



CONVERSE UNIVERSITY GRADUATE CATALOG



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General Information

Policy on Student Records

In the handling of student records Converse complies with the provisions of the Family Education Rights and Privacy Act of 1974. Detailed information about the records maintained and procedures for the exercise of rights will be provided to students each year.

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

Dr. Lienne Medford
Dean of The Graduate School

University Calendar 2025-2026

Fall Term 2025

Date	Event
August 15, 2025	Tuition due for Fall 2025
August 18, 2025	Faculty return to campus
August 25, 2025	All classes begin
August 26, 2025	Late Registration Begins - \$50 fee
August 29, 2025	Last day to receive 100% refund. Last day to add a class
August 31, 2025	Drop/Add Fee Begins; \$20 fee per change
September 1, 2025	Labor Day Holiday - No Class
September 3, 2025	Corrected Class Rolls Due
September 5, 2025	Last day to receive 75% refund
September 12, 2025	Last day to receive 50% refund
September 19, 2025	Last day to receive 25% refund
October 2, 2025	Mid-term grading ends
October 6, 2025	Financial aid refunds
October 9, 2025	Mid-term grades due
October 13-14, 2025	Fall Break - No Class
October 30, 2025	Deadline to apply for May 2026 Graduation
November 20, 2025	Last day to drop a course with a grade of W
November 26-29, 2025	Thanksgiving Holiday - No class
December 4, 2025	Last Day of Classes
December 5, 2025	Reading Day
December 8-11, 2025	Final Exams
December 15, 2025	Final Grades Due - noon

January Term 2026

Date	Event
January 2, 2026	Tuition due for Jan term
January 5, 2026	Jan term begins, Last day to add a Jan term course, Last Day for 100% Refund
January 7, 2026	Last Day to receive 80% refund
January 8, 2026	Drop Period Fee begins \$20, Last day to receive 30% refund
January 9, 2026	Corrected class rolls due
January 16, 2026	Last Day to drop a course and receive a grade of W
January 19, 2026	Martin Luther King Jr. Holiday (No class)
January 30, 2026	Last day of Jan term
February 3, 2026	Jan term grades due, noon

Spring Term 2026

For the MFA Academic Calendar, please see the webpage at www.converse.edu/MFA

Date	Event
January 16, 2026	Tuition Due for Spring Term
February 4, 2026	Spring term begins
February 5, 2026	Late Registration Fee - \$50
February 6, 2026	Last Day to Receive 100% Refund, Last day to add course
February 10, 2026	Last day to add course
February 11, 2026	Drop Period Begins - \$20 per course
February 12, 2026	Corrected class rolls due to the Registrar's Office
February 16, 2026	Last day to receive 75% refund
February 23, 2026	Last day to receive 50% refund
March 2, 2026	Last day to receive 25% refund
March 16, 2026	Financial aid refunds
March 20, 2026	Mid-term grading ends
March 26, 2026	Mid-term grades due by 5 PM
March 30 - April 3, 2026	Spring Break
April 13, 2026	Deadline to apply for December/August 2026 graduation
April 23, 2026	Last day to withdraw from a course with a grade of W
May 13, 2026	Last Day of Classes
May 14, 2026	Reading Day
May 15-20, 2026	Final Exams; Senior Grades due by noon on the 19th
May 22, 2026	Baccalaureate
May 23, 2026	Graduation
May 27, 2026	Final grades due for non-graduates, 5 PM

The University

Our Mission and Core Values

Converse was founded in 1889 by Dexter Edgar Converse to provide the liberal education of undergraduate women in a residential setting. Since our founding, Converse has been a community of scholars, where students and faculty pursue scholarly excellence and collaborate in the search for truth while developing in students personal honor, confidence, and the curiosity and skills to be life-long learners. The University draws much of its character from its Christian heritage and welcomes students of all faiths. Converse remains committed to building and strengthening our academic programs to be responsive for the future. In 1964 our co-educational graduate programs launched, providing innovative programs for adult and professional study. In the Fall of 2020 we expanded our mission by offering our distinctive undergraduate education to women and men. Converse's undergraduate, graduate, and doctoral programs advance a culture of belonging and collaboration that ignites creativity, innovation, and transformation. Our graduates thrive in roles of leadership, service, and citizenship in their personal lives, community and beyond.

Our Mission

Converse empowers students to become transformative leaders who see clearly, decide wisely, and act justly.

Our Vision

Converse advances a culture of belonging and collaboration that ignites creativity, innovation, and transformation.

Our Core Values

Converse prides itself as a culture of belonging and collaboration that ignites creativity, innovation, and transformation. Supporting our mission are seven core values that guide Converse's commitment to creativity and the development of wise leaders. These enduring beliefs serve as the compass for Converse. They transcend time, extend across the institution and guide our actions and decisions.

EXCELLENCE drive us to achieve the best in all that we pursue; to develop competence, confidence and courage to realize full potential in mind, body and spirit.

INTEGRITY calls us to cultivate and exercise honor, character and vision in daily decisions and actions; to act honestly and justly when confronted with ethical dilemmas and life's challenges.

EXPLORATION compels us to think critically and creatively in the acquisition of knowledge and skills; to discover and enrich scholarship and research, disciplines, methods and vocations through hands-on learning and leadership and through discovery, discourse and debate.

DIVERSITY inspires us to embrace the different perspectives, experiences, cultures, backgrounds, talents and contributions that comprise a global society; to enhance and expand inclusivity as we build a stronger multi-dimensional community.

RESPECT leads us to value self and others, recognizing the legitimacy of individuality in belief, expression and perspective; to exercise civility, mindfulness and responsibility in words and actions.

COMMUNITY motivates us to develop a dynamic network of relationships through a balance of work and play that nurtures the abilities of each member in order to establish a better whole; to mentor, collaborate and communicate as engaged citizens who effect positive changes.

PROGRESS challenges us to think strategically toward the future by employing creativity, adaptability, ingenuity and innovation; to advance and transform the world around us.

On July 1, 2021, Converse formally acknowledged its long- held university status with a name change to Converse University. Converse University encompasses the School of Humanities, Sciences and Business; the School of the Arts; and the School of Education and Graduate Studies. While Converse is now co-educational across all programs, through the programming of the Converse College for Women we reaffirm the founder's conviction that a small undergraduate residential liberal art college is a uniquely powerful environment for developing women's talents.

Accreditations and Affiliations

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

Converse University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award degrees at Level V (Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Bachelor of Music, Bachelor of Musical Arts, 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, Masters in Management, Educational Specialist, and Doctor of Education). Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Converse University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

It is a member of the Southern University Conference and the Women's College Coalition. The Converse University Petrie School of Music is a charter member of the National Association of Schools of Music (NASM). The Music Therapy Program is accredited by the American Music Therapy Association. The University's education programs are accredited by the South Carolina Department of Education, under the guidance and standards of the Council for Accreditation of Education Preparation (CAEP), in addition the Converse program for teachers of the deaf and hard of hearing is accredited by the Council for Exceptional Children (CEC). The Marriage and Family Therapy program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). Converse University is accredited by the National

Association of Schools of Art and Design (NASAD), while the Interior Design program is accredited by the Council for Interior Design Accreditation (CIDA). The documents relating to Converse University are on permanent reserve in the Mickel Library. Anyone desiring to review these documents may do so during the University's normal operating hours.

Teacher Education Graduate Studies

Mission

The MAT, Med and EdS degrees at Converse provide educators with well-designed graduate curricula organized to meet the Mission of the University and standards established by South Carolina State Accreditation. The Converse Teacher Education Unit has the mission "to identify, prepare, evaluate, and recommend highly-qualified educators who are well grounded in liberal learning, pedagogy, and clinical experiences so that they can contribute to the educational mission of K-12 public schools in their communities." Individual graduate programs have a more specific set of goals and objectives outlined in this graduate catalog.

The Vision for Teacher Education Programs

In addition to the University and Unit Missions, Converse has a "Vision" for the Teacher Education Unit: The Preparation of the Ideal Educator. For the Unit, the primary goal is to educate teachers, administrators and other professional educators who will "embody the qualities of a Converse education as they assume roles of leadership, service, and citizenship" in public and private K-12 schools.

The Philosophy for Teacher Education

The Unit Philosophy follows closely from the University and Unit missions, and it incorporates the Unit Vision. In *The Founder's Ideal*, Dexter Edgar Converse set forth this vision for the university he helped to found: "I have done what I could to found a university 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 desired that the instruction and influence of Converse University be always such that the students may be enabled to see clearly, decide wisely, and to act justly." This ideal forms the cornerstone of the University mission and is the

source of the unit mission to provide the liberal and professional education necessary to produce the Ideal Educator.

Institutional Standards for Teacher Education

The Unit has developed, through a broadly inclusive involvement of many constituencies and stakeholders, a set of Unit Standards that embody the imperatives of the Conceptual Framework – to see clearly, decide wisely, and act justly – and to establish as well demonstrable expectations for The Ideal Educator.

The Unit Standards are designed to develop a graduate who:

1. Demonstrates knowledge of and respect for diversity and individual differences by differentiating instruction for the needs of all learners, including:
 - a. culturally diverse students,
 - b. students with exceptionalities, and
 - c. students with different learning
2. Demonstrates knowledge of and competence in innovative instructional strategies for:
 - a. planning,
 - b. motivating, and
3. Demonstrates knowledge of the following by integrating them into planning and instruction:
 - a. content subject matter,
 - b. PK-12 standards,
 - c. philosophical and historical perspectives,
 - d. theory, and
4. Demonstrates knowledge of technology and the value of its use by integrating it into a variety of areas, including:
 - a. assessment,
 - b. instruction,
 - c. professional development, and
 - d. management
5. Demonstrates knowledge of and competence in assessment and evaluation of students, instruction, and self, through the utilization of informal and formal methods, including:
 - a. standardized and non-standardized tests
 - b. questioning techniques,
 - c. problem solving,
 - d. decision making, and
6. Demonstrates knowledge of and skills in management of:
 - a. resources,
 - b. space,
 - c. time,
 - d. student records, and
 - e. student
7. Demonstrates knowledge of and a positive attitude toward professionalism through:
 - a. fulfillment of legal and ethical responsibilities,
 - b. commitment to both learning and teaching,
 - c. participation in professional development,
 - d. evidence of a positive attitude toward self, students, peers, parents, subject matter, and,
 - e. development of human relation skills including cooperation, collaboration, communication, and humor.

Introduction to Graduate Programs

Master of Arts in Teaching

The MAT program is available for those holding a baccalaureate degree in a field other than education. The purpose of the initial certification program is to prepare graduate students to become well-qualified teachers by their completion of one of our state-approved education programs. Students may elect one of the following initial certification programs: Early Childhood, Elementary (K-6), Art Education, Middle Level (Social Studies, Science, Mathematics, Language Arts), Intellectual Disabilities, Learning Disabilities, or Secondary Education (English, Social Studies). The Chair of the Education Department will consult with students regarding state-approved programs necessary for South Carolina certification.

Master of Education

Converse offers a MEd degree for teachers who are already certified. That program offers broad areas or tracks; art education (online/low residency), elementary education, gifted education (online), special education, advanced studies (online) and administration and supervision.

Master of Liberal Arts

The Master of Liberal Arts Program provides an opportunity for baccalaureate degree holders to pursue studies in the liberal arts for both personal and professional growth. The program requires a total of 30 graduate hours with 18-24 hours of concentration in English, history, or political science. In addition to a liberal arts concentration, a student must also take 6-12 hours of electives. Once a concentration choice has been made, the elective choices may come from the other areas of concentration or art history, music history, psychology, sociology, religion, economics, philosophy, and women's studies. While providing for individual development, the program extends the professional qualifications of those high school teachers who want more content courses in their particular discipline.

Master of Marriage and Family Therapy

The Master of Marriage and Family Therapy program is designed to meet the academic and clinical practicum requirements for Clinical Member with the American Association for Marriage and Family Therapy and Licensed Marriage and Family Therapist in South Carolina. This degree involves 60 graduate semester hours of a core curriculum and 3 graduate semester hours of electives. It is fully accredited with the Commission on Accreditation for Marriage and Family Therapy Education.

The master's program involves a partnership between Converse University and EMERGE Therapy Clinic. Converse University provides the academic portion and EMERGE provides the clinical practicum.

Master of Fine Arts in Creative Writing

The MFA in Creative Writing is a two-year low residency program designed for serious, independent writers seeking advanced instruction in fiction, young adult fiction, creative nonfiction, poetry, and environmental writing in fiction, nonfiction, or poetry through a non-traditional course of graduate study. The program's emphasis on the mastery and understanding of writing skills and contemporary literature and craft through the master-writer and apprentice mentoring relationship, offers students a stimulating and individually tailored curriculum of courses and projects.

The degree requires 48 hours of graduate credit completed during four 9-day residencies at Converse University, offered twice annually (summer and in January), four mentoring semesters, a fifth graduating residency, the completion of a substantive analytical project on literature or craft, and a book-length creative thesis and oral defense.

Educational Specialist Degree Administration & Supervision

The Converse Educational Specialist Degree in Administration & Supervision is a program of 30

semester hours in education. The program focuses on the preparation of administrators/supervisors at the elementary or secondary level. This degree is for those individuals who have already earned their M.Ed.

