or higher. or permission of Department. An intensive seminar experience in a special topic.

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.

485. SENIOR PROJECT/NO CREDITS

Prerequisite: Approval of the faculty. The project consists of a lecture-recital or capstone. A \$50 scheduling fee is required for the lecture-recital.

493. HONORS THESIS/THREE CREDITS

Prerequisite: MUH 401. 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.

MUSIC MEDIA (MMD)

301. ELECTRONIC MUSIC LABORATORY I/
THREE CREDITS

Prerequisite: Permission of the instructor. An introduction to advanced techniques in the electronic music studio with a focus on using it as a composition, improvisation, and arranging tool. *Offered in alternate years.*

311. SOUND RECORDING/THREE CREDITS

Prerequisite: Permission of the instructor. An introduction to specific technical and artistic elements of current multitrack sound recording equipment and techniques. *Offered in alternate years.*

450. MUSIC MEDIA INTERNSHIP/
ONE TO SIX CREDITS

Prerequisite: Permission of the department and approval of the Music Curriculum Committee. An external, supervised internship with a business specializing in some area(s) of music media. *Pass/fail grading.*

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 THEORY AND COMPOSITION (MUT)

100A, 100B. FUNDAMENTALS OF MUSIC/
TWO CREDITS

A remedial course for students not receiving an adequate score on the Music Theory Placement Test. This course provides students with knowledge of musical rudiments (such as clef reading, rhythm, meter, key signatures, scales, intervals, and triads) through analytical and aural exercises. *The credit from this course does not count toward the music degree.*

101. BASIC ELEMENTS OF MUSIC THEORY/
THREE CREDITS

Prerequisite: Music Theory Placement Test. Introduction to the elements of music, including rudiments, diatonic harmony, and score reading. This course prepares the student for further music theory study. *Required of all music majors.*

103. PRINCIPLES OF HARMONY AND VOICE-
LEADING/THREE CREDITS

Prerequisite: MUT 101 with a grade of C- or higher or passing appropriate exemption test. The continuation of MUT 101. Study of the elements of music, including rudiments, diatonic and beginning chromatic harmony, and score reading. This course prepares the student for further music theory study. *Required of all music majors.*

111. MUSICIANSHIP I/ONE CREDIT

Prerequisite: Music Theory Placement Test. Introduction to the practice of listening, as encountered through ear training, sight-singing, and conducting. This course prepares the student for further aural skills study. *Required of all music majors.*

303. ELECTRONIC MUSIC LABORATORY II/
THREE CREDITS

Prerequisite: MMD 301. A continuation of MMD 301. *Offered in alternate years.*

113. MUSICIANSHIP II/ONE CREDIT

Prerequisite: MUT 111 with a grade of C- or higher or passing appropriate exemption test. The continuation of MUT 111. Study of the practice of listening, as encountered through ear training, sight-singing, and conducting. This course prepares the student for further aural skills study. *Required of all music majors.*

179. MUSIC COMPOSITION/ONE CREDIT

Prerequisite: Permission of the composition faculty. Weekly half-hour private lesson for non-composition majors desiring elective study in composition. This course serves as an opportunity for students to gain experience in the fundamental skills of composing, including work with melody, harmony, rhythm, form, and idiomatic vocal/instrumental considerations. *May be repeated for credit.* Eight hour minimum weekly commitment, including a half-hour lesson, seminar experience, and composing.

180. MUSIC COMPOSITION/
ONE AND ONE-HALF CREDITS

Prerequisite: Permission of the composition faculty. Weekly one-hour private lesson. For non-composition majors desiring elective study in composition. This course serves as an opportunity for students to gain experience in the fundamental skills of composing, including work with melody, harmony, rhythm, form, and idiomatic vocal/instrumental considerations. *May be repeated for credit.* Ten hour minimum weekly commitment, including a one-hour lesson, seminar experience, and composing.

181. MUSIC COMPOSITION/
ONE AND ONE-HALF CREDITS

Prerequisite: Submission of works and permission of the composition faculty. For composition majors who successfully audition before their freshman year. Along with MUT 183, this course substitutes for MUT 353 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.

183. MUSIC COMPOSITION/
ONE AND ONE-HALF CREDITS

Prerequisite: MUT 181. For composition major. Along with MUT 181, this course substitutes for MUT 353 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. CHROMATIC HARMONY/THREE CREDITS

Prerequisite: MUT 103 with a grade of C- or higher or passing appropriate exemption test. The continuation of MUT 103. Study of the elements of music, including chromatic harmony, enharmonicism and score reading. This course prepares the student for further music theory study. *Required of all music majors.*

203. FORM AND ANALYSIS/THREE CREDITS

Prerequisite: MUT 201 with a grade of C- or higher or passing appropriate exemption test. An introduction to the principal formal structures and processes of the 18th and 19th centuries. Western music, including binary and ternary, rondo, variations, fugue and sonata forms. *Required of all music majors. Quantitative GEP requirement.*

211. MUSICIANSHIP III/ONE CREDIT

Prerequisite: MUT 113 with a grade of C- or higher or passing appropriate exemption test. The continuation of MUT 113. Study of the practice of listening, as encountered through ear training, sight-singing and conducting. This course prepares the student for further aural skills study. *Required of all music majors.*

213. MUSICIANSHIP IV/ONE CREDIT

Prerequisite: MUT 211 with a grade of C- or higher or passing appropriate exemption test. The continuation of MUT 211. Study of the practice of listening, as encountered through ear training, sight-singing, and conducting. This course constitutes the culmination of the aural skills sequence. *Required of all music majors.*

281. MUSIC COMPOSITION/TWO CREDITS

Prerequisites: MUT 183 or 353, or permission of the composition faculty. For composition majors. Original, appropriately competent music must be completed by the end of MUT 283 and performed if possible. Fourteen hour minimum weekly commitment including a one-hour lesson, seminar experience and composing.

283. MUSIC COMPOSITION/TWO CREDITS

Prerequisite: MUT 281. For composition majors. Original, appropriately competent music must be completed by the end of MUT 283 and performed if

possible. Fourteen hour minimum weekly commitment including a one-hour lesson, seminar experience, and composing.

301. ADVANCED MUSIC THEORY/THREE CREDITS
Prerequisite: MUT 201 with a grade of C- or higher or passing appropriate exemption test. The continuation of MUT 201. Study of the elements of music, including advanced chromatic harmony, modes, basic post-tonal concepts, and score reading. This course constitutes the culmination of the core theory sequence and prepares the student for upper-level music theory study. *Required for all Bachelor of Music Performance, History, Theory and Composition majors.*

353. INTRODUCTION TO MUSIC COMPOSITION AND IMPROVISATION/TWO CREDITS
Prerequisite: Permission of instructor. 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. May be taken by composition majors in place of MUT 181 and MUT 183 (or may be exempted without credit with the permission of the composition faculty). Nine hour weekly commitment including class periods (12 hours for majors).

381. MUSIC COMPOSITION/THREE CREDITS
Prerequisite: MUT 283. For composition majors. Public performances of original compositions are required for the completion of MUT 383 and entrance to MUT 481- 83. Twenty hour minimum weekly commitment including a one-hour lesson, seminar experience and composing.

383. MUSIC COMPOSITION/THREE CREDITS
Prerequisite: MUT 381. For composition majors. Public performances of original compositions are required for the completion of MUT 383 and entrance to MUT 481- 83. Twenty hour minimum weekly commitment including a one-hour lesson, seminar experience and composing.

410. SENIOR RECITAL, MUSIC COMPOSITION/ NO CREDIT
Prerequisite: Permission of faculty. Taken 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. *Pass/fail grading.*

433. COUNTERPOINT/THREE CREDITS
Prerequisites: MUH 203 and MUT 301 or permission of instructor. Analysis, listening, and writing short

exercises. Includes musical styles from 1450 to the present. *Offered in alternate years.*

441. ORCHESTRATION/TWO CREDITS
Prerequisites: MUH 203 and MUT 203. Scoring for instrumental ensembles and full orchestra. Includes score analysis. *Offered in alternate years.*

443. ADVANCED HARMONY AND TWENTIETH CENTURY IDIOMS/THREE CREDITS
Prerequisites: MUH 203 and MUT 301 or permission of instructor. 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. *Offered in alternate years.*

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. *Pass/fail grading.*

453. ADVANCED ANALYSIS/THREE CREDITS
Prerequisites: MUH 203 and MUT 301 or permission of instructor. Analysis of musical forms, harmonic procedures, and tonal organization from 1300 to the present.

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.

481. MUSIC COMPOSITION/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.

483. MUSIC COMPOSITION/THREE CREDITS
Prerequisite: MUT 481. For composition majors, culminating in MUT 410: Senior Recital. Twenty hour minimum weekly commitment including a one-hour lesson, seminar experience and composing.

485. SENIOR PROJECT/NO CREDITS
Prerequisite: Approval of the faculty. The project consists of a lecture-recital or capstone. A \$50 scheduling fee is required for the lecture-recital.

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.

MUSIC BUSINESS (MUB)

101. INTRODUCTION TO MUSIC BUSINESS/
THREE CREDITS

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.

301. MUSIC BUSINESS INTERNSHIP / ONE/ONE-
HALF/ ONE CREDITS

Prerequisites: MUB 101. A three-term, external, supervised internship with a professional business, school, or performing, arts organization specializing in some area(s) relating to music business.

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.

481. MUSIC COMPOSITION/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.

483. MUSIC COMPOSITION/THREE CREDITS

Prerequisite: MUT 481. For composition majors, culminating in MUT 410: Senior Recital. Twenty hour minimum weekly commitment including a one-hour lesson, seminar experience and composing.

485. SENIOR PROJECT/NO CREDITS

Prerequisite: *Approval of the faculty.* The project consists of a lecture-recital or *Capstone*. A \$50 scheduling fee is required for the lecture-recital.

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.

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ONE/ONE-HALF/ ONE CREDITS

Prerequisites: MUB 101. A three-term, external, supervised internship with a professional business, school, or performing, arts organization specializing in some area(s) relating to music business.

DEPARTMENT OF PERFORMANCE

MILES HOFFMAN, SARAH JOHNSON, KEITH JONES, SUSAN LYLE, VALERIE MACPHAIL, REBECCA TURNER, CHRISTOPHER VANEMAN, DOUGLAS WEEKS.

BACHELOR OF MUSIC WITH A PERFORMANCE MAJOR, PIANO

Required Courses in Music:

MEN 110-180: Ensemble (8 terms)	8 hours
MEN 170: Accompanying	2 hours
MUA 100: Performance Studies-Organ	2 hours
MUA 100: Performance Studies-Piano	7 hours
MUA 200: Performance Studies-Piano	7 hours
MUA 300: Performance Studies-Piano	7 hours
MUA 390: Junior Recital	0 hours
MUA 400: Performance Studies-Piano	7 hours
MUA 490: Senior Recital	0 hours
MUH 100: Recital Attendance (6 terms)	0 hours
MUH 125: Music History I	3 hours
MUH 103: Music History II	3 hours
MUH 201: Music History III	3 hours
MUH 203: Music History IV	3 hours
One additional 300 or 400 level	
Music History Course	3 hours
MUH 453: Piano Literature	3 hours
MUT 101: Basic Elements of Music Theory	3 hours
MUT 103: Principles of Harmony and	
Voice-Leading	3 hours
MUT 111: Musicianship I	1 hour
MUT 113: Musicianship II	1 hour
MUT 201: Chromatic Harmony	3 hours
MUT 203: Form and Analysis	3 hours
MUT 211: Musicianship III	1 hour
MUT 213: Musicianship IV	1 hour
MUT 301: Advanced Music Theory	3 hours
MUT Music Theory Courses	3 hours
MUT 353: Introduction to Music Composition	
and Improvisation (2)	
MUT 433: Counterpoint (3)	
MUT 441: Orchestration (2)	
MUT 443: Advanced Harmony and 20th	
Century Idioms (3)	
MUT 453: Advanced Analysis (3)	
MUE 211: Piano Teaching Preparation	2 hours
MUE 213: Elementary Methods in Piano	
Teaching	2 hours
MUE 301: Piano Teaching Procedures I	3 hours
MUE 303: Piano Teaching Procedures II	3 hours
MUE 351: Fundamentals of Conducting	2 hours
Music Electives	3 hours
Total Hours In Music	95 hours

Required Courses in General Education Program:

ENG 101: Composition	3 hours
Language and culture 101, 102, 201	9 hours
HPE 255: Intro to Fitness and Wellness	2 hours
HPE: One 1- or 2- hour activity course from	
among PE or Dance	1-2 hours

MUH 332: Diverse Cultures and their Music	3 hours
Humanities Courses (2 different areas)	6 hours
General Education Program Electives	9 hours

Total Hours for General Education

Program

TOTAL HOURS FOR BACHELOR OF MUSIC WITH A PERFORMANCE MAJOR, PIANO

BACHELOR OF MUSIC WITH A PERFORMANCE MAJOR, VOICE

Required Courses in Music:

MEN 110-180: Ensemble (8 terms)	8 hours
MUA 100: Performance Studies	7 hours
MUA 101: Piano Class I	1 hour
MUA 102: Piano Class II .....	.50 hour
MUA 103: Piano Class III	1 hour
MUA 200: Performance Studies	7 hours
MUA 201: Piano Class IV	1 hour
MUA 202: Piano Class V .....	.50 hour
MUA 203: Piano Class VI	1 hour
MUA 221: Italian and English Diction	2 hours
MUA 223: French and German Diction	2 hours
MUA 300: Performance Studies	7 hours
MUA 390: Junior Recital	0 hours
MUA 400: Performance Studies	7 hours
MUA 401: Opera Workshop I	1 hour
MUA 403: Opera Workshop II	1 hour
MUA 490: Senior Recital	0 hours
MUH 100: Recital Attendance (6 terms)	0 hours
MUH 125: Music History I	3 hours
MUH 103: Music History II	3 hours
MUH 201: Music History III	3 hours
MUH 203: Music History IV	3 hours
MUH Music History or Music Theory elective	
at the 300-400 level	3 hours
MUH 451: Song Literature	3 hours
MUH 461: Introduction to Opera History	2 hours
MUT 101: Basic Elements of Music Theory	3 hours
MUT 103: Principles of Harmony and	
Voice-Leading	3 hours
MUT 111: Musicianship I	1 hour
MUT 113: Musicianship II	1 hour
MUT 201: Chromatic Harmony	3 hours
MUT 203: Form and Analysis	3 hours
MUT 211: Musicianship III	1 hour
MUT 213: Musicianship IV	1 hour
MUT 301: Advanced Music Theory	3 hours
MUE 341: Vocal Pedagogy I	2 hours
MUE 343: Vocal Pedagogy II	2 hours
MUE 351: Fundamentals of Conducting	2 hours
Total Hours in Music	92 hours

Required Courses in General Education Program:

ENG 101: Composition	3 hours
FRN 101-102: Elementary French*	6 hours
GER 101-102: Elementary German*	6 hours
ITL 101-102: Elementary Italian*	6 hours
HPE 255: Intro to Fitness and Wellness	2 hours
HPE: One 1- or 2- hour activity course from PE or Dance	1-2 hours
MUH 332: Diverse Cultures and their Music	3 hours
Humanities Courses (2 different areas)	6 hours
General Education Program Electives	12 hours

Total Hours in General Education Program45 hours**students may exempt these courses with a competency test***TOTAL HOURS FOR BACHELOR OF MUSIC
WITH A PERFORMANCE MAJOR, VOICE . 137 hours****BACHELOR OF MUSIC WITH A
PERFORMANCE MAJOR, STRING
INSTRUMENTS****Required Courses in Music:**

MEN 110: Chamber Ensemble (4 terms).....	4 hours
MEN 130: Converse Symphony Orchestra	8 hours
MUA 100: Performance Studies.....	7 hours
MUA 101: Piano Class I	1 hour
MUA 102: Piano Class II	5 hour
MUA 103: Piano Class III.....	1 hour
MUA 200: Performance Studies.....	7 hours
MUA 201: Piano Class IV.....	1 hour
MUA 202: Piano Class V.....	50 hour
MUA 203: Piano Class VI.....	1 hour
MUA 300: Performance Studies.....	7 hours
MUA 390: Junior Recital	0 hours
MUA 400: Performance Studies.....	7 hours
MUA 490: Senior Recital	0 hours
MUH 100: Recital Attendance (6 terms).....	0 hours
MUH 125: Music History I.....	3 hours
MUH 103: Music History II	3 hours
MUH 201: Music History III	3 hours
MUH 203 Music History IV	3 hours
One additional Music History course at the 300 or 400 level	3 hours
MUH 463: Orchestral Instruments Literature	3 hours
MUT 101: Basic Elements of Music Theory.....	3 hours
MUT 103: Principles of Harmony and Voice-Leading.....	3 hours
MUT 111: Musicianship I	1 hour
MUT 113: Musicianship II	1 hour
MUT 201: Chromatic Harmony.....	3 hours
MUT 203: Form and Analysis.....	3 hours
MUT 211: Musicianship III.....	1 hour
MUT 213: Musicianship IV.....	1 hour
MUT 301: Advanced Music Theory.....	3 hours
MUT Music Theory Courses	3 hours
MUT 353: Introduction to Music Composition	

and Improvisation (2)

MUT 433: Counterpoint (3)	
MUT 441: Orchestration (2)	
MUT 443: Advanced Harmony and 20th Century Idioms (3)	
MUT 453: Advanced Analysis (3)	
MUE 201: Private Applied Teaching I.....	1 hour
MUE 203: Private Applied Teaching II.....	1 hour
MUE 351: Fundamentals of Conducting	2 hours

Total Hours in Music.....89 hours**Required Courses in General Education Program:**

ENG 101: Composition	3 hours
Language and Culture 101, 102, 201	9 hours
HPE 255: Intro to Fitness and Wellness.....	2 hours
HPE: One 1- or 2- hour activity course from PE or Dance	1-2 hours
MUH 332: Diverse Cultures and their Music.....	3 hours
Humanities Courses (2 different areas)	6 hours
General Education Program Electives	9 hours

Total hours for General Education**Program..... 33 hours****Free Electives.....4 hours****TOTAL HOURS FOR BACHELOR OF MUSIC
WITH A PERFORMANCE MAJOR, STRING
INSTRUMENTS 126 hours****BACHELOR OF MUSIC WITH A
PERFORMANCE MAJOR, WIND
INSTRUMENTS****Required Courses in Music:**

MEN 110: Chamber Ensemble (4 terms).....	4 hours
MEN 120-130: Ensemble (8 terms).....	8 hours
MUA 100: Performance Studies.....	7 hours
MUA 101: Piano Class I	1 hour
MUA 102: Piano Class II	5 hour
MUA 103: Piano Class III.....	1 hour
MUA 200: Performance Studies.....	7 hours
MUA 201: Piano Class IV	1 hour
MUA 202: Piano Class V.....	5 hour
MUA 203: Piano Class VI.....	1 hour
MUA 300: Performance Studies.....	7 hours
MUA 390: Junior Recital	0 hours
MUA 400: Performance Studies.....	7 hours
MUA 490: Senior Recital	0 hours
MUH 100: Recital Attendance (6 terms).....	0 hours
MUH 125: Music History I.....	3 hours
MUH 103: Music History II	3 hours
MUH 201: Music History III.....	3 hours
MUH 203: Music History IV	3 hours
One additional Music History 300 or 400 level course	3 hours
MUH 463: Orchestral Instruments Literature	3 hours

MUT 101: Basic Elements of Music	
Theory	3 hours
MUT 103: Principles of Harmony and	
Voice-Leading	3 hours
MUT 111: Musicianship I	1 hour
MUT 113: Musicianship II	1 hour
MUT 201: Chromatic Harmony.....	3 hours
MUT 203: Form and Analysis.....	3 hours
MUT 211: Musicianship III.....	1 hour
MUT 213: Musicianship IV.....	1 hour
MUT 301: Advanced Music Theory.....	3 hours
MUT Music Theory Courses	3 hours
MUT 353: Introduction to Music Composition	
and Improvisation (2)	
MUT 433: Counterpoint (3)	
MUT 441: Orchestration (2)	
MUT 443: Advanced Harmony and	
20th Century Idioms (3)	
MUT 453: Advanced Analysis (3)	
MUE 201: Private Applied Teaching I	1 hour
MUE 203: Private Applied Teaching III	1 hour
MUE 351: Fundamentals of Conducting	2 hours
Total Hours in Music	89 hours

Required Courses in General Education Program

ENG 101: Composition	3 hours
Language and Culture 101, 102, 201.....	9 hours
HPE 255: Intro to Fitness and Wellness	2 hours
HPE: One 1- or 2- hour activity course	
from among PE or Dance	1-2 hours
MUH 332: Diverse Cultures and Their Music	3 hours
Humanities Courses (2 different areas)	6 hours
General Education Program Electives	9 hours

Total Hours for General Education

Program.....	33 hours
Free Electives.....	4 hours

TOTAL HOURS FOR A BACHELOR OF MUSIC WITH A PERFORMANCE MAJOR,

WIND INSTRUMENTS	123 hours
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COURSES OF INSTRUCTION

PERFORMANCE STUDIES (MUA)

101. PIANO CLASS I/ONE CREDIT
An introduction to the rudiments of piano playing.

102. PIANO CLASS II/ONE-HALF CREDIT
Prerequisite: MUA 101 with a grade of C- or higher. A continuation of MUA 101.

103. PIANO CLASS III/ONE CREDIT
Prerequisite: MUA 102 with a grade of C- or higher. 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 with a grade of C- or higher. A continuation of MUA 111, using more advanced repertoire and developing technical skills.

201. PIANO CLASS IV/ONE CREDIT
Prerequisite: MUA 103 with a grade of C- or higher. A continuation of MUA 103.

202. PIANO CLASS V/ONE-HALF CREDIT
Prerequisite: MUA 201 with a grade of C- or higher. A continuation of MUA 201.

203. PIANO CLASS VI/ONE CREDIT
Prerequisite: MUA 202 with a grade of C- or higher. A continuation of MUA 202. Successful completion of MUA 203 satisfies the piano proficiency requirement for music degrees.

211. VOICE CLASS III/ONE CREDIT
Prerequisite: MUA 113 with a grade of C- or higher. 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 with a grade of C- or higher. 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/TWO CREDITS
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 affecting accurate and idiomatic pronunciation. Open to singers and those who work with singers as coaches or conductors.