Educational Specialist Degree Literacy

The Education Specialist degree in Literacy is for literacy coaches and classroom teachers who recognize a need to expand their knowledge of the theories, methods, and materials of reading, reading instruction, language, language instruction, reading assessment and diagnosis and remediation of reading difficulties. By emphasizing scholarship, practice, and school based collaborations, the Education Specialist in Literacy degree prepares exemplary professionals to provide leadership in reading at local and state levels.

Master in Management in Professional Leadership

The Master's in Professional Leadership (MIM) at Converse University is a 30-hour master's program which provides a comprehensive grounding in *professional* leadership development with potential for graduates to advance to the EdD in Professional Leadership program. This degree will focus on the application of leadership in a variety of contexts, and is appropriated for individuals in a broad range of professional roles.

Converse's Master's Degree in Professional Leadership allows you to balance your career and education while still enjoying a student-focused and professional program of study.

Master in Management in Community Advocacy

The Master in Management (MIM) in Community Advocacy at Converse University is a 30-hour master's program that focuses on identifying, understanding, and helping underserved populations. The MIM in Community Advocacy is the next step for professionals in law enforcement, first-responder positions, social services, or non-profit groups to be leaders in advocacy and social policy.

The Master in Management in Community Advocacy will prepare you to provide leadership and implement solutions in your community. Upon completion of the program, graduates will have the knowledge and the skills to effect real change.

Doctoral in Professional Leadership

The EdD in Professional Leadership is a 60-hour program housed in the Education Department designed to allow individuals from a variety of professional backgrounds to enhance their preparation for leadership roles in a wide range of contexts. The focus is a background in theory and an application to the professional context of the candidate's choosing. Unique characteristics of the program include the embedding of the traditional 5-chapter dissertation within the course work. Candidates who begin the program and continue through without interruption can complete the degree in three school years and the two summers in between taking 6 graduate hours per semester/summer session. Cohorts begin in the fall semester only and proceed through the program as a group. This program is offered on the main Spartanburg campus, the University Center of Greenville, and online.

Master of Music Degree

The Petrie School of Music offers a broad curriculum of graduate studies for the serious student of music.

The graduate program in Music Education offers both a traditional Master of Music degree for the certified teacher and a Masters' plus certification option for those who hold undergraduate degrees in other areas of music.

The Master of Music in Performance is designed for accomplished performers who intend to pursue careers as performers or teachers. Graduates of this program are qualified to pursue doctoral work in performance.

Graduate Performance Diploma

This post-baccalaureate non-degree program prepares advanced students for careers as performers in a highly specialized program of

study. The Graduate Performance Diploma does not in itself qualify its holders for entrance into doctoral programs.

For current information about current degree course requirements, course offerings,

frequently asked questions, program changes, and other news about graduate programs, visit our website at www.converse.edu. Graduate applications should be submitted online.

Policies and Regulations

Converse University reserves without limitation the right to deliver any academic course or part of any academic course in one or more formats or modalities, or to alter the format or modality of any academic course or part of a course, including moving instruction to an online format or modality, at any point in an instructional term. While Converse will make every effort to provide advance notification to students and faculty regarding any such change, emergency situations may require format or modality changes without extensive advance notice.

Student Financial Aid

Student Financial Aid

Converse University participates in both federal and state loan programs which are available to graduate students who are enrolled at least half-time (minimum of six credits; students enrolling in less than six credits **are not eligible** for aid). To apply, a student must complete the *Free Application for Federal Student Aid* (FAFSA) every year. The FAFSA covers the fall semester, Jan term, spring semester, and subsequent summer semester(s). For MFA's, the application covers summer/fall and Jan/spring semesters. The address for FAFSA on the Web is <https://studentaid.gov/>. The student should apply for an FSA User ID (at the same website) prior to starting FAFSA on the Web so that the application can be signed electronically and tax information can be transferred from the IRS. Converse's Title IV school code is 003431.

Communication with Students

Communications from the Student Financial Aid Office will be sent to the email address listed on the FAFSA and/or the Converse email account. To ensure you receive all communication from the Student Financial Aid Office, please remember to let us know of any mailing address or email address change. The Student Financial Aid Office staff is here to assist you with any questions you may have. You may call us at (864) 596-9019 or email FINANCIALAID@CONVERSE.EDU.

Student Eligibility Requirements

A student must meet the following eligibility requirements to receive federal assistance:

- Be enrolled or accepted for enrollment in an eligible program, and
- Be a regular degree-seeking student, and
- Have a high school diploma or GED, and
- Be a S. citizen or an eligible non-citizen, and
- Not be a member of a religious community that directs the program of student or provides maintenance (except for unsubsidized Direct Loans), and
- Be registered with the Selective Service (males only), and
- Not be in default on a federal student loan borrowed for attendance at any institution, and
- Not have borrowed in excess of federal loan limits, and
- Not owe a repayment on a federal grant or scholarship received for attendance at any institution, and
- Maintain satisfactory academic progress, and
- Not be enrolled concurrently in an elementary or secondary school, and
- Provide a valid social security

Eligible Courses, Enrollment Status and Repeated Courses

Enrollment status can only consist of those courses required for graduation or as a prerequisite for courses required in the program. Audited classes will not be considered in determining a student's enrollment status. For federal aid programs only, once a student has completed a course two times, that course cannot count in the enrollment status.

The amount in the original award notification is based on half-time enrollment (minimum of 6 credit hours per semester). If you enroll during the Jan term, the credit hours you take will be added to any Spring credit hours to determine your enrollment status for the Spring semester. Any anticipated aid you have for the Spring semester can be used to cover your costs for the Jan term, and any resulting credit balance will be refunded according to the refund schedule. All the terms in a summer semester are combined to determine the enrollment status for the summer semester.

Summer Aid

Students do not have to complete another FAFSA just for summer if they have already applied for the previous award year. If a student begins classes during a summer semester, he or she must complete the FAFSA for the current award year and complete the FAFSA for the next award year which begins with the fall semester.

To be considered for aid during a summer semester, the student must complete a *Summer Application for Financial Aid*.

If during the previous fall and spring semesters the student borrowed the maximum annual loan limit (\$20,500), he or she will not have any Federal Direct Unsubsidized Loan eligibility. Students who have exhausted the annual maximum may apply for the Graduate PLUS Loan. This is a credit-based loan subject to approval by the U.S. Department of Education. Students must apply online using their FSA User ID at <https://studentaid.gov/>

Satisfactory Academic Progress (SAP)

Students receiving financial assistance through a federal program must be making satisfactory academic progress toward a degree. The Student Financial Aid Office must monitor the progress of all students to ensure that they are making satisfactory progress toward completion of their program in a reasonable period of time. This policy is in addition to the academic standards required by the University. The cumulative review determines the student's eligibility for financial assistance based on his or her academic history. Whether the student has received financial assistance previously is not a factor in determining eligibility. A student's SAP status will be evaluated each year when the initial *Free Application for Federal Student Aid* (FAFSA) is received and then at the end of an academic year (after spring semester grades are posted) in which the student attended.

Qualitative Standard (Completion Rate and Grade Point Average) For graduate students, the minimum completion rate requires a student to earn at least 80% of the cumulative credit hours attempted.

- Graduate students must maintain a cumulative GPA of 0 or better at the end of each evaluation period.
- Courses with grades of F, W and I are not considered completed courses, but count toward attempted
- Students are placed on financial aid suspension if the completion rate and/or the cumulative GPA fall below the minimum requirements. To reestablish eligibility, a student must have an approved appeal and be placed on financial aid probation. ([See Appeals below.](#))

Quantitative Standard (Length of Eligibility)

- Students may receive financial aid for 150% of the published length of the program of study.
- Graduate students who have attempted 150% of the published required hours of their program of study will be placed on financial aid suspension, even if they have remaining credits to earn toward their degree program.
- Transfer hours are added to the total hours attempted at Converse to assess the length of
- A student may repeat a course, but repetitions will count toward the length of eligibility.
- A student who completes the academic requirements for a program but does not yet have the degree is not eligible for additional financial aid funds for that program.
- Once the maximum number of hours is attempted, a student is placed on financial aid
- To reestablish eligibility, a student must have an approved appeal and be placed on financial aid probation. ([See Appeals below.](#))

Appeals

- Appeals for suspension of financial aid are reviewed by the Financial Aid Appeals
- The number of appeals will be limited to two (2) per student and forms may be obtained from the Student Financial Aid Office.
- Appeals must include an academic plan signed by the Dean of Graduate Studies detailing the requirements the student must meet to ensure SAP standards are met by a specific time or to ensure the student Appeals for length of eligibility should include the remaining classes needed to graduate and an anticipated graduation date.
- Appeals also must include an explanation from the student of why satisfactory progress was not made and what has changed that will make it possible to meet standards. Examples of acceptable extenuating circumstances include prolonged hospitalization during the academic year, death in the family during the academic year, change in work hours that conflicted with the class schedule during the academic year or other extenuating circumstances directly affecting academic performance.
- If the Committee determines that justifiable evidence of extenuating circumstances

exists, a student may receive an extension of financial aid eligibility and be placed on financial aid

Financial Aid Probation

- During the probationary period, a student must take at least 6 credit hours, complete 100% of the attempted hours, have at least a 3.0 term GPA and follow the academic plan. If a student does not meet these stipulations, he or she will be placed on financial aid suspension. (See Suspension for Failing to Meet Probationary Stipulations)
- If a student meets the probationary stipulations but has a minimum cumulative GPA or a completion rate that does not meet minimum requirements, he or she will remain on financial aid probation and must continue to meet probationary stipulations and follow the academic
- If a student meets the probationary stipulations, has a minimum cumulative GPA and a completion rate that meets minimum requirements and has not attempted 150% of the hours required to graduate, he or she will be removed from financial aid probation and must continue to meet the SAP policy.

Suspension for Failing to Meet Probationary Stipulations

- To reestablish eligibility a student must submit and have an approved appeal **after** completing a semester at Converse University without financial assistance, a student must take at least 6 credit hours, complete 100% of the attempted hours and have at least a 3.0 term GPA.
- Exceptions to this policy will only be allowed if the student encountered some type of extenuating circumstance during the probationary period that hindered him or her from meeting the
- Examples of acceptable extenuating circumstances include: prolonged hospitalization during the probationary period, death in the family during the probationary period, change in work hours that conflicted with the class schedule during the probationary period or other extenuating circumstances directly affecting academic performance. Because a student is aware prior to the probationary period that he or she must meet the stipulations,

extenuating circumstances do not include being a single parent or working full-time while attending

- Students are advised to solve difficulties prior to registering for a probationary period.

Sources of Financial Aid

(Funding for programs is contingent on federal and state approval. These guidelines may not be inclusive of all eligibility criteria and are subject to change. To apply you must complete the Free Application for Federal Student Aid (FAFSA))

Federal Direct Unsubsidized Loan

An Unsubsidized Direct Loan is not awarded on the basis of financial need. The student will be charged interest from the time the loan is disbursed until it is paid in full. If interest is allowed to accumulate, it will be capitalized which means the interest will be added to the principal amount. Then interest will be charged based on this higher amount. Capitalization will increase the amount that must be repaid. If the student chooses to pay the interest as it accumulates, loan payments will cost less.

A student must be enrolled at least half-time during each semester of the loan period. Repayment begins six months after graduating or dropping below half-time enrollment. This six month period is referred to as a grace period.

The Student Financial Aid Office will counsel students as to the types of loans for which they are eligible and as to the amount they may borrow. Before a loan is available, the student must complete an online entrance loan counseling session and sign a Master Promissory Note (MPN).

Federal Direct Grad PLUS

To receive a Direct Grad PLUS, you must be enrolled at least half-time and meet the general eligibility requirements for federal student aid.

A credit check will be performed during the application process. If you have an adverse credit history, you may still receive a Direct PLUS Loan by obtaining an endorser who does not have an adverse credit history or documenting to the U.S. Department of Education's satisfaction extenuating circumstances relating to your adverse credit history. If you are interested in a Grad PLUS, you must apply at <https://studentaid.gov/understand-aid/types/loans/plus/grad>

Teacher Education Assistance for College and Higher Education Grant Program (TEACH)

The TEACH Grant Program provides grants to students who intend to teach full-time in high-need subject areas at a public elementary or secondary school that serves students from low-income families. In exchange for receiving a TEACH Grant, the student must agree to serve as a full-time teacher in a high-need field in a public or private elementary or secondary school that serves low-income students. The student must also teach at least four academic years within eight calendar years of completing the program of study for which you received a TEACH Grant. If the student fails to fulfill this obligation, all amounts of the TEACH Grant received will be converted to a Federal Direct Unsubsidized Loan. Interest will be charged from the date the original grant was disbursed, and the student must repay this loan to the U.S. Department of Education.

S.C. Teachers Loan Program (SCTL)

This loan is available to South Carolina students who plan to teach in the public sector in South Carolina upon graduation from University. Students must meet the academic criteria of the program, and financial need is not a factor. For additional information visit www.scstudentloan.org.