223. INTRODUCTION TO FRENCH AND GERMAN DICTION/TWO CREDITS

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 affecting 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. Pass/fail grading.

401. OPERA WORKSHOP I/ONE CREDIT

Prerequisite: Declared music major or permission of instructor. Includes character analysis, role analysis, role preparation and stage management.

403. OPERA WORKSHOP II/ONE CREDIT

Prerequisite: MUA 401 or permission of instructor. Includes audition techniques, preparation of audition packets, stage makeup and further stage movement techniques.

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. *Pass/fail grading.*

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.

485. SENIOR PROJECT/NO CREDIT

Prerequisite: Approval of the faculty. The project consists of a recital, lecture-recital or capstone. A \$50 scheduling fee is required for both the recital and lecture-recital.

490. SENIOR RECITAL/NO CREDIT

Prerequisite: Approval of the faculty. A \$50 scheduling fee is required in this course. *Pass/fail grading.*

493. HONORS PROGRAM/SIX CREDITS

Prerequisite: Approval of the Music Curriculum Committee. For music performance majors only. Program includes senior recital, a second full recital in the major performance area, independent written project, and an ensemble.

PRIVATE LESSONS

Bass (CBS)
Bassoon (BSN)
Cello (VCL)
Clarinet (CLRT)
Euphonium (EUP)
Trombone (TBN)
Flute (FLT)
French Horn (HRN)
Guitar (GTR)
Harp (HRP)
Harpsichord (HPS)
Voice (VOI)
Oboe (OBO)
Organ (Org)
Percussion (PRC)
Piano (PNO)
Saxophone (SAX)
Trumpet (TPT)
Tuba (TBA)
Viola (VLA)
Violin (VLN)

Two categories of private instruction are available:

1. Performance Studies numbers (to satisfy degree requirements for music majors):
 101. Two* or three credits. Fall Term with weekly one-hour lessons.
 102. One credit. January Term with weekly one-hour lessons.
 103. Two* or three credits. Spring Term with weekly one-hour lessons.
 201. Two* or three credits. Fall Term with weekly one-hour lessons.
 202. One credit. January Term with weekly one-hour lessons.
 203. Two* or three credits. Spring Term with weekly one-hour lessons. Culminates with full faculty jury for students intending to present a recital.
 301. Two* or three credits. Fall Term with weekly one-hour lessons.
 302. One credit. January Term with weekly one-hour lessons.
 303. Two* or three credits. Spring Term with weekly one-hour lessons.
 401. Two* or three credits. Fall Term with weekly one-hour lessons.
 402. One credit. January Term with weekly one-hour lessons.
 403. Two* or three credits. Spring Term with weekly one-hour lessons.

* for students majoring in music education, therapy, business, history, theory and composition

2. Elective Performance Studies (requires approval of the appropriate performance area faculty). Open to all Converse students. Enrollments are limited by available resources. Students should check with the Petrie School of Music prior to registering for elective courses.

Elective performance studies numbers are:

111. One credit. Fall Term weekly half-hour lessons

113. One credit. Spring Term weekly half-hour lessons.

121. Two credits. Fall Term weekly one-hour lessons.

123. Two credits. Spring Term weekly one-hour lessons.

NOTE: Elective performance studies are not offered in January Term.

Students must use a registration worksheet to register for private lessons and ensembles. To enroll in private lessons, students should enter the appropriate instrument prefix, followed by the appropriate three-digit number. The numbers to the right of the decimal indicate the credit for the course. (For example: .10 equals one semester hour of credit, .05 equals one-half semester hour of credit, .15 equals 1.5 semester hours of credit., etc.) The student must write the instructor's name on the registration worksheet. The registration worksheet then must be turned into the Office of the Assistant Dean. Consult the appropriate section of the Catalog for lesson fees.

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. CONVERSE 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 SYMPHONY ORCHESTRA/ ONE CREDIT

Prerequisite: Permission of the director. Participation in rehearsals and performances of the Converse Symphony Orchestra 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 performances 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 instructor. Techniques of accompanying singers and instrumentalists. Includes practical application with student soloists.

175. ACCOMPANYING PRACTICUM/ONE CREDIT

Prerequisite: MEN 170.

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 PERFORMANCE/ONE CREDIT

Prerequisite: Permission of the director. An opera performance course designed for the undergraduate student. *Open to all Converse students by audition. May be repeated for credit.*

NISBET HONORS PROGRAM

LAURA FEITZINGER BROWN, JOHN M. THEILMANN, Co-directors

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 program includes opportunities to do independent research with faculty mentors, to take honors courses with other gifted students, to meet nationally known visiting scholars, to receive funding for study-travel, and to gather socially to discuss intellectually challenging topics.

An unusual feature 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. While learning how different disciplines approach the tasks of collecting and interpreting evidence, students learn to make 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 complete at least 12 hours at Converse to be invited to apply.

Requirements

To complete the Nisbet Honors Program and be recognized at graduation, students must satisfy the following requirements in terms of academic achievement and coursework.

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

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.

A student 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 Politics of Energy and The 1960's in History and Music.

- Junior Honors Seminar (HON 399H)

One credit, pass/fail, open to upperclassmen, with priority given to juniors and seniors.

- Either a Senior Honors Thesis

(see below) or two more honors experiences (such as two additional honors courses, an honors directed independent study, or some combination of the above). Generally only one honors directed independent study counts toward program completion.

Senior Honors Thesis

Completing a senior honors thesis allows a student to receive honors in her major area. It is one way that a student may complete the Nisbet Honors Program. Because of the distinction that honors in field conveys and the effort required, only exceptionally qualified and extremely committed students should attempt an honors project. To qualify, students must have an overall GPA of 3.25 and a GPA of 3.50 in her major field by the end of the Fall Term of her junior year.

The thesis enables qualified students to pursue additional independent and intensive work within their major area. Generally, the project will be a research paper that follows the discipline's guidelines for superior research. In creative fields, such as music, theater, and applied art, creative projects are appropriate. Interdisciplinary projects are also encouraged.

The project should be a substantial project planned so that it can be done in the time available using the resources available. The major evaluative criterion is the quality rather than the amount of work. A research paper should generally be from 20-40 pages. Departments using performance standards should establish criteria that require a substantial project of superior quality.

Because each department may have additional guidelines which supplement and further define the procedures and qualifications for honors work, no later than Fall Term of their junior year, honors students interested in an honors thesis must consult a faculty adviser and a Nisbet Honors Program co-director for additional guidance. Detailed guidelines and deadlines must be followed and are available from a program co-director. Music students should also consult with Petrie School of Music faculty.

studies must follow the usual Registrar procedures for regular DIS courses. Students should submit a copy of their HON 300H DIS contract and syllabus to the Honors Program co- directors no later than

COURSES OF INSTRUCTION

***199H. FRESHMAN HONORS SEMINAR**

GEP credit. A study of a selected subject within the disciplines: topics 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.*

***299H. INTERDISCIPLINARY HONORS COURSE**

GEP, Major, Elective credit. This course is team-taught by faculty members in two departments and is open to Nisbet Honors Program participants and, when space is available, to others who meet Honors Program guidelines.

HON 300H. HONORS DIRECTED INDEPENDENT STUDY/THREE CREDITS

With permission of an Honors Program co-director and permission of the mentoring professor, a student in the Honors Program may arrange to do an independent study with a professor. An honors DIS generally must involve either a substantial independent research project or the course material from a regular honors course. These independent

NON DEPARTMENTAL COURSES

ATM 265. INTRODUCTION TO ARTS MANAGEMENT/THREE CREDITS

Minor credit. This course will introduce students to the practical skills required for the successful management of arts organizations. Areas covered will include budgeting, marketing/publicity, fundraising, audience development, analysis of financial statements, contracts, board governance, and issues associated with the founding of a non-profit organization.

ATM 365. ADVANCED ARTS MANAGEMENT/THREE CREDITS

Minor credit. Pre-requisite ATM 265. This course will allow students to apply their knowledge of arts administration by exploring current issues and emerging trends in technology, arts and cultural policy, developing their writing for proposals and grants, and further understanding the challenges facing administrative leaders of arts and cultural organizations.

ATM 465. PROFESSIONAL INTERNSHIP IN ARTS MANAGEMENT/THREE CREDITS

Minor credit. Pre-requisites ATM 265 and ATM 365: arts management minor requirements and approval of the Arts Management minor coordinator within their specialty (Art, Theatre or Music). This internship is designed to provide experience for the student interested in pursuing a career in arts administration at a museum, art gallery or theatre, music and arts organizations.

*ATH 263. JANISM/THREE CREDITS

GEP, Elective credit. This course approaches the minority Indian religion of Janism through anthropological textual, and historical information concerning ethics, narratives, festivals, rituals, worldview, and other various roles and practices of men and women in different sects and sub-sects. Non-European/non- Anglophone. Meets *GEP social science requirement.* Cross- listed with REL 263.

*ATH 264. HINDU RELIGION AND CULTURE/THREE CREDITS

GEP, Elective credit. This course approaches Hinduism not merely as a religion within a culture, but as coextensive with a culture of great diversity. There will be examinations of anthropological, textual, narrative, historical, and sociopolitical information concerning gods and goddesses, festivals, rituals, renunciation, the castes system,

roles within the family, and various other roles and practices of different Hindu men and women. *Non-European/non-Anglophone. Meets GEP social science requirement.* Cross-listed REL 264.

*ATH 306. FIELD STUDIES IN RELIGION/THREE CREDITS

GEP, Elective credit. Field studies courses focus on significant investigation of religious phenomena outside as well as in the classroom. Travel may be involved in some field studies. May be repeated if subject matter is not duplicated. Meets *GEP social science requirement.* Cross- listed with REL 306.

*ATH 330. STUDIES IN ANTHROPOLOGY/THREE CREDITS/FOUR CREDITS IN JAN TERM

GEP, Elective credit. Studies of significant humanistic issues in anthropology. *May be repeated for credit if subject matter is not duplicated. May be cross-listed with REL 330. Meets GEP social science requirement.*

CLP 100. INTRODUCTION TO LEADERSHIP/THREE CREDITS

Elective credit. 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.

CIM 300. INDIVIDUALIZED MAJOR CAPSTONE PROJECT/THREECREDITS

Major credit. The student completing an Individualized Major is required to register for this non-departmental course in the spring or her junior year to be pursued in the fall of her senior year. This course encompasses the student's senior capstone project that connects all three disciplines of her Individualized Major. *The capstone project must be approved by the student's Individualized Major committee before registering. Capstone.*

CON 101. CAREER EXPLORATION AND PLANNING/ONE CREDIT

Elective credit. This course is a one-credit hour course designed to help first-year and sophomore students learn how to approach career decision making. Through a process of self-discovery, students will explore their own capacities, skills and interests. Students will also learn to take advantage of past experiences and current unexpected opportunities, transferring them to their future career possibilities.

CON 102. FROM STUDENT TO PROFESSIONAL:
JOB SEARCH STRATEGIES/ONE CREDIT

Elective credit. This course is a one-credit junior and senior level course designed to provide students with the necessary tools for their job search. Topics include interviewing, resume writing, and transitioning to professional life. Students will develop a resume and other job correspondence, explore successful interview techniques, identify transferrable liberal arts skills and learn basic job-search strategies as well as prepare for transitioning to the world of work.