Cost

Tuition costs and fees are available from the Graduate Office, Student Billing Office, or on the Converse web site. Directed Independent Study and Masters of Fine Arts in Creative Writing (MFA) courses carry a higher tuition charge. There is a term access fee for each term and a fee is charged for dropping or adding a course. Graduate students must have a Converse identification card and a parking permit available in the Carnegie Building. **Tuition and fees must be paid or students registered in a payment plan by August 16th for Fall, January 3rd for January, and January 17th for Spring, Summer dates will be posted on the academic calendar. Refer to the academic calendars for tuition due dates and refund policy dates.**

Tuition and Fees

Item	Cost
Graduate Tuition (MIM, MLA, MEd, MAT, EdS) (per credit hour)	\$500
Online Tuition (per credit hour)	\$500
Direct Independent Study DIS (per credit hour)	\$575

Item	Cost
Masters of Fine Arts in Creative Writing (per credit hour)	\$640
Marriage and Family Therapy (per credit hour)	\$550
Marriage and Family Therapy at UCG (per credit hour)	\$550
Marriage and Family Therapy Clinical Fee (each EDU 648A, B, C, D, and E)	\$1400
*Graduate Term Access Fee (Fall & Spring each term)	\$80
*Graduate Term Access Fee (January & Summer each term)	\$50
Graduate Application Fee	\$40
Graduate Deposit Fee	\$100
Drop/Add Fee	\$20
Transcript Fee Electronic	\$15
Transcript Fee Paper Mail	\$17
Audit Fee	\$75
Late Registration Fee	\$50
Teacher Education Fee	\$45
Graduation Fee	\$150
Art Fee	varies per course

***NOTE: Term Access Fee includes (registration fee, technology fee and parking fee)**

MUSIC LESSON FEES

Fee for students taking a one hour lesson per week

Term	Fee
Fall Term	\$530
January Term	\$175
Spring Term	\$530

Fee for students taking one half-hour per week lesson

Term	Fee
Fall Term	\$265.60
January Term	\$85
Spring Term	\$257.50

TEACHER EDUCATION FEE

Fee is applied to student teaching for degree completion. Students may use their Financial Aid credit to purchase textbooks, in the campus bookstore. Students with a credit will be notified by email when your book voucher is ready to use. Students may not purchase apparel, and personal toiletries using your financial aid book voucher. The bookstore is located in the Montgomery Building.

RETURNED CHECKS

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

REFUND OF FEES

1. All students withdrawing through the 1st Friday following the first day of class Fall and Spring, will receive 100% of tuition. The student must file the appropriate paperwork for withdrawal with the appropriate officials prior to a refund being granted.
2. All students withdrawing through the 2nd Friday following the first day of Fall and Spring classes will be refunded 75% of tuition. The student must file the appropriate paperwork for withdrawal with the appropriate officials prior to a refund.
3. All students withdrawing through the 3rd Friday following the first day of Fall and Spring classes will be refunded 50% of tuition. The student must file the appropriate paperwork for withdrawal with the appropriate officials prior to a refund.
4. All students withdrawing through the 4th Friday following the first day of Fall and Spring classes will be refunded 25% of tuition. The student must file the appropriate paperwork for withdrawal with the appropriate officials prior to a refund.
5. No students withdrawing after the fourth Friday following the first day of Fall and Spring classes will be entitled to a refund of tuition fees.
6. Student should see the appropriate calendars for January and Summer refund dates.

Delinquent Accounts

Until all tuition, fees and other charges are paid in full, Converse University:

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 room selection for future terms, participate in graduation exercises, or register the student's course grade on the transcript.
3. After all reasonable attempts at collecting a past due balance have failed, accounts will be referred to a collection agency. In the event of the collection, with or without suit the student is responsible for all fees of such collection, which may be up to 29%. The student is also responsible for any attorney

fees and court costs. In addition, interest at a rate of 18% annum will be charge on outstanding balances. Students should understand that their financial obligation to Converse University constitutes an educational loan to assist in financing your education and is not dischargeable under the United States Bankruptcy Court.

4. Will place your account on hold until balance is paid in full. 5. It is the student's responsibility to drop a course from your schedule and if you fail to do so you will be responsible for all tuition and fees related to the course. Please refer to the academic calendar for drop dates.

Veteran Administration Pending Payments

We will not impose any penalties including late fees, denial of access to classes, libraries or other institutional facilities, or require that any covered individual borrow additional funds because of the individual's inability to meet his or her financial obligations due to the delayed disbursement of funding from the VA under Chapter 31 or Chapter 33, Army Tuition Assistance or ROTC Scholarships. If your tuition benefit does not fully cover your bill for the term, the difference must be paid prior to registration in subsequent semesters, but any amount due from the VA will not prevent registration.

Campus Resources

Campus Safety Services

The Converse University Department of Campus Safety is responsible for law enforcement, security, safety, traffic, and parking services. The Campus Safety Department is located in the Carnegie Building. The 24-hour telephone number is **864-596-9026**. The email address is campussafety@converse.edu Parking policy can be found at the following link: <https://www.converse.edu/life-at-converse/campus-services/parking-and-vehicle-info/>

Motor Vehicle Registration

Graduate students must register their vehicle online at my.converse.edu. Log in with your user name and password; then look under the Campus Safety section for the link to vehicle registration. Once you have filled out the online form, you may stop by the Campus Safety office to pick up your decal, Monday - Friday, 9am - 5pm.

Identification Cards

All graduate students must have a Converse University identification card. The Campus Safety Department makes ID cards Monday–Thursday, 9:00am–5:00pm & Friday 9:00am–1:00pm. The cost of the ID card is included in the application fee; replacement cards are \$25 each.

Motorist Assistance

For assistance with dead batteries, call the Campus Safety Office at 864-596-9026.

Crime Prevention

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

Emergency Alerts

Graduate students may sign up to receive emergency alerts by going to my.converse.edu and logging in; then look under the Home section for Campus Alerts.

Student Store

The Converse University Student Store is the on-campus resource for a wide selection of general University and personal supplies. Personal checks, VISA, MasterCard, Discover, American Express, financial aid, and cash are accepted toward purchases; refunds and exchanges require register receipts. There is a \$25.00 charge for all returned checks. Text books and general merchandise are available in the store or online at www.conversecollegeshop.com. The store is located in the Montgomery Student Center.

The Writing Center

Director: Dr. Jeff Howard

The Writing Center provides writing assistance to all students enrolled at Converse. During the 2023-24 school year, we will provide flexible support, including face-to-face conferences, live video conferences, and asynchronous paper review. Undergraduate Peer Consultants and a Graduate Assistant offer guidance at every stage of the writing process – from generating a thesis

to examining overall coherence. The Writing Center does not simply proofread papers; we actively nurture our clients' learning process, serve as a thoughtful trial audience, and help students learn to identify and correct their own errors. Graduate students enrolled at the Greenville campus should email writingcenter@converse.edu to make an appointment. Students taking classes at the main campus can follow the link on the following website to make an appointment: <https://www.converse.edu/life-at-converse/student-development-success/academic-support-tutoring/writing-center/>

The Division for Student Development and Success

The Division for Student Development and Success is located in the Montgomery Student Center and can be reached at 864-596-9016. This Division will enhance community life and student outcomes through increased collaborations with Academic Affairs. Services include Residential Life, Academic Support, Accommodations and Tutoring, Community Inclusion and Diversity, Religious Life, Service Opportunities and Community celebrations.

The Center for Career Development

The Center for Career Development is located in the Montgomery Student Center and can be reached at 864-596-9614. The Center 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 professional learning and growth. The staff of the Center works to meet the needs of all Converse students wherever they are in their academic and personal development journey.

Graduate Catalog/ Handbook Changes

Converse will be responsible for producing and publishing the Graduate Catalog prior to August 1 of each academic year. The catalog will be posted on the university's website. Updates/changes made during the academic year will be published via "Revised Catalog" on the website along with archived Graduate Catalogs. Students will be notified of changes in the Graduate Catalog via student email and my.converse.edu. A hard copy of previous Graduate Catalogs will be kept in the Graduate Studies Office. Converse

University students located at the University Center in Greenville and students who take online courses, as well as students who attend classes on the Spartanburg Campus, will have equal, electronic access to Undergraduate and Graduate Catalogs.

Academic Policies on Disabilities

Converse University complies with Section 504 of the Rehabilitation Act of 1973 (as amended), 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. Admission to Education and Graduate Studies is available to both men and women. As a recipient of federal funds Converse recognizes its responsibility to provide equal 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 University of their need for accommodations, obtaining and submitting a Request for Accommodations Form to the case manager for Student Success, 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.

Converse will make reasonable accommodations within its academic programs for "otherwise qualified" graduate students with documented disabilities. However, students 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, equal access to services is offered to all students. Requests for course substitutions are evaluated individually, on the basis of documentation provided, but the University 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. IEPs 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 Case Manager for Student Success. 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 University 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 Case Manager for Student Success 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. In addition, the student is responsible for providing the Case Manager for Student Success with a class schedule each term, so a new accommodation plan can be generated. All information and records regarding students with disabilities, including accommodations for them, are strictly confidential, and the Student

Support Service 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.

Although the student's adviser and professors will receive a copy of the accommodation plan, it is the student's responsibility to discuss accommodations with each professor at the beginning of each term. If a student has concerns about or encounters problems with accommodations during the term, the student should contact the Case Manager for Student Success, 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 Graduate Student Handbook.

Any faculty member who receives a request for academic accommodations on the basis of disability must refer the request to the Case Manager for Student Success immediately. No modification of the present program or promises of modification should be made until the Assistant Dean has made a recommendation. Questions or concerns regarding ADA compliance should be addressed to the Vice President for Finance & Administration at (864) 596-9031. Information on EEOC or Section 504 compliance issues can be obtained from the Director of Human Resources at (864) 596-9029.

Academic Regulations

Honor Code

All Converse graduate students are governed by the Converse Honor Code. For graduate students the primary area of interest is the principle that "a student does not cheat." Instructors do need to require "pledged" work, which means that the work (e.g., quiz, test, paper, project, etc.) is the student's own work. Students need to put the word "pledged" on assigned work handed in. Stealing, of course, is a violation of the Honor Code.

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

The appropriate dean or Chair will report the

violation to the Graduate Standards Committee for a decision and penalty assessment if there is a violation. The Graduate Standards Committee consists of the Dean of the School of Education and Graduate Studies, chair; three members of Graduate Council (one liberal arts, one education, and one music faculty member), a graduate student appointed by the Provost, and a student member of the music advisory board. If the Graduate Standards Committee assesses a penalty, the student may appeal the decision to the Provost, whose decision is final. (See HIPPA - Notice of Privacy Practices)

Removal Policy

The Dean of the School of Education and Graduate Studies may remove a graduate student from class or a program for "appropriate reasons." These may include but are not limited to poor academic performance (cumulate GPA below a 3.0); a grade of F in a single course; a serious academic integrity offense; behavior that is considered dangerous to others or self. Students removed from a class or program will be notified in writing. Within three days of receipt of this notice, the student may request an appeal before the Graduate Standards Committee comprised of the Dean (Chair of the committee) three members of the Graduate Council, and a graduate student from a program other than the student's, who is appointed by the Dean.

If the Graduate Standards Committee rules in favor of the student, the student may continue the class or program. If the committee supports the decision to remove the student, the student may appeal in writing to the Provost within three days of the receipt of the Graduate Standards Committee's decision. The Provost's decision is final and a finding against the student will result in an Involuntary Separation from Converse University and its graduate programs.

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 will complete all their course work before the end of Summer Session 3 and can show that these classes will be offered, providing a signed statement from their adviser, are eligible to be early commencement candidates for May

graduation. If a student participates in early commencement in good faith but does not complete degree requirements by the end of Summer Session 3, he or she must reapply for graduation.

3. To qualify for early commencement, a student must have achieved a cumulative grade point ratio of 3.0 by the end of the Spring Term in which he or she has applied to early commence and must have 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 Dean of the School of Education Graduate Studies, the student's academic adviser, and the Associate Provost.
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, contingent upon the completion of all requirements, with the appropriate finish date 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. Diplomas are only ordered in May and August.
8. Participation in the graduation exercises is regarded by the University as ceremonial and symbolic. Students may not consider themselves graduates of the University in any legal or official sense until the Registrar of the University has certified that the students have met all the requirements for graduation and conferral of degree.

Information is available at my.Converse.edu for the following categories of graduates: May graduates who plan to attend the graduation ceremony; May graduates who do not plan to attend the graduation

ceremony; Summer graduates who plan to attend the May graduation ceremony (early commencers); Summer graduates who do not plan to attend the May graduation ceremony. Log onto my.Converse.edu; go to Student section; go to Student Life; click on sidebar Commencement; choose Graduate; click on the appropriate category.

Resolution Procedures for Student Complaints

Converse provides all members of its academic community the opportunity to present grievances for resolution. The University has established procedures for students, as well as faculty and staff, to register and resolve complaints. The Graduate Student Handbook outlines for students the procedures for filing grievances against faculty and staff; for reporting sexual harassment and sexual misconduct; and for pursuing Honor Board and alcohol and drug abuse cases. The Graduate Student Handbook can be found on the web at my.converse.edu.

Registration for Classes

Graduate students may register for classes for future terms on the date that advisement for the future term begins. Graduate students should meet with their adviser prior to registering for classes.

Registration may be accomplished in one of the following manners:

Online registration: Graduate students may register online via my.converse. Students must have a user name and password that is provided by Campus Technology in order to participate in online registration.

Once the student signs into my.converse, they should follow these steps to register:

1. Click on Student in the purple area at top of the screen
2. Click on Course Registration on the left of the screen;
3. Choose the term you wish to register for classes and select classes;
4. Click submit.

The course schedule will be available on the student portal for viewing.

All financial obligations must be resolved by the date set by the University. Accounts that are outstanding after these dates will result in the classes being cancelled.

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

Advisers will approve course selections and will attempt to meet the professional, academic, and certification needs of each student. It is the responsibility of the student, and not the adviser, to see that requirements are met. Secondary and middle level students must maintain a B (3.0) average in Content Area courses as well as a B (3.0) average in overall program coursework. For all other programs, students must maintain an overall B (3.0) average.

Retaking a Course

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

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

Graduate Grading Scale

Letter Grade	Grade Points	Letter Grade	Grade Points
A	4.00	C+	2.25
A-	3.75	C	2.00
B+	3.25	C-	1.75
B	3.00	F	0
B-	2.75		

Other Symbols

I Incomplete

W Withdrawn

P or F Pass/Fail (used only in specified courses)

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, along with the grade the student receives after the course requirements are met.

A grade of W is available in special circumstances and only with the approval of the Registrar and the appropriate academic Dean, or Dean of the School of Education and Graduate Studies.

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

Graduate students must use the University web site to review grade reports, as paper copies are not mailed to students. This requires a user ID number, available from CT in the Kuhn Building. Your user ID number will also permit graduate students to use campus computer labs.

Audit

Students must obtain permission to audit from the instructor of the graduate course concerned and from their academic advisers or their major professors. Audited hours do not count in the student's course load.

Certain types of courses require an active participation by the student that would be incompatible with the nature of auditing; for example, courses in music or a laboratory science. Ordinarily a student may not audit courses of this type, and under no circumstances will the student be exempted from tuition charges and fees for such courses. A student who wishes to change from credit to audit in a course may do so only during the drop/add period at the beginning of the term.

Calendar

Converse University operates within the framework of a three-term calendar, which is arranged in the following pattern: fourteen weeks (fall term), four weeks (January term), and fourteen weeks (spring term). The fall term extends from late August through mid-December; the January term is one calendar month, and the spring term from early-February through May. Students may earn up to 15 semester hours of credit in the summer sessions. Academic work and credits are measured by the standards of the semester system.

Program Requirements and Advising

Converse University graduate degree requires a minimum of 30 graduate hours with several programs requiring additional hours. Specific course requirements for each graduate curriculum are available on the Converse website (www.converse.edu.) Degree requirements are subject to change, partly in response to changes in teacher certification mandated by accrediting agencies and state law or policy. Students are responsible for new requirements that are put into effect during their course

of study. Advisers will make every effort to keep up with changing requirements and will assist students in meeting their course obligations. Adviser worksheets are helpful in this process, especially in detailing specific test requirements (such as Miller Analogy Test and Praxis II), exit requirements (such as assessment portfolios), and related certification requirements for those pursuing teacher certification.

Admissions

Students are admitted to Converse University Graduate Studies on the basis of meeting of the admission requirements of the specific degree program to which a student applies. These requirements always include a review of academic credentials and additional information submitted to the Graduate Admissions Office. Applicants are not required to disclose any disability on their applications for Graduate Admissions. However, once admitted, a graduate student seeking reasonable academic or physical accommodations for a disability should immediately contact the Case Manager of Student Success to obtain an accommodation form. Converse University reserves the right in its sole discretion to rescind any notice of acceptance or admission of any incoming student at any time prior to matriculation.

Requirements for Degree

The graduate student must:

1. Complete all requirements of the degree program, including any requirements specific to the program such as PRAXIS tests, by the end of the spring term;
2. Have all transfer work sent to the Registrar, and approved by their appropriate dean, and program advisor, by the deadline to submit the Application for Degree form;
3. Complete all coursework, including any incomplete courses, with grades submitted to the Registrar by the required date for graduates at the end of the spring term;
4. Request and complete the Application for Degree form by the deadline for May Commencement;
5. Complete the graduate questionnaire, for which students will receive a link through their Converse email; and
6. Fulfill all financial obligations and have cleared any outstanding business with the University one week prior to the Commencement exercises.

Transfer Credit

Students may receive degree credit for previously completed graduate work with the approval of the Converse graduate adviser under the following guidelines:

1. The graduate transfer work – a maximum of 9 credits (6 for the Master of Music degree) – has been deemed appropriate for the given Converse program of graduate studies;
2. The prior graduate credits have been completed within five years of beginning the Converse degree program and from an accredited institution;
3. All approved transfer courses have received grades of “B” or better; and,
4. The student has sent official transcripts of the graduate credits to the appropriate program adviser.
5. Credit did not apply toward degree requirements in another program.
6. Policies governing transfer hours in the EdD program are covered by separate regulations.
7. Converse University may award academic credit from military service only after an official transcript from ACE (American Council on Education) is sent for evaluation. Credit is awarded on a case by case basis.

Transfer Policy for EdD Students

All requests for transfer decisions must be made at the time of orientation prior to the start of the fall semester. After a student is accepted into the EdD program, if he or she wishes to apply for transfer or CAEL credit, he or she needs to meet with the cohort advisor. Some students may have initiated conversations before admissions, but an official transfer plan, written into the Plan of Study, must be in place before August classes start.

Students with a great deal of life experience but little or no doctoral level course work may apply to receive CAEL (Council for Adult Experiential Learning) credit for up to 15 credit hours. This is done through interviews and review of CV. These hours may also include some core exam classes, but CAEL candidates must still take and pass the Comprehensive Exam. Only the PLP Department Head or Dean of the Graduate School may approve CAEL credit.

Probationary Period

Graduate students are expected to maintain satisfactory academic progress throughout their program of studies. Students admitted “provisionally” are required to demonstrate a “B” average in their first 12 hours of graduate study and must maintain a 3.0 average throughout the remainder of the degree program. Failure to maintain this academic level of performance will result in a reinstatement of the probationary status. Any graduate student who fails a graduate course or demonstrates unacceptable academic progress will be disqualified from the degree program. Such students may petition for readmission after a minimum of two semesters. Readmission is approved on a case-by-case basis.

Admission Requirements and Regulations for International Students

Converse University encourages the enrollment of students from other countries. Application processes, timeline, requirements, and materials, including the Declaration and Certification of Finances, are available on the University website.

Admission of international students is based on academic credentials and English proficiency of the candidate as well as completion of any US Federal or State requirements. Students must 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. 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 University requires that all international academic documents (secondary or postsecondary 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. 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 University website and by contacting the Graduate Admissions Office.

International applicants whose first language is not English are required to take the TOEFL (Test of English as a Foreign Language). Converse University requires a minimum score of 550 (paper), 213 (computer), or 79-80 (Internet) for admission into all Master’s programs. Applicants to the Graduate Performance Diploma program in music must show a score of at least 473 on the paper version of the test, 183 on the electronic test, or 68 on the Internet test. SAT I and ACT results must also be submitted for admission and scholarship consideration. The TOEFL requirement may be waived under certain circumstances. 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. The Declaration and Certification of Finances form is required before an I-20 can be issued. Graduate international students are required to carry a full course load each Term. For graduate students who are non-music majors shall maintain fulltime enrollment by enrolling in 9 hours for both Fall and Spring

terms and 3 hours for Jan Term while an international graduate students majoring in music must enroll in 7 hours for both Fall and Spring terms and 1 hour in Jan Term. International students on nonimmigrant visas are not eligible for state or federally-funded loans or scholarships in the United States. Limited scholarships may be available from the university based on athletic ability, talent, and academic qualifications.

Health and accident insurance are mandatory for all international students on nonimmigrant visas enrolled at Converse University. Proof of insurance is required before the student can be admitted.

Service Members Readmission Policy

Service members who leave for active duty will be readmitted to Converse University with the same academic status achieved when last attending our when last admitted. A leave of absence (LOA) will pertain to service members if they depart while enrolled in classes. This applies to any student who cannot attend due to military service.

Service members whose education is disrupted for more than 30 consecutive days will be withdrawn from courses.

Graduate service members may re-enroll in classes once they notify the Dean of the School of Education and Graduate Studies of their intention to return. Service members have five years to complete their degrees under the same catalog.

Directed Independent Study Courses

The University offers Directed Independent Study according to these general principles:

1. When a graduate student needs a DIS course, it may be provided if the need for the DIS course meets University guidelines and is approved by the student's adviser, the DIS course instructor of record, the program coordinator, and the Dean of the School of Education and Graduate Studies. Such courses require higher than normal fees from students.
2. DIS courses are not considered a part of a faculty member's normal teaching load unless scheduled and advertised, e.g. some "special topics" courses.
3. While the University cannot guarantee that students can be offered a DIS in an existing

course, under unusually compelling circumstances a student may request approval for a DIS. Such a request should be made from a student only:

- a. If a course is required for program completion, but is not scheduled so that one or more students can enroll.
- b. If a student has an unalterable schedule conflict.
- c. If a student needs a course to correct an out-of-sequence program
- d. If a student has special circumstances that require a "special topics" that is not offered as a regularly scheduled course and can only be taken as DIS.
- e. If a student has compelling personal circumstance, such as a health problem.
 1. Conditions and Qualifications for Faculty:
 - a. If a regular course does not lend itself to DIS, a faculty member should decline to offer the course in this format, i.e., courses that depend on classroom discussion or class interaction or other skill courses.
 - b. Normally, a faculty member should not carry more than a total of four (4) DIS students in any term. Exceptions to this load must be based on extenuating student circumstances and must be approved, in advance, by the Dean of the School of Education and Graduate Studies.
 2. Procedures:
 - a. Directed Independent Study Approval Forms can be secured by graduate students from the office of the School of Education and Graduate Studies or from the Registrar's Office. The form must be completed and approved prior to registration. A student is not enrolled in the DIS until the form is on file with the Registrar. One copy of the form should be on file with the instructor and in the office of the School of Education and Graduate Studies.
 1. An initial conference must be held with the instructor during which all

- aspects of the DIS course must be discussed and recorded on the DIS approval form. If the DIS course is a regularly scheduled course, a copy of the course syllabus must be attached to the DIS approval form.
2. A minimum of six (6) contact hours with the instructor is required.
 - b. Graduate students, who otherwise qualify for the DIS and cannot secure the support of a faculty member, may discuss individual problems with their advisor first and the Dean of the School and Education and Graduate Studies second.
3. Fees:
These policies concerning fees are currently in place:
- a. Graduate Students and Converse II students pay current per credit hour costs for a DIS course.

- b. Faculty are remunerated for Graduate and Converse II courses at a specified rate per credit hour.

Professional Development Courses

Converse provides graduate credit for approved professional development (PD) courses sponsored by school districts for their faculty and staff. For students admitted to a graduate degree program after January 1, 2005, there is a limit of 6 semester hours of PD course work that can apply toward meeting Converse MEd degree requirements.

NOTE: PD courses may not be counted towards EdS, EdD programs or Special Education Programs.

Undergraduate Courses

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

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Boone J. Hopkins (2021 - present)

**Deceased*

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Kristin Lacey, BS, MBA, *Vice President for Operations and Strategic Planning*

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Margaret Moore, BA, MEd, *Faculty Senate President*

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Karen Rhodes, *Assistant VP for Marketing and Communications*

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Danielle Stone, BS, MS, *Assistant Dean of Diversity and Inclusion*

Erin E. Templeton, BA, MA, PhD, *Dean of the School of Liberal Arts and Sciences*

Chris Vaneman, BM, MM, MMA, DMA, *Dean of the School of the Arts*

General Administration

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Boone Hopkins, BA, MFA, PhD, *President*
Pamela Greenway, BA, *Senior Executive Assistant to the President and Assistant Secretary to the Board of Trustees*

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Will Case, BS, AB, PhD, *Acting Provost and Associate Provost for Student Success*
Mimi Langford, BA, *Administrative Assistant for Academic Affairs*

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Tammy Stokes, BA, MA, *Assistant Dean of Academic Advising & Converse II*
Jeffrey Howard, BA, MA, PhD, *Director of the Writing Center*
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Tabatha LeMaster, *Campus Bookstore Manager*

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Larry W. Jones, *Director of Campus Safety*
Selena Crews, *Campus Safety Officer*
Kyle Crowder, *Campus Fire Marshall and Emergency Management Coordinator*
Tedd Dekreek, *Campus Safety Officer I*
Jerry Fowler, *Campus Safety Officer*
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Ken McAbee, *Training Sergeant*
Rebecca Noll, *Campus Safety Officer*
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Debbi Thompson, *Director of Event Services*
Mayes C. Hopkins, *Technical Director*
Kordell Hemphill, *Event Services Coordinator*

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Gladden Smoke, *Director of Facilities*
Susan Jackson, *Administrative Assistant to the Director of Facilities*
Chris Wentz, *Maintenance Technician 1*

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Evan Wilson, *HVAC Technician I*

FOOD SERVICES

Alexis Coppola, *Director of Food Services*

HUMAN RESOURCES

Keshia Jackson Gilliam, BA, MA, EdD, *Associate Vice President Director of Human Resources*
Marissa D. Haben, *Human Resources Benefits Manager*