CON 214. 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.

*GEO 300. WORLD GEOGRAPHY/
THREE CREDITS

GEP. A course in world regional geography which emphasizes the historical, political, economic, social and environmental issues of the various regions of the globe. *Non-Western/non-Anglophone.*

HUM 298. STUDIES IN BRITISH CULTURE/
THREE CREDITS

GEP or Elective credit. An introduction to the culture of Great Britain through the study of influential British folk icons, incorporating literature, folklore, history, and the fine arts. *Offered on demand in the London Term.*

*IDC 125. FYS: IDEAS AND CULTURE/THREE
CREDITS

GEP. 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. *Offered during Fall Term. Humanities.*

*IDC 150. IDEAS AND CULTURE/
THREE CREDITS

GEP. 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. *Offered during Fall Term. Humanities.*

*IDC 151. IDEAS AND CULTURE/
THREE CREDITS

GEP. 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. *Offered during Spring Term. Humanities.*

SSS 101. STUDENT SUCCESS SEMINAR/
ONE CREDIT

This course is designed to help students in their adjustment to college life. The information and experiences provided will aid the student in developing a better understanding of academic expectations associated with higher education and will introduce the student to specific skills that promote success at the college level. The course will also provide a venue for discussion and examination of common challenges during a student's first year in college.

*WST 200. INTRODUCTION TO WOMEN'S
STUDIES/ THREE CREDITS

GEP, Minor or Elective 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 Term. This course satisfies humanities credit in Category II of the GEP.*

*WST 201. SPECIAL TOPICS IN WOMEN'S
STUDIES/ THREE CREDITS/FOUR CREDITS IN
JAN TERM

Minor, Elective credit. A study of particular time periods, geographical areas, cultural milieus, writers, artists or themes related to women's studies. May be taken more than once if topics vary.

INTERDISCIPLINARY MINORS

ARTS MANAGEMENT

SUZANNE SCHUWEILER, coordinator

ARTS MANAGEMENT MINOR

Mission Statement

The Arts Management Minor at Converse College seeks to prepare students to lead and manage arts and cultural organizations. The program will assist students to develop their capacities as executives, fundraisers, planners, marketers, and financial managers in the nonprofit and for-profit arts.

Objectives

Upon completion of the Arts Management minor, the student will

1. Have a basic knowledge of visual art, theatre, music and dance.
2. Have knowledge in management and leadership of an arts organization
3. Have skills in fundraising, including grant writing.
4. Have gained ability in marketing and community development.

Outcomes

1. Evidence of basic knowledge of the visual, musical, dance and theatrical arts is indicated by the student's successful completion of exams and assignments in fine arts courses.
2. Skills to organize and manage a Board and the staff of an arts organization will be exhibited in the successful design of a Board and demonstration of management capabilities in course assignments, as well as during the internship.
3. Demonstration of fundraising ability will be displayed through grant writing experience and other fundraising concepts such as donor campaigns in class assignments and in the internship.
4. Exhibition of marketing skills and community development will be evidenced in course assignments including at least one marketing campaign, and in an internship where community involvement and marketing will be practiced.

The minor consists of 21 credit hours of coursework, to include the following:

ATM 265: Introduction to Arts Management . 3 hours
ATM 365: Advanced Arts Management 3 hours

ATM 465: Professional Internship in Arts Management..... 3 hours
BAD 345: Marketing Communications 3 hours
Three of the following, in diverse disciplines outside the major: 9 hours
ART100: Art Appreciation 3 hours
HPE 190: History of Dance 3 hours
THR 100: Introduction to Theatre..... 3 hours
MUH100: Music Appreciation..... 3 hours
MUH 111: American Popular Music..... 3 hours
MUH 112: Film Music 3 hours

Total hours for Arts Management Minor 21 hours

ENVIRONMENTAL STUDIES

JERRY J. HOWE, 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 a minimum of 21 credit hours of course work, to include the following requirements:

BIO 411: Ecology 4 hours
CHM 311: Environmental Chemistry 4 hours
GEO 300: World Geography 3 hours
Additional Electives (choose two)..... 6-7 hours
CHM 404: Special Topics: Hazardous Waste and Public Policy
HST 491: Special Topics: Environmental History
POL 308: Special Studies in the Political Process
SOC 310: Social Problems Internship or Research Experience..... 4 hours

Total Hours for Environmental Science Minor..... 21-22 hours

Prerequisites for minor are CHM 201-202, CHM 251, BIO 100 and either BIO 202 or 203.

A non-credit work or research experience may substitute with permission of the director.

WOMEN'S STUDIES

CATHY JONES , 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 are an essential part of language and cultural symbols. This program will foster awareness of women's roles and the image of women in various cultures.

The minor consists of 21 credit hours of course work. WST 200 and six elective courses are required. One elective course may be a cognate course.

Courses in art, English, French, Spanish, history, philosophy, politics and religion that are designated as women's studies will be accepted for GEP humanities credit.

Courses that are designated as Women's Studies in art, English, French, Spanish, history and religion will be accepted for general education humanities credit.

WST 200: Introduction to Women's Studies.. 3 hours
Electives (choose 6)..... 18 hours

ART 315: Women and Art

BIO 270: Human Sexuality

ECN 326: Labor Economics

ENG 370: Women Writers

FRN/SPN 314: Special Topics: Women in Film

HST 345: Women in American History

POL 317: Gender and Politics

PSY 302: Psychology of Women

REL 305: Women and Religion

SOC 306: The Family

Total Hours for Women's Studies Minor... 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 Center of Student Development and Success.

PRE-PROFESSIONAL PROGRAMS PRE-LAW

Jefferey 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 that requires diligent reading, analysis, critical thought, and ample written and oral expression. Pre-law students often choose majors in accounting, English, finance, 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 that have proven to be good preparation in the past.

POL 101: American Government

PHI 100: Introduction to Logic

or PHI 180: Introduction to Philosophy

POL 205: Introduction to Law and the Judicial Process

(January Term course offered biannually; to be taken in freshman or sophomore years; prerequisite POL 101)

ECN 201: Microeconomic Principles and/or

ECN 202: Macroeconomics Principles

HST 201: American History to 1877 and/or

HST 202: American History since 1877

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.

POL 335: Constitutional Law

POL 448: Public Administration

POL 316: American Political Thought

POL 465: Comparative Government and Politics

HST 441: Recent US History, 1945 to present

BAD 351: American Legal System and Contracts

BAD 352: Business Organization, Property and Commercial

BAD 353: Labor and Human Relations Law

ECN 324: Business and the Public Sector

ECN 326: Labor Economics

ECN/BAD 300: Descriptive and Inferential Statistics or

POL 303: Social Statistics

PRE-MINISTRY

Jason Loscuito, 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 vocation 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:

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 ensure 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 Department of Religion, as well as representatives of various faith communities, to inform students about the opportunities available at various seminaries and divinity schools.

PRE-HEALTH PROFESSIONS

Edna Steele, adviser

Department of Biology, Chemistry and Physics

Pre-Health Professions Programs are designed to assist students planning to attend medical, dental, and veterinary schools. They also assist students who have interests in physical therapy, occupational therapy, physician assistant programs and other health-oriented careers. Students are provided assistance in course selection so as to tailor their academic experience to the requirements of the various programs. Students are also encouraged to participate in related internship experiences.

These programs are not majors. Although most pre-health professions students major in biology, chemistry, or biochemistry, these programs are open to students with any major. The programs do not appear on a student's academic record. Students in these programs seek the advice of the adviser or someone designated by the adviser, and they research the entrance requirements for specific programs.

CONVERSE COLLEGE AND VANDERBILT UNIVERSITY SCHOOL OF NURSING 3+2 DUAL DEGREE PROGRAM

This five-year program gives Converse students the opportunity to pursue an advanced nursing degree. The program results in a Bachelor of Science (BS) or Bachelor of Arts (BA) degree in biology from Converse and a Masters of Science in Nursing (MSN) from Vanderbilt. Students will spend their first three years at Converse completing a course of study that satisfies the General Education Program (GEP), requirements for the biology degree, and (in the course of the first two elements) Pre-Nursing requirements for the final two years at Vanderbilt.

REQUIREMENTS FOR ADMISSION TO THE FINAL TWO YEARS AT VANDERBILT:

1. Completion of 78 semester hours, including the GEP
2. Completion of the Vanderbilt pre-nursing requirements:
 - Human Anatomy
 - Human Physiology
 - Microbiology/Bacteriology
 - Statistics
 - Nutrition
 - Human Growth and Development
3. Cumulative grade point average of a "B"
4. Combined Verbal and Quantitative GRE score of at least 1000

5. Satisfactory statement of career goals
6. Three favorable letters of reference
7. A recommendation for admission by a member of the Vanderbilt School of Nursing faculty based on a review of the applicant's file

Students who enter Converse with any form of advance credit (AP, dual enrollment, language placement above 101, GEP exemptions, etc.) will find it easier to complete the program. Completing the BA rather than the BS degree will satisfy Pre-Nursing requirements and make completion easier for students but either degree will work. It may also be necessary to urge students to take summer courses at Converse or elsewhere to facilitate completion of certain requirements.

The admission process to Vanderbilt is competitive, not guaranteed. The senior year in absentia option provides an opportunity for students to pursue an accelerated pathway but they have to meet the VUSN graduate school standards and be competitive with their classmates. Just as medical school admission is a competitive process, the selection process for admission to the nursing program is competitive as well.

PRE-DENTISTRY

The successful pre-dental student must have a strong foundation in biology, chemistry, physics and mathematics. Applicants should successfully complete as many science courses as possible to prepare for the dental admission test (.ada.org/dat.aspx) and dental school curriculum. Required prerequisite courses for prospective dental students are:

General Chemistry	8 hours
Organic Chemistry.....	8 hours
Physics	8 hours
Biology or Zoology.....	8 hours
English.....	6 hours
Mathematics.....	6 hours
Science Electives.....	8 hours
(Microbiology, Biochemistry, Anatomy, Genetics, Histology, Physiology, etc.)	

Courses in computer science, business, finance, or accounting are also strongly recommended. Volunteer or internship experience in a variety of clinical settings is highly recommended. Early application to the dental school is important. Information on application deadlines and application forms can be obtained at the following website: <https://portal.aadsasweb.org/>.

PRE-MEDICINE

The successful pre-medical student must have a strong foundation in biology, chemistry, physics, and mathematics. The required courses vary depending on the school. Most schools require the following:

General Chemistry	8 hours
Organic Chemistry.....	8 hours
Biochemistry	4 hours
Physics	8 hours
Biology or Zoology.....	8 hours
(Cell Biology highly recommended)	
Algebra and Calculus.....	6 hours
English.....	3 hours
Psychology	3 hours

Honors, independent study and research work are highly encouraged as these activities demonstrate scholarly, in-depth, and lifelong learning skills. Additional upper-level biology and chemistry coursework is recommended, as it will help to prepare the student for the MCAT (<https://www.aamc.org/students/applying/mcat>). It is desirable to have the above coursework completed at the end of the junior year, and to take the entrance exams during the summer between the junior and senior year. For admission, both the GPA and MCAT scores are critical. Most medical schools require a minimum GPA of 3.5 and MCAT score of 28. Clinical experience through either internships or volunteer work is also highly recommended.