INSTITUTIONAL RESEARCH AND EFFECTIVENESS

Collins Friddle, BS, MA, *Director of Institutional Research and Effectiveness*

INTERCOLLEGIATE ATHLETIC DEPARTMENT

Jennifer Bell, BS, MS, *Director of Intercollegiate Athletics*
Randy Loggins, BS, MS, *Deputy Director of Athletics*
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Camryn Findley, *Assistant Director of Digital Media*
Dr. Jennifer Hawk, BS, PhD, *Faculty Athletics Representative*
Danielle Stone, BA, M.Ed, *Athletics Diversity and Inclusion Designee*
Tanner Bullard, *Assistant Softball Coach*
Valerie Clarke, BA, MS, *Head Field Hockey Coach*
Marcella Da Costa, BA, MBA, *Assistant Men's and Women's Swim Coach*
Samantha Davidson, BS, MS, *Head Women's Basketball Coach*
Alexis Fowlkes, *Head Acrobatics and Tumbling Coach*
Lauren Frost, BS, MS, *Assistant Women's Lacrosse Coach*
Katie Harry, BA, *Head Esports Coach*
Molli Hensley, BA, *Head Spirit Squad Coach*
Jacqueline Huff, BA, *Head Softball Coach*
Alexis Ivey, BA, BS, *Head Women's Volleyball Coach*
John Lattimore, BS, MA, *Assistant Men's Basketball Coach*

Kevin Lyons, BS, *Assistant Women's Basketball Coach*
 Patti McGowan, BS, *Head Women's Golf Coach*
 Rob Miller, BS, *Head Men's Soccer Coach*
 Brandon Morton, BS, MS, *Head Coach Men's and Women's Track and Field*
 Nick Pasqua, BS, *Head Men's Basketball Coach*
 Mark Rennix, BS, MS, *Head Coach Men's/Women's Cross Country/Asst Track & Field Coach*
 Mike Ruggiero, BA, *Assistant Women's Lacrosse Coach*
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Kristin Lacey, BS, MBA, *Vice President for Operations and Strategic Planning*
Accounting and Administration Senior Administrative Assistant

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Tori McLean Good, BFA, M.Ed, EdD, *Assistant Dean of Career Development*
Cathy Gowan, BS, *Director of Internships and Career Services*
Sabrina Hartness, *Support Specialist Career Development and the Nisbet Honors Program*
Tana Devine, BA, MEd *Career Development Coordinator*

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Beverly Lowrance, AS, BS, MIM, *Associate Director of Student Financial Services*
Kala Hudson, BA, MILS, *Director of Adult Learning and Veterans Services*
Mia O'Donnell, BA, *Financial Aid Counselor*

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Danielle Fuller, AS, *Student Financial Services Clerk & Cash Receipts*

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Michelle Mathis, BSN, MSN, *Nurse Practitioner*
Chris Nichols, BA, MA, *Clinical Counselor CJ*
Swartzwelter, *Clinical Counselor*

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Paula M. Cash, *Administrative Assistant*
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Valerie MacPhail, BA, MM, DMA, *Assistant Director of the Petrie School of Music*
Anna Neely, *Administrative Assistant to the Dean, School of Arts*
Janae O'Shields, BA, MA, *Director of the Lawson Academy of Arts and Director of the Fine Arts Day Camp*
Kelly Vaneman, BM, DMA, MMA, MM, *Chair of Musicology and Composition*

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Jessica Sorrells, BA, MS, PhD, *Dean of the School of Business and Data Science*

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Joe Barrera, BS, MS, PhD, *Chair, Department of Mathematics and Computer Science*

Taylor Onkst, BA, *Academic Advisor & Support Specialist*

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Lienne Medford, BA, MA, EdD, *Dean of the School of Education* James Lies, BS, MA, EdD, *Chair of the Department of Education*

Sam Mooneyham, BA, M.Ed, Ph.D, *Director of Teacher Education and Data Manager*

SCHOOL OF LIBERAL ARTS & SCIENCES

Erin E. Templeton, BA, MA, PhD, *Dean of the School of Liberal Arts and Sciences*

Joe Dunn, BA, MA, PhD, *Chair, Department of History and Philosophy*

Emily Harbin, BA, MA, PhD, *Chair, Department of English*

Mirko M. Hall, BA, MA, PhD, *Chair, Department of Languages, Cultures, and Literatures* Jeffrey

Howard, BA, MA, TESOL, PhD, *Director of the University Writing Center*

Douglas Jensen, BS, PhD, *Chair, Department of*

Natural Sciences

Richard Keen, BA, PhD, *Chair, Department of Psychology*

John M. Theilmann, BA, MA, MPA, PhD, *Chair, Department of Social Sciences*

Sharon Strickland, BS, PhD, *Associate Chair of Natural Sciences Department*

Edward Woodfin, BA, MA, PhD, *Chair of History*

THE GRADUATE SCHOOL

Lienne Medford, BA, MA, EdD, *Dean of the Graduate School*

Jack Knipe, MA, M.Ed, PhD, *Director, Master in Management*

Lee Givins, Jr., BS, MEd, EdS, PhD, *Chair, Department of Leadership*

Kaley Jones, BA, MBA, *UCG Campus & Graduate Services Manager*

James Lies, BA, MEd, EdD, *Chair, Department of Education*

A'Lyric Miles, BS, MA, PhD, *Associate Clinical Director*

Evan Thomas, BS, MS, ABD/PhD, *Chair, Department of Marriage and Family Therapy*

Gail Reeves, BA, MBA, *Graduate School Services Coordinator*

Morgan Strickland, BS, MFT, PhD, *Associate Program Director for the MFT Program*

Jenny Dunn, *Education Placement and Compliance Officer*

Faculty Professors

Boone J. Hopkins, *President, associate professor of theatre*

AA, Gainesville State University; BA, Brenau University; MFA, Virginia Commonwealth University; PhD, University of Kansas. (2012, 2016)

Lienne Medford, *professor of education, Dean of the Graduate School*

BA, Hamilton University; MA, University of North Carolina; EdD, East Carolina University. (2017)

Andrew Blanchard, *professor of art*

BA, University of Southern Mississippi; MFA, The University of Mississippi. (2005, 2010, 2024)

S. David Berry, *professor of music history and theory*

BM, University of Maryland; MM, Converse University; DMA, University of South Carolina. (1986, 2008)

Joe P. Dunn, *Charles A. Dana professor of history and politics, Chair of History and Philosophy*

BS, Southeast Missouri State University; MA, PhD, University of Missouri—Columbia. (1976, 1988)

Kevin DeLapp, *Harold E. Fleming professor of philosophy*

BA, University of California; PhD, Duke University. (2006, 2017)

Mirko M. Hall, *professor of German studies, chair of Languages, Cultures, and Humanities*

BA, MA, PhD, University of Minnesota. (2007, 2017)

Rafael E. Hernández, *Reeves Brothers professor of Hispanic Studies*

B. Architecture, Bolivariana University; MS Planning, PhD in Spanish and Latin American Literatures, University of Tennessee. (1984, 1993)

Keith W. Jones, *professor of voice and choral activities*

BM, Furman University; MM, Southern Baptist Theological Seminary; DM, Indiana University. (1999, 2011)

Richard G. Keen, *professor of psychology, chair of psychology*

BA, Kent State University; PhD, Indiana University. (2004, 2017)

Monica L. McCoy, *professor of psychology*

BA, Grove City University; MS, Villanova University; PhD, University of Wyoming. (1997, 2014)

Malcolm Scott Robbins, *professor of musicology and composition*

BA, Wake Forest University; AM, Duke University; DMus, Florida State University. (1998, 2008)

Sharon M. Smith Strickland, *professor of chemistry, associate chair of biology, chemistry and physics*

BA, Francis Marion University; MS, PhD, University of South Carolina. (2006, 2016, 2022)

Erin E. Templeton, *Dean of the School of Liberal Arts and Sciences, professor of English*

BA, MA, Pennsylvania State University; PhD, University of California. (2007, 2011, 2019)

John M. Theilmann, *Andrew Helmus*

Distinguished professor of history and politics, chair Department of Behavioral and Social Sciences

BA, University of Missouri, Rolla; MA, MPA, PhD, University of Georgia. (1985, 2010)

Kelly A. Vaneman, *Mary Reynolds Babcock professor of oboe and musicology*

BM, Baylor University; MM, MMA, DMA, Yale University School of Music; Certificate of Performance, Koninklijk Conservatorium Brussel. (1997, 2017)

Edward C. Woodfin, *George Dean Johnson, Jr. professor of history*

BS, Baylor University; MA, PhD, Texas A & M University. (2005, 2016)

Madelyn V. Young, *Anne Morrison Chapman*

Distinguished Professor of International Study, associate professor of economics
AB, Indiana University; MA, University of Notre Dame; PhD, Georgia State University. (1991, 1996)

The Petrie School of Music Graduate Faculty

EMERITI FACULTY

Beverly Reed Hay

Charles E. Daniel Professor Emerita of Voice
BA, MM, University of South Carolina
DM, Indiana University. (1989, 2014)

Donald G. Henderson

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

John T. MacLean

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

Ross A. Magoulas

Associate professor emeritus of voice and opera
 B.M., Converse College
 M.M., Florida State University. (1982, 1992)

PROFESSORS

S. David Berry

Professor of music theory and music history
 B.M., University of Maryland;
 M.M., Converse College;
 DMA University of South Carolina. (1986, 2008)

Patricia Solesbee Foy

Professor of music education
 B.M., Converse College;
 M.M.E., Ph.D., University of South Carolina.

Keith W. Jones

Professor of voice and choral activities
 B.M., Furman University;
 M.C.M., Southern Baptist Theological Seminary;
 D.M., Indiana University. (1999)

Siegwart Reichwald

Charles E. Daniel distinguished professor of music history
 B.M., University of South Carolina;
 M.M., Ph.D., Florida State University. (2004, 2008)

Malcolm Scott Robbins

Professor of musicology and composition
 B.M., Wake Forest University;
 A.M., Duke University;
 D.Mus., Florida State University. (1998, 2008)

Rebecca Turner

Professor of voice
 BM, Shorter College;
 MM, University of Northern Texas. (2007, 2015)

Douglas Alan Weeks

Mary Reynolds Babcock professor of piano
 B.M., Illinois State University;
 M.M., Indiana University; License de Concert, Ecole Normale de Musique, Paris;
 D.M., Florida State University. (1982, 1996)
 (1990, 1995, 2010)

Kelly McElrath Vaneman

Associate professor of oboe and musicology;
 B.M., Baylor University;
 M.M., M.M.A, D.M.A., Yale University
 Certificate of Performance, Koninklijk Konservatorium, Brussell. (1997, 2006)

ASSOCIATE PROFESSORS

Sarah Johnson

Associate professor of violin
 B.M., Curtis Institute. (2004)

Susan Lynn Lyle

Associate professor of voice/director of choral activities
 B.A., Kalamazoo College;
 M.M., Peabody Conservatory of Music;
 D.M.A., University of Oregon. (1997, 2004)

Carol L. Shultis

Associate professor of music therapy
 BS, Lebanon Valley College; Med, Pennsylvania State University;
 PhD, Temple University (2012)

Anita Swanson

Associate professor of music therapy
 BM, Southwestern Oklahoma State University;
 MA, Texas Woman's University;
 PhD, University of Kansas. (2018)

Christopher Vaneman

Dean of the School of the Arts,
Associate professor of flute and musicology
 B.M., Eastman School of Music;
 M.M., D.M.A., Yale School of Music. (2001, 2009)

ASSISTANT PROFESSORS

Valerie MacPhail

Assistant professor of voice
 B.A., College of William and Mary;
 M.M., Florida State University;
 additional study, University of Illinois;
 D.M.A., University of South Carolina. (1994)

Susana M. Lalama

*Head of the Petrie School of Music,
Assistant professor of music
BMus, MA, Ph.D., University of Miami. (2014)*

LECTURERS

Mildred Ann Ragis Roche

*Lecturer in accompanying
B.M., Converse College;
M.M., Boston University. (1988)*

ADJUNCT FACULTY

Anne Denbow, voice

B.M., M.M., New England Conservatory (2006)

Kathleen Foster, cello

*B.S., Indiana University
M.M., Bowling Green State U (2014)*

Patrick Flynn, guitar

*B.F.A., Florida Atlantic University;
M.M., D.M.A., University of Memphis. (2008)*

Sharalynn Hicks, piano

B.A., M.M., Bob Jones University. (2004)

Karen F. Hill, clarinet

*B.M., Northwest University;
M.M., University of Michigan. (1999)*

John Holloway, music education, low brass

*B.M., Furman University;
M.M.Ed., Florida State University. (2006)*

Craig King, trumpet

*B.M., Furman University
M.M., Yale University (2015)*

Adena Shoemake McDaniel, percussion

*B.M.; Georgia State University;
M.M. Ed; University of Southern Mississippi.
(2002)*

Erica Broadnax Pauly, piano pedagogy

B.M., M.M., Converse College (2011)

Mary Ada Poole, music education

*B.M., M.M., Converse College.
Additional graduate work at Wofford and
University of Wisconsin. (1999)*

John Ravnan, viola

*BM, Eastman School
MM, Cleveland Institute (2015)*

Brennan Dale Szafron, organ

*M.M., Yale University;
D.M., University of Michigan (2009)*

Jenna Tamisiea, opera

*BFA, University of Texas;
MFA, Florida State University*

Matthew Waid, bass

BM. MM, Cleveland Institute (2013)

Frank Watson, music education, bassoon

*B.M., Furman University;
M.M., University of Southern Mississippi (2009)*

John Wickey, harp

*BM; Boston University;
MM, University of Michigan*

Anneke Zuehlke, french horn

*B.M., Curtis Institute of Music;
M.M., Yale University. (2007)*

PETRIE SCHOOL OF MUSIC STAFF

Christopher Vaneman, B.M., M.M., M.M.A., D.M.A.
Head of the Petrie School of Music

Glen Chaddock

Piano Curator

Valerie MacPhail, B.A., M.M., D.M.A.

Director of the Lawson Academy of the Arts

Janae N. O'Shields, B.A.

*Assistant Director of the Lawson Academy of the
Arts Director of the Fine Arts Day Camp*

Mildred A. Roche, B.M., M.M.

Director of Accompanying

Faculty Associate Professors, Assistant Professors, Instructors and Librarians

**Joseph S. Barrera, associate professor of
mathematics, chair of department of
mathematics and computer science**

*BS, Ball State University; MS, PhD, University of
Wisconsin-Milwaukee (2017)*

**Laura Feitzinger Brown, associate professor of
English, director of arts & humanities, Nisbet
honors program**

BA, Williams College; MA, University of Virginia; PhD, University of North Carolina Chapel Hill (1997, 2003); MA, Saint Leo's University.

Mary E. Carlisle, *associate professor of art, chair of department of art, design, & letters*
BFA, Converse University; MS, Drexel University; MFA, Lesley University; PhD, Drexel University (2017, 2023)

William C. Case, *associate professor of chemistry, co-director of Nisbet honors program, associate provost for student success*
AB, BS, PhD, Duke University. (2015, 2019)

Reed Chewing, *associate professor of child and family studies*
BA, Wofford College, MEd Converse University; PhD, Clemson University. (2015)

Amy E. Cox, *associate professor of marketing, chair of department of business*
BA, Duke University; MBA, University of Michigan; PhD, University of Minnesota. (2006, 2011)

Angela Esco Elder, *associate professor of history*
BA, MA, PhD, University of Georgia. (2017, 2022)

Lee Givins, Jr., *associate professor of education, associate dean of graduate studies, director of professional leadership program*
BS, The Citadel; MEd, Furman; EdS, PhD, University of South Carolina. (2016)

Susanne Gunter, *associate professor of art education*,
BA, Limestone; MA, EdD, University of South Carolina (2010, 2013, 2019)

Meg Hanna-Tominaga, *associate professor of theatre*
BA, University of Wisconsin-Green Bay; MFA University of Hawaii- Manoa. (2015)

Emily Harbin, *associate professor of English, chair department of English, director of Women's Studies*
BA, Converse University; MA, PhD, Vanderbilt University. (2014, 2022)

Kelly Harrison-Maguire, *associate professor of education, associate dean of education, CAEP coordinator*
BA, MEd, Converse University; PhD, Clemson University. (2000, 2006)

Jennifer Hawk, *associate professor of chemistry*
BS, Hillsdale College; PhD, Duke University. (2016)

Chandra Owenby Hopkins, *dean of the Converse College for Women, associate professor of theatre*

BA, Brenau University; MFA, Virginia Commonwealth University; PhD, University of Kansas. (2013, 2019)

Douglas Jensen, *associate professor of biology, chair of department of natural sciences, director of environmental studies*
BS, University of Michigan; PhD, University of North Carolina at Chapel Hill. (1999, 2014)

Julie Jones, *associate professor of child and family studies*
BA, Converse University; MA, University of South Carolina; PhD, Clemson University. (2013, 2019)

Melissa Owens Kaley, *associate professor of theatre, chair of department of theatre & dance*
AAS, Seattle Central Community University; BA, Moyne University; MA, Miami University; MFA, Kent State University. (2012, 2018)

Susana M. Lalama, *associate professor of music education, director of the Petrie School of Music*
BM, MM, PhD, University of Miami. (2014)

Janet R. LeFrancois, *associate professor of psychology*
BA, Converse University; MA, PhD, West Virginia University. (1985, 1991)

Courtney LeBauer, *associate professor of violin*
BMus, Rice University; MMus, University of Michigan; DMA Cleveland Institute of Music (2019, 2024).

Marie Louise LePage, *associate professor of psychology*
BA, The University of Mary Washington; MA, PhD, Kent State University. (2012, 2018)

Susan Lynn Lyle, *associate professor of voice*
BA, Kalamazoo University; MM, Peabody Conservatory of Music; DMA, University of Oregon. (1996, 2004)

Valerie K. MacPhail, *associate professor of voice, assistant director of the Petrie School of Music*
BA, University of William and Mary; MM, Florida State University; additional graduate study, University of Illinois; DMA, University of South Carolina. (1994, 2000, 2019)

Amanda Mangum, *associate professor of mathematics and data science*
BS, Centre University; MS, PhD, North Carolina State University (2014)

Margaret S. Moore, *associate professor of physical education, faculty senate president, director of health and wellness studies*
AB Queens University; MEd, University of Georgia. (1973, 1991)

Richard Mulkey, *associate professor of English, director of undergraduate creative writing*
BA, Bluefield University; MS, Radford University; MFA, Wichita State University. (1995, 2000)

Margaret E. Park, *associate professor of education, director of deaf and hard of hearing program*
BA, Hood University; MA, PhD, Northcentral University. (2014)

Carol L. Shultis, *associate professor of music therapy*
BS, Lebanon Valley University; MEd, Pennsylvania State University; PhD, Temple University. (2012, 2018)

Jessica Sorrells, *associate professor of mathematics, dean of the school of business and data science*
BA, Transylvania University; MS, PhD, University of Iowa (2015)

Susan C. Tekulve, *associate professor of English*
BA, Miami University; MFA, Wichita State University. (1999, 2005)

Jena Thomas, *associate professor of art*
BFA, Massachusetts University of Art and Design; MFA, University of Miami. (2016, 2023)

M. Evan Thomas, *associate professor of marriage and family, chair and program director of marriage and family therapy*
BS, University of Georgia; MS Purdue University; ABD/PhD, Virginia Tech University (2019)

Christopher M. Vaneman, *associate professor of flute and musicology, dean of the school of the arts*
BM, Eastman School of Music; MM, MMA, DMA, Yale University School of Music. (2001, 2009)

Laura Zeisler, *associate professor of art therapy*
BFA, University of Colorado; MSW, Portland State University; MA, The Art Institute of Chicago. (2018, 2024)

ASSISTANT PROFESSORS

Rachel Bani, *assistant professor of music history*
BA, BME, Shepherd University; MMus, PhD, Florida State University (2022, 2023)

Tawio J. Barksdale, *assistant professor of education*
BS, South Carolina State University; MAT, EdD, University of Southern California. (2023)

Hannah Barnhill, *assistant professor of chemistry*
BS, Roger Williams University; PhD, University of South Carolina (2024)

Mark Bohler, *assistant professor of biology*
BS, PhD, Virginia Tech University (2022)

Ross Brendle, *assistant professor of art history*
BA, University of California-Berkeley; PhD, Johns Hopkins University (2022, 2024)

Parker Brookie, *assistant professor of hispanic studies*
BA, Clemson University; MA, PhD, University of North Carolina (2024)

Peter H. Brown, *assistant professor of computer science*
BA, Williams College; MS, PhD, University of North Carolina (2003); MA, Saint Leo's University.

Kris Burton, *assistant professor of interior design*
BFA, Kendall College of Art & Design; MA, Argosy University. (2023, 2024)

William Corder, *assistant professor of education*
BA, University of South Carolina; MEd, Clemson University; EdD, University of South Carolina.

Dawn Dingwell, *assistant professor of accounting*
BA, Michigan State University; MBA, University of Cincinnati (1994)

Liz Eggerding, *assistant professor of music therapy*
BS/BA, SUNY at Fredonia; MS, Radford University; PhD, Lesley University. (2020)

Andrea Ezell Elliott, *assistant professor of art education*
BA, Converse University; MA, Winthrop University; PhD, University of Georgia. (2013, 2024)

Jeremy Foust, *assistant professor of psychology*
BS, Baldwin Wallace University; MA, PhD, Kent State University (2024)

Elena Ghionis, *assistant professor of education, director of special education*

Keshia Jackson Gilliam, *assistant professor of education, director of the master in management professional leadership program*

AB, Spartanburg Technical College; BA, Converse College; MA, Webster University; EdD, Argosy University. (2014).

Jerome Gomez, *assistant professor of interior design, CIDA representative, coordinator of interior design*

BS, Art Institute of Fort Lauderdale; MFA Miami International University of Art and Design (2012)

Steven Graff, *assistant professor of piano*
BM, MM, The Juilliard School; DMA, City University of New York (2020)

Tanya Greenlee, *assistant professor of accounting*
BA, Wofford College; MAcc, Auburn University (2021); EdD, Converse University (2025)

Edward Griffin, *assistant professor of biology*
BS, Saint Michaels College; PhD, University of Alabama (2022)

Patrick Grof-Tisza, *assistant professor of biology*
BS, Frostburg State University; PhD, University of California, Davis (2024)

Jeffrey Howard, *assistant professor of English, director of the writing center*
PhD, Idaho State University (2022)

Annika Karlsen-Marshall *assistant professor, associate clinic director in the marriage and family therapy (UCG)*
BS/BA Weber State University; MA, Pepperdine University; PhD University of Georgia. (2020)

Margaret Lee, *assistant professor of education*
BA, North Carolina State University; MEd, Converse University; EdD, Gardner-Webb University. (2017)

Stefania Licata, *assistant professor of Hispanic studies*
BA, MA, Università degli Studi di Palermo; MA, PhD, Stony Brook University. (2017)

James Lies, *assistant professor of education*
BA, Anderson University; MEd, Furman University; EdD, Converse University (2022)

Jeff Martin, *assistant professor of education, professional leadership program*
BA, State University of NY; MA, Bowling Green State University; PhD, Clemson University. (2004)

Timothy McMurray, *assistant professor of music education and conductor of converse symphony*
BM, Brigham Young University; MM, DMA,

University of Utah (2024)

Cazembe Monds, *assistant professor of business administration*

AA, Bainbridge State College; BA, Morehouse College; PhD, Georgia State University (2025)

Moloud Nasiri, *assistant professor of computer science*

AA University of Tehran; BS Tehran Azad University; MS Qazvin University; MS, PHD, Clemson University (2023)

Allison Roux, *assistant professor of musical theatre dance*
BFA, The State University of New York; MFA, University of North Carolina - Greensboro (2022, 2023)

Aaron Peterson, *assistant professor of Leadership*
BS, St. Cloud State University; MS, Creighton University; EdD, Minnesota State University. (2023)

Deneisha Scott-Poe, *assistant professor of education*
MA, Appalachian State University; ABD, Virginia Tech University (2022)

Ray Royalty, *assistant professor of leadership*
BS, United States Military Academy at West Point; MBA, Winthrop University; EdD, The George Washington University. (2023)

Wynton Stephens, *assistant professor of business administration*
BS, Averett University; MBA Anderson University (2020)

Morgan Strickland, *assistant professor of marriage and family therapy, associate program director*
BA, The University of North Carolina; MS, East Carolina University; PhD, Florida State University

Jenna Tamisea, *assistant professor of theatre*
BA, University of Tulsa; MFA, Florida State University (2022, 2024)

Allison Vick, *assistant professor of politics*
BA, MPA, Augusta University; PhD, University of Georgia (2022)

Adelaide Watson, *assistant professor of education*
BA, MEd, EdD, Converse University (2022)

INSTRUCTORS

Vivianne Carey, *instructor of studio art: sculpture*
BFA, Converse University; MFA Winthrop University (2016)

Kelly Kennedy, *lecturer in marriage and family therapy*
BA, Clemson University; MA, University of Georgia Athens; PhD, University of Georgia. (2012, 2018)

Michael Massengale, *instructor of art*
AA, Anderson University; BS, Appalachian State University; MFA, University of Hartford. (2018)

Mildred A. Roche, *instructor of accompanying*
BM, Converse College; MusM, Boston University (1984)

Seal Nisbet Wilson, *instructor of education, director of Child and Family Studies program*
BS, Winthrop University; MA, Furman University; PhD, University of Southern University. (2018)

PROFESSIONAL LIBRARIANS

Wendi W. Arms, *music librarian, associate librarian*
BM, MM, Converse University. (1999, 2017)

Mark A. Collier, *coordinator of reference and collections, associate librarian*
AB, University of Georgia; MLIS, MA, Vanderbilt University. (1997)

Sarah Spigner, *cataloging librarian*
BMus, Converse University; PGDipl, Manchester Metropolitan University; MLIS, University of Alabama.

Wade M. Woodward, *director of Mickel Library, associate librarian*
BS, Mississippi State University; MLS, University of Mississippi; MA, Norwich University. (1992)

The Converse Alumni Association & Office of Alumni Relations

The purpose of the Converse Alumni Association is to connect alumni to Converse and to each other, to provide valued services to members of the Association, and to support the mission of the University. Anyone who has attended Converse College or Converse University for one academic year is considered as part of the Alumni Association.