Early application to medical school is important. Information on application deadlines and application forms can be obtained at the following website: [aamc.org/students/applying/requirements](https://www.aamc.org/students/applying/requirements)

PRE-OCCUPATIONAL THERAPY

Requirements for admission to the occupational therapy program vary. Students will need to contact individual programs for their specific requirements. To apply for entry-level Master or Doctor of Occupational Therapy, the student should have completed the prerequisites listed below.

English	3 hours
Mathematics	3 hours
Statistics	3 hours
Biology	3-4 hours
Anatomy.....	4 hours
Physiology.....	4 hours
Chemistry	4 hours
Physics	4 hours
Computer.....	3 hours
Medical Terminology.....	3 hours

Social Sciences

Psychology.....	3 hours
Sociology.....	3 hours
Abnormal Psychology.....	3 hours

Humanities

(from at least two of the following)..... 9 hours

- education
- fine arts
- foreign language
- literature
- philosophy
- speech

A GPA of 3.0 or above is desirable and a combined minimum GRE score of 1000 for the verbal and quantitative sections is recommended.

It is also to student's advantage to research the field of occupational therapy through internships or volunteer work and have her experiences and work hours properly documented.

PRE-PHYSICAL THERAPY

Many schools are now offering entry-level Doctor of Physical Therapy. Most schools require completion of the following courses at the time of application:

English Composition.....	6 hours
Mathematics	3 hours
Statistics	3 hours
Chemistry	8 hours
Physics	8 hours
Biology.....	4 hours
Anatomy.....	4 hours
Physiology.....	4 hours
Social Sciences	

General Psychology.....	3 hours
Human Growth and Development.....	3 hours
Other (choose any of the following)	3 hours

- anthropology
- economics
- history
- sociology
- political science

Humanities (from at least two categories) .. 9 hours

- education
- fine arts
- foreign language
- literature
- philosophy
- speech

Medical Terminology..... 1-3 hours

Students should be familiar with the specific requirements of the school in which she intends

to apply. A GPA of 3.0 or above is desirable and a combined minimum GRE (http://www.ets.org/gre/revise_general/about) score of 1000 for the verbal and quantitative sections is recommended. It is also to the student's advantage to research the field of physical therapy through internships or volunteer works and have her experiences and work hours properly documented. For specific requirements for admission to Physical Therapy School in South Carolina, please consult the following websites:

University of South Carolina (USC):
sph.sc.edu/dpt

Medical University of South Carolina (MUSC):
academicdepartments.musc.edu/chp/pt

PRE-PHYSICIAN ASSISTANT

Requirements for admission to the physician assistant program vary. Students will need to contact individual programs for their specific requirements. Health care experience is recommended and in some cases required. In addition, some programs require direct patient care while others accept shadowing health care professionals. Applicants are required to take the GRE (Verbal, Quantitative, and Writing Components). A minimum GPA of 3.0 is required for most programs, although most programs report 3.5 average GPA. The American Academy of Physician Assistants maintains a website aapa.org that explains the profession, career opportunities and programs offered in the United States of America. Applicants to the program are generally required to complete the following prerequisite courses prior to admission:

English	6 hours
Mathematics	3 hours
Statistics or Biostatistics	3 hours
General Chemistry	8 hours
Organic Chemistry or Biochemistry	4 hours
Biology	4 hours
Anatomy	4 hours
Physiology	4 hours
Microbiology	4 hours
General Psychology	3 hours
Psychology and/or Sociology electives	6 hours
Humanities	12 hours

PRE-VETERINARY SCHOOL

A pre-veterinary medical student can choose any undergraduate major. However, she must fulfill the course requirements for admission to the veterinary schools to which she plans to submit an application. Most veterinary schools list the following requirements.

REQUIRED COURSES

Biology/Zoology (with lab)	8 hours
Inorganic Chemistry (with lab)	8 hours
Organic Chemistry (with lab)	8 hours
Biochemistry	3 or 4 hours
Physics	8 hours
English (Composition and Writing)	6 hours
<i>(some schools do not accept AP English credit)</i>	
Humanities and Social Sciences	18 hour

RECOMMENDED COURSES

Comparative Anatomy	4 hours
Cellular Biology (required at UT)	4 hours
Genetics (required at NC State)	4 hours
Microbiology (required at NC State)	4 hours
Animal Nutrition (not Human)	
(required at NC State)	3 hours
Statistics (required at NC State)	3 hours

TO BE COMPETITIVE, AN APPLICANT MUST MEET THE FOLLOWING ELIGIBILITY REQUIREMENTS

Cumulative GPA	at least 3.5
Required Course GPA	at least 3.5
Last 45 Credit hours GPA	at least 3.5
GRE (General Test only)	1200 or greater

The student should also demonstrate, with proper documentation, an understanding of the veterinary medical profession and proper animal care through internships or volunteer works in a veterinary clinic. Some students gain experience by participating in research, breeding, rearing, feeding and showing of both small and large animals, domestic or wildlife. Most veterinary schools require a minimum number of hours of veterinary experience under direct supervision of a veterinarian at the time of application. In addition, participation in undergraduate research, independent studies, athletics, honors program, active involvement in extra-curricular activities, and leadership roles in school organizations are also taken into account.

A student interested in veterinary programs should consult with the pre-health professions adviser to plan her curriculum to meet these requirements. The following website provides information about specific admission requirements at each US Veterinary School. netvet.wustl.edu/vschool.htm#colleges.

APPLYING TO VETERINARY SCHOOL:

For information on the application process, deadlines and other requirements, please consult the Veterinary Medical College Application Service (VMCAS) website at vmcas.org

PRE-PHARMACY

Jerry J. Howe, Adviser

Department of Biology, Chemistry and Physics

Pre-pharmacy is a 2-, 3- or 4-year program required for admission to PharmD.Programs. 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	4 hours
BIO 202: General Zoology or CHM 201–202: General Chemistry	8 hours
CHM 303–304: Organic Chemistry.	8 hours
ECN 201: Microeconomic Principles or ECN 202: Macroeconomics Principles...	3 hours
ENG 101: Composition.....	3 hours
ENG 102: Introduction to Literary Types...	3 hours
BAD/ECN 300: Descriptive and Inferential Statistics	4 hours
or	
POL 303: Social Statistics	4 hours
MTH 110: Elementary Functions	3 hours
MTH 115: Survey of Calculus or MTH 120: Calculus and Analytical Geometry I.....	3 or 4 hours
PHY 251-252: Essentials of Physics	8 hours
PSY 100: General Psychology	3 hours
THR 120: Public Speaking and Discussion	3 hours
At least six electives from the areas of	18 hours
• literature	
• humanities	
• social sciences	

In addition to the above courses, some pharmacy schools require the following:

- BIO 211: Human Physiology
- BIO 305: Human and Comparative Anatomy
- BIO 312: Microbiology
- CHM415 or 416 Biochemistry

Students pursuing the four-year pre-pharmacy program will major in chemistry or biology. Most pharmacy schools require prospective students to take the Pharmacy College Admission Test which does include some questions about human physiology, human anatomy and basic biochemistry.

RESERVE OFFICERS' TRAINING CORPS (ROTC)

LIEUTENANT COLONEL MICHAEL BORGEL, CAPTAIN VERON STEVENSON, MASTER SARGENT JOHN GOFORTH, MS. KRISTY HEDRICK

Military Science offers a Basic Course and an Advanced Course. Satisfactory completion of six semester hours in the Basic Program qualifies the student for selection into the Advanced Course. (Satisfactory completion of a five-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 course as means of qualifying for the Advanced Course.) Successful completion of the Bachelor degree, including the 12 credit hour Advanced Program, a military history course and computer and mathematics literacy courses, and the advanced camp in the summer between the junior and senior years qualifies the graduate for either a National Guard, a Reserve or a Regular commission as a Second Lieutenant in the United States Army.

All students are required to participate in a weekly leadership laboratory. Students in the Basic Course are encouraged to participate in the department's adventure training activities, which are held periodically during the year. These activities include confidence courses, ropes course, paint-ball tactical training, and field craft. The Military Science Department does not offer a major. There is no military obligation associated with the Basic Course.

Prospective Converse students may compete for four-year scholarships. Full-time students, already on campus may compete for two- and three-year Army scholarships. Army scholarships are totally merit based and apply toward tuition and books. These are funded at 100% per year for tuition and fees with \$1,200 per year for books. In addition, scholarship recipients receive a stipend of \$350 per month for sophomores (three-year scholarships only), \$450 per month for juniors and \$500 per month for seniors. Stipends are for spending money and subsistence. Contact the Scholarship and Enrollment Officer at 597.4338 for details.

101 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.*

102 INTRODUCTION TO ROTC AND THE U.S. ARMY/ ONE CREDIT

This course, a continuation of MIL 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.*

201. ROTC BASIC MILITARY SKILLS/TWO CREDITS
Designed for sophomores who have previously taken MIL 111 and 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.*

202. 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. Students plan and conduct weekly leadership laboratories to include a field training exercise for MIL 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 MIL 302 students. Mandatory laboratory each week.

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Shannon Bishop, BA

Admission Counselor

Janet D. Broome

Assistant Director for Operations

Kimberly Newton-Burgess, BS, MLA

Director of Post Traditional Admissions

Anna Burns, BA

Admission Counselor

Miya Evans-Walker, BA

Admission Counselor

Jill Feist

Data Specialist

Rachel Hansen, BA

Admission Counselor

Taylor Clark, BM

Admission Counselor

Ashley Moreira, BS, MLA

Assistant Director of Admission

Leigh C. O'Shields, BA

Assistant Director of Admission for Guest Services

Sharon Robbins, BA, MEd, MEd

Admission Counselor

Shannon Stone, AA

Data Entry Specialist

Leigh Lanford, BS

Admission Counselor

Vacant

Admission Counselor

Matias Mariani, BA, MM

Admission Counselor Coordinator for the Petrie School of Music

Ann Tucker

Office Manager/Data Specialist

OFFICE OF COMMUNICATIONS

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Online Experience Manager

Leah Anderson

Public Relations Manager

Lydia Anthony, BFA

Web Content Manager

Donna P. Gardner, BA

Production Coordinator and Design Assistant

Beth F. Lancaster, BA

Director of Media and Public Relations

Vacant

Art Director

**OFFICE OF THE VICE
PRESIDENT FOR FINANCE AND
ADMINISTRATION**

Robin S. Leslie, BA, CPA

Vice President for Finance and Administration

**OFFICE OF ACCOUNTING AND
ADMINISTRATION**

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Sheila C. Bishop

Accounts Payable Administrator

Kimberly D. Campbell, BS

Student Billing Coordinator

Annette S. Carswell

Payroll Administrator

Lisa S. Key, BS

Assistant Controller

Dianne S. Crocker, BS, CPA

Controller

Cindy Mason

Cash Receipts/Generalist

Cynthia A. Mercer, AA

Senior Accountant II

Richard L. Jolley, BS

Senior Director of Facility Services and Planning

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FINANCIAL ASSISTANCE**

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Director of Financial Planning