The Converse Alumni Association Board is a volunteer board made up of Converse alumni. Each board member is nominated and selected for a two-year term and may continue to serve in various capacities for up to eight consecutive years. Board members are expected to attend at least two board meetings per year and participate in events held by the University and contribute to the Annual Fund. The Alumni Board is charged with supporting the goals of the Office of Alumni Relations set forth by the Director of Alumni Relations and Advisory Boards within Institutional Advancement.

Members of the Alumni Association Board are asked to provide ongoing support for Converse University, to communicate Converse's vision, mission, and to encourage a strong connection among the alumni network. The Board is charged with increasing the visibility and promote the successes of Converse alumni. They serve as a link to Converse and encourage alumni involvement in the areas of student recruitment, diversity, and equity as well as financial support and volunteerism.

The Office of Alumni Relations provides an array of programs and services for both undergraduate and graduate alumni. These programs and events are designed to serve alumni by keeping them in touch with each other and Converse. Programming includes the annual Converse Alumni Reunion; special events and receptions held across the country; View From the Tower a monthly electronic newsletter; and an annual Your Connection, alumni newsletter to keep our alumni network connected.

The Office of Alumni Relations plays a pivotal role in the transition from student to post-graduate alumni status and member of the Converse Alumni Association. The Office of Alumni Relations hosts an annual welcome tent on Freshmen Move-In Day, participates in Admissions open houses, holds a Legacy ceremony during commencement each year, and remains connected through participation in campus events throughout the academic year.

The Office of Alumni Relations collaborates with Converse College for Women to connect alumni and students through traditions like Big/Sis Lil/Sis week and the annual Thomas Family Senior Dinner, a celebration for graduating Seniors of the CCW held each May prior to Commencement.

The Directory for Correspondence

Please address inquiries as follows:

- Admissions, Dean of Admissions
- Alumnae interests, Director of Alumnae
- Expenses and business matters, Vice President for Finance & Administration
- Financial Assistance, Director of Financial Planning
- General Information, Chief Communications Officer
- School of Humanities, Sciences and Education, Dean of the School of Humanities, Sciences and Education
- School of Music, Director of The Petrie School of Music
- School of the Arts, Dean of the School of the Arts
- School of Business and Data Science, Dean of the School of Business and Data Science
- Student interests, Dean of Students
- Transcripts and academic reports, Registrar

NOTE: Information concerning the Graduate Studies program is available in the Graduate Catalog.

Campus Map



Campus Map

- | | | |
|--|---|--|
| 1. Johnson Plaza | 10. Kuhn Hall
Campus Technology Services
Lever Auditorium | 21. Blackman Music Hall
Daniel Recital Hall |
| 2. Wilson Hall
Administration
Admissions
Bain Room
Box Office
Dalton Lobby
Financial Planning Office
Gee Dining Room
Hazel B. Abbott/Laird Studio Theater
Institutional Advancement
Lee Parlor/Stackhouse Parlor
President's Office | 11. Peterkin Drive Parking | 22. Milliken Fine Arts Building
Milliken Art Gallery |
| 3. Barnet Commons | 12. John Bald Scene Shop | 23. Belk Parking Lot |
| 4. Campus Safety | 13. Facilities Management | 24. Sally Abney Rose Physical Activity
Complex and The Weisiger Center
Hannah Gym
Tennis Courts |
| 5. Pell Hall | 14. Dexter Parking Lot | 25. Marsha H. Gibbs Field House
Soccer Field |
| 6. Dexter Hall | 15. Montgomery Student Center
Barnet Room
Campus Bookstore
The Center for Professional Development
Dance Studios
Gibbs Chapel
Information Desk
Mail Room
Pool
SGA and Student Life Offices
Starbucks and Sub Connection | 26. Belk Hall |
| 7. Mickel Library
Writing Center | 16. The Heath
Howard Hall
Zimmerli Common | 27. Cudd Hall |
| 8. Carmichael Hall
Converse II Office
Hartness Auditorium
Provost
Registrar | 17. Kate Hall | 28. Williams Hall |
| 9. Ezell Hall
Graduate Programs | 18. Log Cabin | 29. The Quad |
| | 19. Rainey Amphitheatre | 30. Andrews Hall
Wellness Center |
| | 20. Phifer Science Hall
Dalton Auditorium | 31. Fleming Hall |
| | | 32. Twichell Auditorium |
| | | 33. Lawson Academy of the Arts |
| | | 34. Carnegie Building
Office of Accounting and Administration
Human Resources
Student Billing/Cash Receipts |
| | | 35. Twichell Parking Lot |
| | | 36. Fairview Parking Lot |
| | | 37. Twichell Delivery/Food Service |

Programs

Doctorate in Professional Leadership

Professional Leadership

Program Description

The EdD in Professional Leadership is a 60-hour program housed in the Education Department designed to allow individuals from a variety of professional backgrounds to enhance their preparation for leadership roles in a wide range of contexts. The focus is a background in theory and application to the professional context of the candidate's choosing. Unique characteristics of the program include the embedding of the traditional 5-chapter dissertation within the course work. Candidates who begin the program and continue through without interruption can complete the degree in three school years and the two summers in between by taking 6 graduate hours per semester/summer session. Cohorts begin in the fall semester only and proceed through the program as a group. This program is offered on the main Spartanburg campus and the University Center of Greenville.

Candidates must hold a master's degree, which can be in any discipline, from an accredited institution. A detailed transfer protocol is in place for candidates who may wish to complete a doctoral degree begun elsewhere at Converse. Credit may also be given for life experience through CAEL (Center for Adult Experimental Learning). All decisions must be made before a student begins EdD classes. Contact the program Director for transfer information.

Mission Statement/Program Goals

The purpose of the degree is to provide a terminal credential in leadership that may be applied to a variety of professional contexts.

Learning Objectives/Outcomes

1. Candidates will be able to produce writing that meets professional standards at the doctoral level.
2. Candidates will be able to deliver professional-quality oral presentation, including those incorporating technology, at the doctoral level
3. Candidates will develop an advanced level of knowledge of the theories, roles,

responsibilities, and necessary skills used in leadership in a variety of professional contexts.

4. Candidates will be able to analyze problems and synthesize information using critical thinking skills and offer defensible solutions within the professional leadership context.

Admission Requirements/Application

Procedures

Requirements for Admission

Applicants will be evaluated by reference to the following standards:

1. Academic Record
Applicants must have a master's degree from an accredited institution and normally have maintained at least a 3.0 average in that course of study.
2. Personal qualities
In evaluating the potential for leadership, the University will pay particular attention to the required references and to the Personal Statement, seeking evidence of strength of character, focus of purpose, and articulate expression through speaking and writing.
3. Standardized Test Scores
In general, the program seeks a 400 score or better on the Miller Analogies Test, however lower scores may be offset by exceptional references and strong GPA on previous degrees.

Application Process

To be considered for admission to the EdD program an applicant must submit the following credentials:

1. A completed application online;
2. \$40 application fee;
3. \$100 Graduate deposit fee;
4. Official undergraduate and graduate transcripts from all institution where a degree was awarded
5. Three letters of recommendations
6. A personal statement. This statement should be reflective on how your personal goals will be advanced by the EdD degree. Your personal statement should be approximately one page (250-300 words). In keeping with the Honor Tradition at Converse your essay must be entirely your own work. Organize your essay carefully. Be as specific as you can as you reflect on how Converse can help you.

Requirements for Degree

In order to earn the EdD degree the candidate must:

1. Complete an approved 60-hour program as outlined.
2. Maintain an overall B (3.0) average.
3. Pass common comprehensive exams.
4. Successfully complete a dissertation proposal defense.
5. Complete a standard 5-chapter dissertation.
6. Successfully complete a dissertation defense.
7. Request and complete the *Application for Degree* form by the deadline for May commencement.
8. Complete the graduate questionnaire, for which students will receive a link through their Converse e-mail.
9. Fulfill all financial obligations and have cleared any outstanding business with the University one week prior to commencement exercises.
10. Publish a completed/signed dissertation. Print versions required through Mickel Library.

Additional Information

A minimum of six (6) credit hours is required to be eligible for federal student aid, such as federal direct loans. Students in these programs enrolled in less than six (6) credit hours are ineligible for federal financial aid.

Program Coursework

Item #	Title	Credits
PLP 800	Leadership Theory	3
PLP 805	Legacies in Leadership	3
PLP 820	Current Issues in Leadership	3
PLP 825	Writing for Professionals	3
PLP 810	Organizational Theory	3
PLP 815	Personnel Theory	3
PLP 830	Cultural Diversity Awareness	3
PLP 835	Qualitative Research	3
PLP 840	Action Research	3
PLP 845	Data Analytics	3
PLP 855	Professional Communication	3
PLP 860	Technology for Professionals	3
PLP 865	Reporting Research Results	3
PLP 880	Research Analysis and Recommendations	3
PLP 890	Doctoral Capstone	6
Sub-Total Credits		48

Special Education Cognate Courses

Item #	Title	Credits
PLP 871	Special Education School Law	3
PLP 872	Advanced Educational Procedures for Exceptional Learners	3
PLP 873	Special Education Supervision and Administration	3
PLP 874	Special Education Leadership Practices	3
Sub-Total Credits		12

Business Cognate Courses

Item #	Title	Credits
PLP 850	Community Relations	3
PLP 870	Legislative Decision Making	3
PLP 875	Entrepreneurial Theory	3
PLP 885	Time and Project Management	3
Sub-Total Credits		12

Higher Education Administration Cognate Courses

Item #	Title	Credits
PLP 851	College Student Development	3
PLP 852	Conflict & Negotiation Fundamentals for Leaders	3
PLP 853	Trends in Higher Ed Leadership	3
PLP 854	Administration of Higher Education and Student Affairs	3
Sub-Total Credits		12
Total Credits		60

Educational Specialist

Administration and Supervision

Program Description

The Education Specialist (EdS) in Administration and Supervision is a program designed to prepare competent and effective leaders in all phases of school leadership and administration. Individuals interested in moving from the classroom to an administrative position will find this a challenging avenue of preparation. The Education Specialist in Administration and Supervision Program is designed to meet students at their present level and guide them through a quality course of study aimed at making them knowledgeable and employable as school administrators. Our courses are taught by veteran school and district administrators who understand the theory of school administrations and who have been in leadership roles. Through theoretical knowledge and practical experiences, our students develop the skills to become successful and effective school administrators. This program leads to PK-12 certification in the state of South Carolina.

Learning Objectives/Outcomes Objectives

Prospective administrators are required to:

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

9. Develop knowledge of school finance and its implication for fiscal responsibilities;
10. Develop insight into school organization and demonstrate competence in promoting a healthy school climate;
11. Demonstrate competence in understanding the role of the school in society, including emphasis on the need to re-focus the resources of the school and school system on recognized and emerging social concerns;
12. Demonstrate competence in group dynamics and interpersonal relationship skills, conflict management, and change strategies;
13. Demonstrate competence in developing programs for students with special needs;
14. Demonstrate competence in the management and use of information systems;
15. Demonstrate competence in supervision, classroom observation, evaluation, and conference skills; and
16. Demonstrate competence in conceptualizing the interrelatedness of the various disciplines in order to make curricular improvement

Learning Outcomes

1. Prospective administrators will demonstrate knowledge and skills related to school community relations.
2. The prospective administrators will exhibit effective observation and evaluation skills when observing classroom teachers.
3. The teacher will use research to improve student learning and school programs.

Clinical experiences for administrators are designed to help practicing and prospective educational administrators apply their knowledge of administration to the practical world of the public or private school. Typically, students will select, with assistance from the instructor, a major project or a series of smaller projects to develop, research, and complete. While library research may be called for, the emphasis is on solving actual administrative problems in the school or establishing procedures and programs related to leadership responsibilities of various administrators. Students receive guidance and assistance from school administrators as well as Converse instructors. Independent research and study are augmented by seminars.

The internship in administration attempts to articulate principles of educational leadership.

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

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

The internship is also designed to provide knowledge of available computer software and the skills necessary to use computer information systems in a public school setting. Practicum interns will turn in their written work before the end of the semester in which the practicum is completed.