Pamela Greenway, BA

Assistant to the Director of Financial Planning/Generalist

Sally M. Stroup, BA, MLA

Associate Director of Financial Planning/Specialist

VALKYRIE'S STATION

Vacant

Assistant Manager

COPY CENTER

Harold Floyd

Site Manager

FACILITIES MANAGEMENT

Hayden Hutchings, BS

Director of Facilities Management

FOOD SERVICES

Daniel Parton

Director of Food Services

HUMAN RESOURCES

Dennis Hughes, BA

Director of Human Resources

Marissa D. Haben

Human Resources Assistant

MAILROOM

Carol W. Gibbs

Mail Room Supervisor

Laurie Magalas

Mail Clerk

SUMMER PROGRAMS

Joe P. Dunn, BS, MA, PhD

Director of Summer Programs

TWICHELL AUDITORIUM

Kathy S. Worley

Director of Event Services and Risk Management

Kathy T. Martin

Box Office Attendant

Kay Morgan

Box Office Attendant

**OFFICE OF THE VICE PRESIDENT
FOR INSTITUTIONAL
ADVANCEMENT**

Robert C. Stewart, BA, JD
Vice President for Institutional Advancement

**OFFICE OF ALUMNAE AND DONOR
RELATIONS**

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Director of Alumnae and Donor Relations

Emily R. Collins, BS
Donor Relations Manager

Elizabeth Gaillard Simons, BA
Associate Director of Alumnae

Sally J. Spencer, BA
Donor Relations Manager

OFFICE OF DEVELOPMENT

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Associate Vice President for Development

Dianne P. Ansley, BA, JD
Director of Gift Planning

Nancy S. Gage, BA
Advancement Services

Robin L. Gorman
Regional Development Officer

Michael D. Kennedy, BS
Assistant Vice President for Philanthropy

Marianna MacIntyre, BA
Development Officer

Vacant
Development Officer

Sharon Smith
Director of Advancement Services

Donna Workman
Gift Management Coordinator

**OFFICE OF THE VICE PRESIDENT
FOR STUDENT LIFE**

Molly Duesterhaus, BA, MEd, EdD
Vice President for Student Life, Dean of Students

Witney E. Fisher, BA, MEd
*Assistant Dean of Students for Student Development
and Success*

Renee Hill
*Administrative Assistant to the Vice President and
Division of Student Life*

Rhonda L. Mingo, BA, MEd
Assistant Dean of Students for Engagement and Learning

Cveta Picarova, BS, MS
Director of Residential Life and First Year Programs

Caroline E. Wham, BA, MEd
*Director of Student Activities and Assistant Director
of Residential Life*

CAMPUS SAFETY

Larry W. Jones
Director of Campus Safety

Joseph Bradley
Campus Safety Officer

Kyle Crowder
Campus Safety Officer

Bobby R. Finch
Shift Sergeant

Marc Howard
Campus Safety Officer

Ken McAbee
Campus Safety Officer

Natalie C. McIntyre
Shift Sergeant

Claire B. Owings
Administrative Assistant

Lannie D. Rudicill
Shift Sergeant

David Stansel
Campus Safety Officer

L. Wayne Tucker
Campus Safety Officer

OFFICE OF THE CHAPLAIN

Jason P. Loscuito, BA, MTS
*College Chaplain and Director of Religious Life, Bonner
 Program and Service Learning*

WELLNESS CENTER

Vacant
Director of Counseling Services

Betsy Claire Neely
College Counselor

Vacant
Administrative Assistant

OFFICE OF CAMPUS TECHNOLOGY

John Zach Corbitt, AA, BS, MBA
Chief Information Officer

Wes Godwin
Web Developer

Brandon Kennedy, AS
PC and Multimedia Specialist

Cori W. McClure, BA
Network Administrator

Donna Rawls, BS
Database Programmer

INTERCOLLEGIATE ATHLETIC DEPARTMENT

Joy A. Couch, BA, MEd
Director of Intercollegiate Athletics

John Constable, BA, MBA
Head Soccer Coach

James A. Hymas, BS, MS, DA
Faculty Intercollegiate Athletic Representative

Kevin Licht
Head Cross Country and Track Coach

Katherine Mancebo
Head Tennis Coach

Sara Anne McGetrick, BA
Head Golf Coach

Regina Poppie, BA
Head Volleyball Coach

Lincoln Russell
Head Equestrian Team Coach

Mary Jo Strehl, BA
Director of Compliance

Vacant
Head Basketball Coach

Ryan Weiss, AS, BS
Head Lacrosse Coach

Corey C. White, BS
Head Swimming Coach

CENTER FOR STUDENT DEVELOPMENT AND SUCCESS

B. Brant Bynum, BA, MA, PhD
*Associate Vice President for Academic Affairs and
 Director of Student Success*

Witney E. Fisher, BA, MEd
*Assistant Dean of Students for Student Development and
 Success*

Cathy M. Gowan, BS
Director of Internships and Corporate Relations

Tania McDuffie, BA, MEd
Director of Accommodations and Tutoring Services

Leslie West, BA, MEd
Coordinator for Student Success Initiatives

Sabrina Wilson
*Administrative Assistant, Center for Student
 Development and Success*

THE FACULTY

Betsy A. Fleming, *president*

AB, Harvard University; MA, Royal College of Art; MA, M. Phil., PhD, Yale University. (2005)

EMERITI FACULTY

William M. Baker, *associate professor emeritus of*

psychology

BA, Oberlin College; PhD, Duke University. (1967, 2012)

Mayo Mac Boggs, *professor emeritus of art*

BA, University of Kentucky; MFA, University of North Carolina at Chapel Hill. (1970, 2014)

Lera Gooch Borden, *associate professor emerita of*

piano and accompanying

AA, Lamar Tech.; BM, MM, Converse College; Additional studies, Agnes Scott College, North Texas State College, Winthrop College. (1967, 1997)

Nancy S. Breard, *associate professor emerita of education*

BA, Newcomb College; MEd, Northeast Louisiana University; EdD, University of Georgia. (1989, 2012)

John A. Byars, *Charles A. Dana professor emeritus of English*

AB, Furman University; MA, PhD, University of North Carolina at Chapel Hill. (1965, 1994)

Anita P. Davis, *Charles Dana professor emerita of education*

BS, MA, Appalachian State University; EdD, Duke University. (1969, 2005)

Janis I. Dengler, *associate professor emerita of health and physical education*

BS, Ed., MEd, Ohio University. (1960, 2001)

Joan L. Foss, *assistant professor emerita of sociology*

BA, MA, University of Missouri at Columbia. (1974, 2009)

Jane Rolandi Gray, *Mary Reynolds Babcock professor emerita of voice*

BMus, Salem College; studies in voice with Bair, Verna; repertoire with Cimara, Terni, Bambosheck; lessons in scena with Yanapolous, Baccaloni, Defrere. (1964, 1989)

Beverly Reed Hay, *Charles E. Daniel Professor Emerita of Voice*

BA, MM, University of South Carolina, DM, Indiana University. (1989, 2014)

James G. Harrison, Jr., *associate professor emeritus of classics*

AB, University of North Carolina at Chapel Hill; MA, Harvard University; MSLS, Simmons College; PhD, University of North Carolina at Chapel Hill. (1970, 2002)

Donald G. Henderson, *Mary Reynolds Babcock*

professor emeritus of musicology and woodwinds

BME, Indiana University; MA, Western State College of Colorado, Gunnison; PhD University of Michigan; Fulbright Fellowship, State Academy of Music and Dramatic Art and the University of Vienna. (1962, 1994)

Phillip E. Highsmith, *Charles A. Dana professor emeritus of physics*

BS, East Tennessee State University; MEd, University of Virginia; PhD, Ohio State University. (1966, 1991)

Henry J. Janiec, *dean emeritus; Charles E. Daniel*

professor emeritus of conducting; director, Brevard Music Center

MusEdB, MusEDM, Oberlin Conservatory; LHD, Wofford College. (1952, 1995)

William J. Kimball, *professor emeritus of English*

BS, Rutgers University; MS, Middlebury College; PhD, Pennsylvania State University. (1965, 1987)

Jeri D. King, *Anne Morrison Chapman professor emerita of modern languages*

BA, George Peabody College; MA, PhD, Louisiana State University. (1972, 2012)

Sharon E. Lambert, *associate professor emerita of chemistry*

AB, Randolph-Macon Woman's College; PhD, University of Massachusetts-Mount Holyoke College. (1973, 2006)

Melba L. Long, *professor emerita of art*

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

Martha T. Lovett, *dean emerita of Graduate Studies and Special Programs and associate professor emerita of education*

BA, James Madison University; MA, Cleveland State University; PhD, Bowling Green State University. (1986, 2002)

John T. MacLean, *Charles E. Daniel professor emeritus of music theory, composition, and strings*

AB, Drew University; MA, MM, Florida State University; DM, Indiana University; additional studies at Columbia University, California Institute of the Arts. (1975, 1991)

Ross A. Magoulas, *associate professor emeritus of voice and opera*

BMus, Converse College; MMus, Florida State University. (1982, 1992)

Gayle G. Magruder, *associate professor emerita of physical education*

BS, Auburn University; MS, University of North Carolina at Greensboro. (1967, 2001)

Spencer R. Mathews, Jr., *associate professor emeritus of psychology*

BA, MA, PhD, University of Virginia. (1967, 1973)

Robert E. Muzzy, *associate professor emeritus of sociology*

BA, University of Washington; MA, PhD, Stanford University. (1971, 2003)

Robert W. Powell, Jr., *Charles A. Dana professor emeritus of biology*

BS, Memphis State University; MS, University of Houston; PhD, Duke University. (1963, 1999)

Marlene E. Freedom, *assistant professor emerita of economics and business*

BS, Southern Illinois University; PhD, University of South Carolina. (1989, 2006)

Martha E. Rogers, *associate professor emerita of education*

BS, MA, Furman University;
PhD, University of South Carolina. (2004, 2008)

Anthony S. Scavillo, *associate professor emeritus of modern languages*

BA, LaSalle College; MA, Catholic University of America; Doctorat de Troisi me Cycle, Universit de Strasbourg, France. (1979, 2007)

Alfred O. Schmitz, *professor emeritus of philosophy*

BA, Rutgers University; PhD, University of North Carolina at Chapel Hill. (1961, 1989)

Rosa C. Shand, *Leland L. and Nell B. Larrabee professor emerita of English*

BA, Randolph-Macon Woman's College; MA, PhD, University of Texas at Austin. (1985, 2001)

Katharine Stephens Slemenda, *associate professor emerita of deaf education*

BA, Converse College; MEd, Georgia State University. (1978, 2008)

Malinda Maxfield Tulloh, *Leland L. and Nell B. Larrabee professor emerita of English*

BA, PhD, Vanderbilt University. (1976, 1997)

Jeffrey R. Willis, Jr., *Andrew Helmus distinguished professor emeritus of history, Director of Archives*

BA, Furman University; MA, PhD, University of Virginia. (1967, 2005)

TEACHING FACULTY

Jeffrey H. Barker, *professor of religion and philosophy, vice president for academic affairs, dean, school of humanities and sciences*

BA, California State University; MA, PhD, Purdue University (2002)

Thomas R. McDaniel, *professor of education, senior vice president*

BA, Hampden-Sydney College; MAT, MLA, PhD, The Johns Hopkins University. (1971, 1980)

PROFESSORS

S. David Berry, *professor of music history and theory*

BM, University of Maryland; MM, Converse College; DMA, University of South Carolina. (1986, 2008)

Jean E. Dunbar, *professor of mathematics*

BA, Erskine College; MS, PhD, Clemson University. (1986, 2005)

Joe P. Dunn, *Charles A. Dana professor of history and politics*

BS, Southeast Missouri State University; MA, PhD, University of Missouri—Columbia. (1976, 1988)

Patricia Solesbee Foy, *professor of music education, director of Petrie School of Music*

BM, Converse College; MME, PhD, University of South Carolina. (1990, 1995)

Rafael E. Hernandez, *Reeves Brothers professor of Spanish*

B. Architecture, Bolivariana University; MS Planning, PhD in Spanish and Latin American Literatures, University of Tennessee. (1984, 1993)

Richard L. Higgs, *professor of art, Dean, School of the Arts*

BA, MA, University of Wisconsin; MFA, University of Kentucky. (2010)

Jerry J. Howe, *Charles A. Dana professor of chemistry*

BS, Ohio University; PhD, Michigan State University. (1972, 1986)

Keith W. Jones, *professor of voice and choral activities*

BM, Furman University, MM, Southern Baptist Theological Seminary; DM, Indiana University. (1999, 2011)

Monica L. McCoy, *professor of psychology*

BA, Grove City College; MS, Villanova University; PhD, University of Wyoming. (1997, 2014)

Teresa A. Prater, *Charles A. Dana professor of studio art*

B.F.A., University of Tennessee; MA, MFA, University of New Mexico. (1990, 2006)

Sieghart Reichwald, *professor of musicology*
BM, University of South Carolina; MM, PhD, Florida State University. (2004, 2011)

Malcolm Scott Robbins, *professor of musicology and composition, special assistant to the dean, school of the arts*
BA, Wake Forest University; AM, Duke University; DMus, Florida State University. (1998, 2008)

John M. Theilmann, *Andrew Helmus Distinguished professor of history and politics, Nisbet Honors program co-director*
BA, University of Missouri, Rolla; MA, MPA, PhD, University of Georgia. (1985, 2010)

Melissa A. Walker, *George Dean Johnson, Jr. professor of history*
BA, Maryville College; MA, Providence College; PhD, Clark University. (1996, 2008)

Douglas Alan Weeks, *Babcock professor of piano*
BM, Illinois State University; MM, Indiana University; Licens de Concert, Ecole Normale de Musique, Paris; DMus, Florida State University. (1982, 1996)

Elizabeth York, *professor of music therapy*
BM, University of Georgia; MM, PhD, University of Miami. (2005, 2011)

ASSOCIATE PROFESSORS

John M. Bald, *associate professor of theatre*
BA, Baldwin-Wallace College; MFA, Brandeis University. (1982, 1995)

Ruth Beals, *Owings associate professor of interior design, director of interior design*
BS, University of Massachusetts; MS, University of North Carolina - Greensboro. (2008, 2014)

Andrew Blanchard, *associate professor of art*
BA, University of Southern Mississippi; MFA, The University of Mississippi. (2005, 2010)

Ansley H. Boggs, *associate professor of special education, director of special education*
BA, Converse College; MEd, University of North Carolina at Chapel Hill; EdD, University of South Carolina. (1980, 1993)

Jeffrey Brotherton, *associate professor of chemistry*
BS, Iowa State University; PhD, Purdue University. (2013)

Laura Feitzinger Brown, *associate professor of English, Nisbet Honors program co-director*
BA, Williams College; MA, University of Virginia; PhD, University of North Carolina—Chapel Hill. (1997, 2003)

B. Brant Bynum, *associate professor of Spanish, associate vice president for academic affairs and director of student success*
BA, Austin College; MA, University of Missouri at Columbia; PhD, University of North Carolina at Chapel Hill. (1988, 1993)

David W. Cheser, *associate professor of education, director of early childhood education, and director of NCATE*
BS, Campbellsville College; MA, Georgetown College; EdS, Eastern Kentucky University; PhD, George Peabody College. (1979, 1985)

Amy E. Cox, *associate professor of marketing*
BA, Duke University; M.BA, University of Michigan; PhD, University of Minnesota. (2006, 2011)

Kevin DeLapp, *Harold E. Fleming associate professor of philosophy*
BA, University of California; PhD, Duke University. (2006, 2011)

***Hatice Neval Erturk**, *associate professor of biology*
BS, MS, Hacettepe University, Turkey; PhD, Virginia Tech. (2006, 2010)

Sherry E. Fohr, *associate professor of religion*
BA, Ithaca College; MA, PhD, University of Virginia. (2005, 2009)

Mirko Manfred Hall, *associate professor of foreign languages*
BA, MA, PhD, University of Minnesota. (2007, 2011)

Miles Hoffman, *associate professor of viola*
BA Yale University; MM, Julliard School of Music. (2007)

Woodrow W. Hughes, Jr., *associate professor of economics and business*
BA, Furman University; MA, Clemson University; PhD, University of South Carolina. (1986, 1995)

Gretchen Hurlbut, *associate professor of art*
BA, Arizona State; MA, MFA, Ottawa University, Arizona. (2007, 2014)

James A. Hymas, *associate professor of mathematics*
BS, MS, D.A., Idaho State University. (1978, 1984)

Sarah J. Johnson, *associate professor of violin*
BM, Curtis Institute of Music, (2004, 2008)

Catherine Jones, *associate professor of French and director of women's studies*
BA, University of North Carolina at Asheville; MA, PhD, University of North Carolina at Chapel Hill. (1988, 1995)

- Kyle Keefler**, *associate professor of religion*
BA, Baylor University; MDiv, Princeton Theological Seminary; MA, Baylor University; PhD, Emory University. (2006, 2010)
- Richard G. Keen**, *associate professor of psychology*
BA, Kent State University; PhD, Indiana University. (2004, 2011)
- Janet R. LeFrancois**, *associate professor of psychology*
BA, Converse College; MA, PhD, West Virginia University. (1985, 1991)
- Roger F. Luttrell**, *associate professor of accounting*
BA, Baldwin-Wallace College; MBA, Siedman Graduate College, Grand Valley State College; CPA; additional graduate studies, University of Akron. (1985, 2003)
- Susan Lynn Lyle**, *associate professor of voice and director of choral activities*
BA, Kalamazoo College; MM, Peabody Conservatory of Music; D.M.A., University of Oregon. (1996, 2004)
- Kelly Harrison Maguire**, *associate professor of education, director elementary education and student teaching*
BA, MEd, Converse College; PhD, Clemson University. (2000, 2006)
- Grace Elena Mendez**, *associate professor of physics*
BS, State University of New York; MA, PhD, Duke University. (1991, 1997)
- Margaret S. Moore**, *associate professor of physical education*
AB Queens College; MEd, University of Georgia. (1973, 1991)
- Charles H. Morgan**, *associate professor of English*
AB, Princeton University; MA, Tulane University. (1965, 1978)
- Richard Mulkey**, *associate professor of English, director of creative writing and MFA programs*
Bluefield College; MS, Radford University; MFA, Wichita State University. (1995, 2000)
- Frazer S. M. Pajak, AIA**, *visiting associate professor of interior design*
BArch, MArch, Clemson University. (1985, 1992)
- Ann M. Pletcher**, *associate professor of accounting*
BA, Albion College; M.B.A., Keller Graduate School of Management. CMA (1984, 1999)
- Jeffrey J. Poelvoorde**, *associate professor of politics*
BA, MA, Northern Illinois University; PhD, University of Virginia. (1986, 1992)
- Anita R. Rose**, *associate professor of English*
BA, Concord College; MEd, North Carolina State University; MA, Western Carolina University; PhD, University of North Carolina at Greensboro. (2001, 2006)
- **Suzanne Schuweiler**, *associate professor of art history*
BA, MA, Virginia Commonwealth University; PhD, University of Illinois. (1992, 2001)
- Edna J. Steele**, *associate professor of biology*
BS, MS, University of the Philippines; PhD, Clemson University. (1997)
- Susan C. Tekulve**, *associate professor of English*
BA, Miami University; MFA, Wichita State University. (1999, 2005)
- Erin E. Templeton**, *associate professor of English*
BA, MA, Pennsylvania State University; PhD, University of California. (2007, 2011)
- Rebecca Turner**, *associate professor of voice*
BM, Shorter College; MM, University Northern Texas. (2007)
- Christopher M. Vaneman**, *associate professor of flute and musicology*
BM, Eastman School of Music; MM, MMA, DMA, Yale University School of Music. (2001, 2009)
- Kelly A. Vaneman**, *associate professor of oboe and musicology*
BM, Baylor University; MM, MMA, DMA, Yale University School of Music; Certificate of Performance, Koninklijk Konservatorium Brussel. (1997, 2006)
- Edward C. Woodfin**, *associate of professor of history*
BS, Baylor University; MA, PhD, Texas A & M University. (2005, 2011)
- Elizabeth York**, *associate professor of music therapy*
BM, University of Georgia; MM, PhD, University of Miami. (2005, 2009)
- Madelyn V. Young**, *associate professor of economics*
AB, Indiana University; MA, University of Notre Dame; PhD, Georgia State University. (1991, 1996)
- David C. Zacharias**, *associate professor of art*
BFA, MFA, University of South Carolina. (1990, 2001)

ASSISTANT PROFESSORS

Elizabeth J. Bouldin, *assistant professor of history*

BA, MA, North Carolina State University; PhD Emory University. (2014)

Peter H. Brown, *assistant professor of computer science*

BA, Williams College; MS, PhD, University of North Carolina. (2003)

Kathy Good, *assistant professor of education and dean, school of education and graduate studies*

BA, Limestone College; MEd, EdS University of South Carolina; PhD, Clemson University. (2007)

Suzanne Gunter, *assistant professor of art education*

BA, Limestone; MA, EdD, University of South Carolina (2010, 2013)

Emily Harbin, *assistant professor of English*

BA, Converse College; MA, PhD, Vanderbilt University. (2014)

Boone J. Hopkins, *assistant professor of theatre*

AA, Gainesville State College; BA, Brenau University; MFA, Virginia Commonwealth University; PhD, University of Kansas. (2012)

Chandra Owenby Hopkins, *assistant professor of theatre*

BA, Brenau University; MFA, Virginia Commonwealth University; PhD, University of Kansas. (2013)

Jane Hughes, *assistant professor of interior design*

BS, Miami University; MA, University of Kentucky. (2011)

Douglas P. Jensen, *assistant professor of biology*

BS, University of Michigan; PhD, University of North Carolina at Chapel Hill. (1999)

Kelly Kennedy, *assistant professor in marriage and family therapy*

BA, Clemson University; MA, University of Georgia Athens; PhD, University of Georgia. (2012)

Tracy Ksiazak, *assistant professor of psychology*

BA, Miami University; MA, PhD, Ball State University. (2010)

Susana M. Lalama, *assistant professor of music*

BMus, MA, University of Miami. (2014)

Marie Louise Lepage, *assistant professor of psychology*

BA, The University of Mary Washington; MA, PhD, Kent State University. (2012)

Valerie K. MacPhail, *assistant professor in the Petrie School of Music*

BA, College of William and Mary; MM, Florida State University; additional graduate study, University of

Illinois; DMA, University of South Carolina. (1994, 2000)

Delia G. Malone, *assistant professor of education*

BA, Queens College; MEd, University of South Carolina; PhD, Georgia State University. (2008)

Nashieli Marciano, *assistant professor of languages*

BA, BS, University of Central Florida; MS, Florida State; MA, Bowling Green State University; PhD, University of Pittsburgh. (2012)

Sheryl Cowart Moss, *assistant professor of education*

BA, Clemson University; MA, Furman University; PhD, University of South Carolina. (2011)

Greg Mueller, *assistant professor of sculpture*

BS, St. John's University; MFA, Montana State University. (2013)

McCree O'Kelley, *assistant professor of dance*

BA, University of South Carolina; MFA, University of California, Irvine. (2013)

Melissa Owens, *assistant professor of theatre*

AAS, Seattle Central Community College; BA, Moyne College; MA, Miami University; MFA, Kent State University. (2012)

Margaret E. Park, *assistant professor of education*

BA, Hood College; MA, PhD, Northcentral University. (2014)

Lisa Schoer, *assistant professor of education*

BS, University of Georgia; MEd, Augusta State University; EdS, Augusta State University; PhD, University of South Carolina. (2008)

Carol L. Shultis, *assistant professor of music therapy*

BS, Lebanon Valley College; MEd, Pennsylvania State University; PhD, Temple University. (2012)

Sharon M. Smith Strickland, *assistant professor of chemistry*

BA, Frances Marion University; MS, PhD, University of South Carolina. (2006)

Amanda Szarzynski, *assistant professor of marriage and family therapy*

BS, York College; MA, PhD, Texas Tech University. (2014)

Terrell Tracy, *assistant professor of education*

BA, University of North Carolina Chapel Hill; MEd, Boston University; PhD, Clemson University. (2005)

Susan T. Washburn, *assistant professor of education*

BA, MEd, University of New Mexico; PhD, University of South Carolina. (2006)

INSTRUCTORS

Andrea Ezell Elliott, *instructor of art education*
BA, Converse College, MA, Winthrop University.
(2013)

W. Thomas Maynard, C.L.U., F.L.M.I., A.R.M.,
instructor of economics and business
BS, University of South Carolina; JD, University of
South Carolina Law. (1989)

PROFESSIONAL LIBRARIANS

Wendi W. Arms, *music librarian, assistant librarian*
BM, MM, Converse College. (1999, 2006)

Mark A. Collier, *coordinator of reference and collections,*
associate librarian
AB, University of Georgia; MLIS, Vanderbilt University;
MA, Vanderbilt University. (1997)

Wade M. Woodward, *director of Michel Library,*
associate librarian
BS, Mississippi State University; MLS, University of
Mississippi; MA, Norwich University. (1992)

LECTURERS

Paula S. Morgan, *director of The Lawson Academy of*
the Arts
BM, MM, Converse College. (1993)

Mildred A. Roche, *director of accompanying*
BM, Converse College; MM, Boston University. (1988)

ADJUNCT FACULTY

Roberta Allwright, *art history*
BS, University of West Florida; MA, California State
University; PhD, Warnborough College. (2012)

Patrick Flynn, *guitar*
BFA, Florida Atlantic University; MM, DMA,
University of Memphis. (2008)

Sharalynn Hicks, *assistant director of The Lawson*
Academy of the Arts
BA, MM, Bob Jones University. (2004)

Karen F. Hill, *clarinet*
BM, Northwest University; MM, University of
Michigan. (1999)

John Holloway, *music education and wind Ensemble*
BM, Furman University; MMed, Florida State
University. (2006, 2013)

Jens Larsen, *trumpet*
BM, Old Dominion University; MM, Rice University.
(2005)

Adena Shoemake McDaniel, *percussion*
BM, Georgia State University; MME, University of
Southern Mississippi. (2002)

Mary Ada Poole, *music education*
BM, MM, Converse College. (1999)

Brennan Dale Szafron, *organ*
MM, Yale University; DM, University of Michigan
(2009)

Frank Watson, *music education, bassoon*
BM, Furman University; MM, University of Southern
Mississippi (2009)

Anneka Zuehlke, *french horn*
MM, Yale University. (2007)

*Sabbatical Fall 2014

**Sabbatical Spring 2015

THE ALUMNAE ASSOCIATION

The mission of the Converse College Alumnae Office is to provide a comprehensive array of programs and services for the college's alumnae and graduate alumni. The programs and events are designed to serve the alumnae and keep them in touch, informed, and invested in their alma mater.

The Alumnae Office begins working with students as freshmen, sponsoring events to increase their awareness of the Alumnae Association and of their responsibilities as future alumnae. After graduation, the Alumnae Office serves as their link to the College, keeping them informed and involved with the College, and recognizing them for their accomplishments.

The mission is accomplished by the following:

- Organizing and traveling to events in various regional areas
- Organizing reunions
- Organizing on and off-campus lifelong learning opportunities for alumnae, parent, students, and friends of the College
- Maintaining a network of alumnae volunteers who help in the areas of student recruitment, providing internships, hosting events, and helping with fundraising
- Keeping track of alumnae careers, marriages, births, deaths, and maintaining files on each alumna
- Informing alumnae about their friends and the college through the alumnae section of the Converse Magazine and the e-newsletter, A View from the Tower.
- Working with students to educate them about their future role as alumnae

THE DIRECTORY FOR CORRESPONDENCE

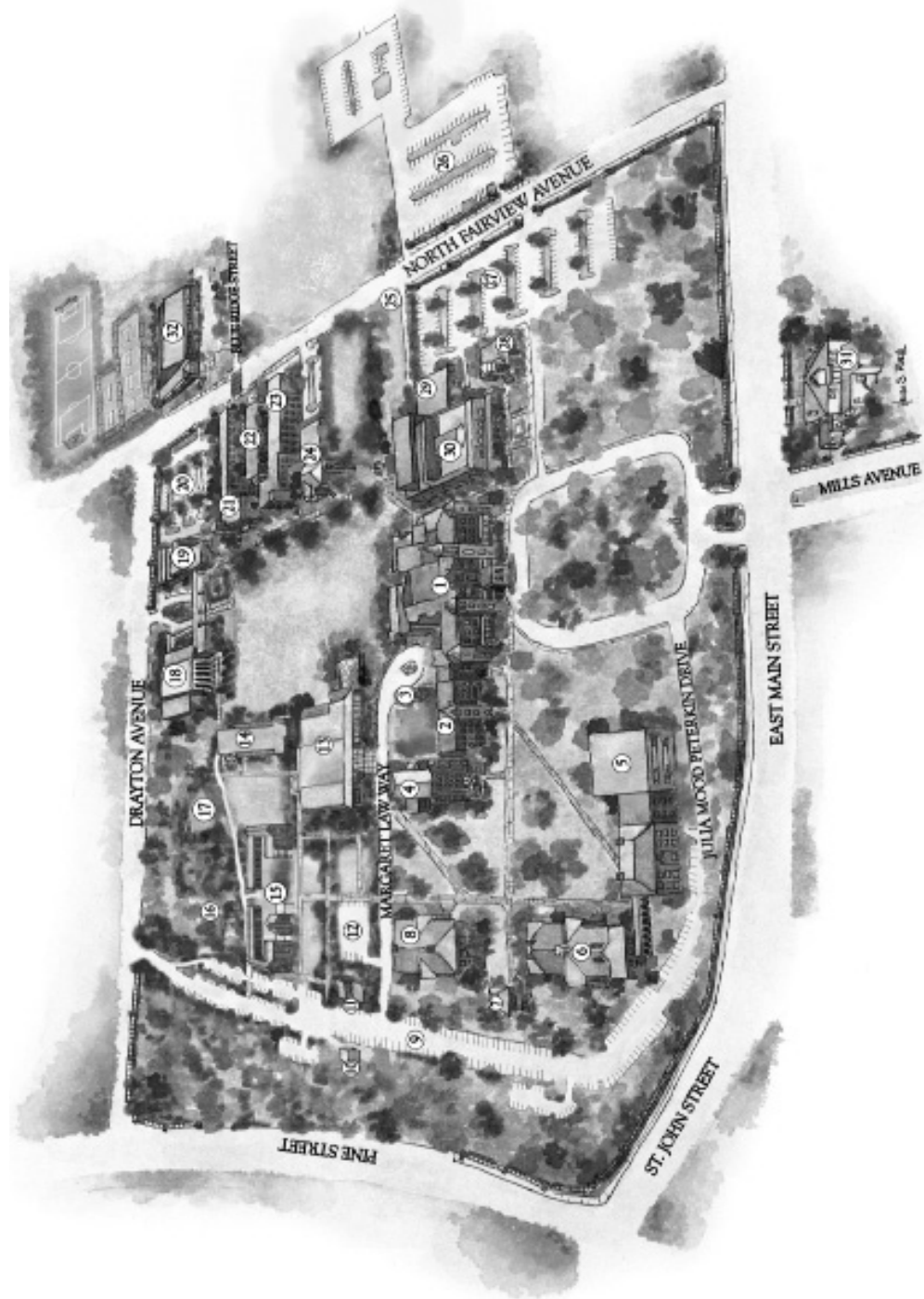
Please address inquiries as follows:

- Admission, Director of Admission
- Alumnae interests, Director of Alumnae
- Expenses and business matters, Vice President for Finance & Administration
- Financial Assistance, Director of Scholarships and Financial Assistance
- General Information, Director of Communications
- Graduate Programs, Dean School of Education and Graduate Studies
- School of Humanities and Sciences, Dean of the School of Humanities and Sciences
- School of Music, Director of The Petrie School of Music
- School of the Arts, Dean, School of the Arts
- Student interests, Vice President for Student Life and Dean of Students
- Transcripts and academic reports, Registrar

NOTE: Information concerning the Graduate Studies program is available in the *Graduate Catalog*.

Map Legend

1. Wilson Hall
Administration
Admission
Gee Dining Room
Hazel B. Abbott/Laird Studio Theatre
2. Pell Hall
3. Campus Safety
4. Dexter Hall
5. Mickel Library
Writing Center
6. Carmichael Hall
Converse II Office
Finance and Registration Center
Hartness Auditorium
7. Ezell Hall
School of Education & Graduate Studies
8. Kuhn Hall
Lever Auditorium
Campus Technology Services
9. Peterkin Drive Parking
10. Theatre/Converse Scene Shop
11. Facilities Management
12. Dexter Parking Lot
13. Montgomery Student Center
Barnet Room
Dance Studios
Events & Information Desk
Gibbs Chapel
Mail Room
Pool
SGA Offices
Student Life Office
The Center for Student Development
and Success
Valkyries Station/Sandella's Café
14. Phifer Science Hall
Dalton Auditorium
15. The Heath
Howard Hall
Kate Hall
Zimmerli Common
16. Log Cabin
17. Amphitheatre
18. Blackman Music Hall
Daniel Recital Hall
19. Milliken Fine Arts Building
Milliken Art Gallery
20. Belk Parking Lot
21. Belk Hall
22. Cudd Hall
23. Williams Hall
24. Andrews Hall
Wellness Center
25. Food Service/Twihell Delivery
26. Twihell Parking Lot
27. Carnegie Parking Lot
28. Carnegie Building
Office of Accounting and Administration
Human Resources
29. Lawson Academy of the Arts
30. Twihell Auditorium
31. Cleveland Hall/Alumnae House
32. The Sally Abney Rose Physical Activity
Complex and The Weisiger Center



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