Admission Requirements/Application Procedures

Requirements for Admission

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

1. *Academic Record*
Applicants must have earned a master's degree from an accredited institution and normally have maintained at least a 3.0 average in that course of study. High Praxis II scores are also required to demonstrate academic ability
2. *Teaching Ability*
The record of the applicant must show at least three years of successful full-time teaching and high recommendations as an instructor.
3. *Personal Qualities*
In evaluating the potential for leadership, the

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

Application Procedure

To be considered for admission to the EdS program an applicant should submit the following credentials:

1. A completed application online
2. \$40 application fee;
3. \$100 Graduate Deposit fee;
4. Official undergraduate and graduate transcripts from all colleges attended;
5. NTE/Praxis II scores;
6. Three letters of recommendation;
7. An appropriate master's degree for teaching at the elementary or secondary school level;
8. Three years teaching experience
9. A 3.0 GPA in their master's degree from an accredited institution
10. Valid teacher's certificate; and
11. A personal statement. This statement should be a reflection on how your personal goals as an educator tie with the Converse concept of the "Ideal" Educator. This ideal is derived from the Converse University 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." How do you see your Converse graduate program helping you "to see clearly, decide wisely, and to act justly"? Your personal statement should be approximately one page (250–300 words). In keeping with the Honor Tradition at Converse, your essay must be entirely your own work. Organize your essay clearly, proofread and spell-check your essay carefully. Be as specific as you can as you reflect on how Converse can help you become the "Ideal" Educator.
12. Completed essay

Requirements for Degree

In order to earn the EdS degree the candidate must:

1. Complete an approved 30-hour program as outlined within a five-year period from initial matriculation (up to nine hours of graduate transfer work may be accepted toward the degree, but all such work must be completed within five years of beginning the

program. In no case can work completed as part of a master's degree be applied to the EdS);

2. Maintain an overall B (3.0) average;
3. Submit score on Praxis II (Educational Administration and Supervision); maintain a portfolio of specified work;
4. Request and complete the *Application for Degree* form by the deadline for May Commencement;
5. Complete certification form in the Graduate Studies Office; and
6. Complete the graduate questionnaire, for which students will receive a link through their Converse email; and
7. Fulfill all financial obligations and have cleared any outstanding business with the University one week prior to the Commencement exercises.

Assessments

1. Praxis II in Educational Leadership Administration/Supervision
2. Portfolio over two semesters of the Internship

Program Coursework

A minimum of six (6) credit hours is required to be eligible for federal student aid, such as federal direct loans. Students in these programs enrolled in less than six (6) credit hours are ineligible for federal financial aid.

Additional Information

THE CONVERSE ELECTRONIC SYSTEM POWERED BY STUDENT LEARNING & LICENSURE (SLL)

All EdS candidates are required to purchase SLL. Candidates submit portfolios, projects, or other work samples via the Converse electronic system powered by SLL. Professors assess candidate work through this online system as well. The Education Department uses SLL to track candidate performance and to measure program effectiveness.

SLL accounts are active for the duration of a candidate's degree program plus a year or a total of five years, whichever is greater.

Program Coursework

Item #	Title	Credits
EDU 600	General School Administration	3
EDU 602	Principles and Practices of School Supervision	3
EDU 604	School-Community Relations	3
EDU 605	School Personnel Administration: Evaluation	3
EDU 626A	Internship for School Leaders I	3
EDU 626B	Internship for School Leaders II	3
EDU 610	Seminar in School Law	3
EDU 611	School Finance	3
EDU 620	Curriculum Development	3
EDU 621	Educational Research and Evaluation of Instruction	3
Total Credits		30

Literacy

Program Description

The Education Specialist (EdS) in Literacy degree prepares exemplary professionals to provide leadership in literacy at local and state levels and is offered 100% online. It is designed to help students achieve their academic and career goals on their schedule.

The Education Specialist in Literacy online program consists of 36 hours and includes literacy leadership, literacy coaching, trends and issues in literacy education, writing, diverse learners, and disciplinary literacy dealing with the theories, methods and materials for reading, reading instruction, language, language instruction, reading assessment and diagnosis. Candidates complete a capstone action research project to study literacy initiatives and identify best practices in the area of literacy education in their classrooms, schools, or districts. The program fulfills a Master's + 30 requirement and leads to the Literacy Teacher or Literacy Coach SC certification endorsement.

Learning Objectives/Outcomes

1. Candidates will analyze the strengths/weaknesses of a students' reading ability.
2. Candidates will develop a professional literacy plan that incorporates instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in literacy.

- Candidates will apply understanding of research methodology to pose questions, collect, and analyze data and improve literacy practice.

Admission Requirements/Application Procedures

Requirements for Admission

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

- Academic Record*
Applicants must have earned a master's degree from an accredited institution and normally have maintained at least a 3.0 average in that course of study. High Praxis II scores are also required to demonstrate academic ability.
- Teaching Ability*
The record of the applicant must show at least three years of successful full-time teaching and high recommendations as an instructor.
- Personal Qualities*
In evaluating the potential for leadership, the University will pay particular attention to the required letters of recommendation, seeking evidence of strength of character, skill in decision-making, and a talent for articulate speaking and writing.

Application Procedure

To be considered for admission to the EdS program an applicant should submit the following credentials:

- A completed application online
- \$40 application fee
- \$100 Graduate Deposit Fee;
- Official undergraduate and graduate transcripts from all colleges attended
- NTE/Praxis II scores
- Three letters of recommendation
- Three years of teaching experience
- An appropriate master's degree for teaching at the elementary or secondary school level
- A 3.0 GPA in their master's degree from an accredited institution
- A valid teacher's certificate

- A personal statement. This statement should be a reflection on how your personal goals as an educator tie with the Converse concept of the "Ideal" Educator. This ideal is derived from the Converse University 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." How do you see your Converse graduate program helping you "to see clearly, decide wisely, and to act justly"? Your personal statement should be approximately one page (250-300 words). In keeping with the Honor Tradition at Converse, your essay must be entirely your own work. Organize your essay clearly, proofread, and spell-check your essay carefully. Be as specific as you can as you reflect on how Converse can help you become the "Ideal" Educator.
- Completed essay

Program Coursework

See the Converse website (www.converse.edu) for the current course requirements for this degree.

Additional Information

THE CONVERSE ELECTRONIC SYSTEM POWERED BY STUDENT LEARNING & LICENSURE (SLL)

All EdS candidates are required to purchase SLL. Candidates submit work via the Converse electronic system powered by SLL. Professors assess candidate work through this online system as well. The Education Department uses SLL to track candidate performance and to measure program effectiveness.

SLL accounts are active for the duration of a candidate's degree program plus a year or a total of five years, whichever is greater.

Required Courses

Item #	Title	Credits
EDU 612	R2S Foundations of Reading	3
EDU 613	R2S Instructional Practices	3
EDU 516	Coaching for Literacy Education	3
EDU 617	Curriculum and Instruction: Trends and Issues	3
EDU 614	R2S Assessment of Reading	3
EDU 522	Methods of Teaching Writing in the Content Areas	3
EDU 616	Advanced Studies in Literacy Coaching	3
EDU 618	R2S Content Area Reading and Writing for Early Childhood and Elementary Teachers	3
EDU 525b	Teaching Reading and Writing in the Content Areas/elementary	3
EDU 615	Reading Instruction and Assessment for Diverse Learners	3
EDU 555	Diversity in the Classroom	3
EDU 619A	MED: Theories and Designs in Action Research	3
EDU 619B	MED: Action Research Implementation	3

R2S denotes South Carolina Department of Education approved Read to Succeed Courses. R2S courses include:

- **EDU 612**
- **EDU 613**
- **EDU 614**
- **EDU 618**
- **EDU 525**

Total Credits	39
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Master of Arts in Teaching

Requirements for Admission

1. Graduation from an accredited University;
2. Overall GPA of at least 2.75 on a 4.0 scale for full admission;
3. A major undergraduate program appropriate for requested teaching area;
4. A completed online application
5. \$40.00 application fee;
6. \$100 Graduate Deposit Fee;
7. Two letters of recommendation, one of which must be from an academic source. (Ideally, this will be from a professor who taught the applicant in one or more courses);
8. Official transcripts from all University's attended; and
9. Admissions will require a competitive score on the internal Miller Analogies Test.
10. A personal statement. This statement should be a reflection on how your personal goals as an educator tie with the Converse concept of the "Ideal" Educator. This ideal is derived from the Converse University 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." How do you see your Converse graduate program helping you "to see clearly, decide wisely, and to act justly"? Your personal statement should be approximately one page (250 - 300 words). In keeping with the Honor Tradition at Converse, your essay must be entirely your own work. Organize your essay clearly, proofread, and spell-check your essay carefully. Be as specific as you can as you reflect on how Converse can help you become the "Ideal" Educator.
11. MAT Art Education applicants must submit a digital portfolio of 10-15 works along with a listing of works/media, an artist statement, and schedule an interview with the Program Coordinator for Art Education prior to admission.

All applications will come before the Graduate Admissions Committee. The Committee will accept applicants fully or provisionally, defer applicants, or reject applicants based on its determination of likelihood for success in graduate studies. Having the minimal credentials does not guarantee a student's admission.

Prospective students may wish to schedule an appointment with the program director in their area of study.

The Converse Electronic System Powered by Student Learning & Licensure (SLL)

All MAT candidates are required to purchase SLL. Candidates submit a minimum of six to eight lesson plans, portfolios, projects, or other work samples via the Converse electronic system powered by SLL. Professors assess candidate work through this online system as well. The Education Department uses SLL to track candidate performance and to measure program effectiveness.

SLL accounts are active for the duration of a candidate's degree program plus a year or a total of five years, whichever is greater.

Requirements for 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.

Apply for admission to the Teacher Education Admission Program after the completion of EDU560, Introduction to Education, and passing of Clinical I, and after you have met all of the following criteria:

1. Accepting score on the Millers Analogy Test
2. Statement of Disclosure-prior felony misdemeanor convictions

Requirements for Degree

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

1. Complete an approved program in one of the designated areas within a five-year period from the first graduate course counted toward the MAT degree program. (Program completion depends upon the number of courses taken each semester.

Normally, a minimum of two years is necessary to complete an initial certification program);

2. Submit Praxis II scores (Specialty Area) from designated area of degree;
3. Maintain an overall B (3.0) average. (Secondary and Middle Level teachers must maintain a B average in Content Area courses as well as overall program coursework.);
4. Have all transfer work sent to the Registrar, and approved by their appropriate dean, and program advisor, by the deadline to submit the *Application for Degree* form;
5. Complete all coursework, including any incomplete courses, with grades submitted to the Registrar by the required date for graduates at the end of the spring term;
6. Request and complete the *Application for Degree* form by the deadline for May Commencement;
7. Complete the graduate questionnaire, for which students will receive a link through their Converse email; and
8. Fulfill all financial obligations and have cleared any outstanding business with the University one week prior to the Commencement exercises.

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

Registration For Classes

Students may register online, by mail or on-site prior to the beginning of classes. See Academic Calendar for specific dates.

Standardized Tests

Prerequisite for admission to the teacher Education program is an accepting score on the internal Miller Analogy Test (MAT). Program completers at the Graduate level are defined as those students who receive a Master of Arts in Teaching Degree, complete a graduate Teacher Education Program that includes student teaching, and demonstrate mastery of content by obtaining a passing score on the Praxis II and Principles of Learning and Teaching (PLT).

Clinical Experiences

The teacher education curriculum at Converse University includes sequential clinical experiences in public school settings. A candidate must

complete at least two of these clinical experiences prior to student teaching. The state of South Carolina requires a SLED background check and a clear TB test report for anyone entering a public school classroom for a clinical experience. Visit: <http://tinyurl.com/Clinicals>

Student Teaching

Student teaching is the capstone experience for the candidate who completes a program in any one of the initial certification areas. Prior to student teaching, candidates complete course work, examinations, clinical experiences, and other requirements. During student teaching the candidates have opportunities to apply the theories and principles they have studied during their course work in teacher education. The student teaching experience includes sixty full days in the classroom during the spring or fall term and carries nine credit hours. Candidates are required by the State of South Carolina to complete an application for student teaching one year in advance of the student teaching term. Complete instructions are available in the Graduate Studies office. Placement requests are due by September 15 for the following Spring term and March 1 for the following Fall term. Placements must be in a public school located in the upstate of South Carolina. Generally, this would include Greenville, Spartanburg, Cherokee and Union counties.

Art Education

Program Description

The MAT in Art Education at Converse University is a minimum of 45 graduate credit hours in art education, studio art, art history, general education, and psychology and includes intensive practical clinical and classroom experiences. The program is designed to prepare the graduate student who is seeking initial teacher certification through coursework and experiences pertaining to teaching Pre-K-12 art students. The program employs the artist/researcher/teacher model to ensure best practices in art education are demonstrated.

Mission Statement/Program Goals

The mission of the MAT in Art Education at Converse University is to prepare the graduate student for Initial certification in art and to advance the graduate student's competencies as an artist. The focus is on developing curricula and providing appropriate instructional methods for teaching art in grades Pre-K-12, as well as

identifying and appropriately serving students in special populations (gifted, underachievers, minorities, special needs, etc.). Adding to past studio art experiences, and the study of art history is a facet of the art education program. Intensive practical classroom experience completes the educational program for pre-professionals in art education.

Learning Objectives/Outcomes

1. Candidates will demonstrate competencies in art production and art history.
2. Candidates will demonstrate competencies in art education by advancing through the education component benchmarks.
3. Candidates will articulate verbal and written mastery of an understanding artistic styles and principles.
4. Candidates will model the professional components of the field of art education.

Program Coursework

Required courses: Teacher candidates may only take courses in Benchmark 1 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.

Coursework

Item #	Title	Credits
EDU 560	Introduction to Education	3
PSY 580	Human Growth and Development Emotional Disturbances	3
	ART 516 or ART 500	3
	ART 500L or ART 516L	1-2
EDU 525a	R2S Content Reading and Writing for Middle School and High School Teacher	3
Sub-Total Credits		13-14

- EDU 560, PSY 580: These courses can be taken in Benchmark I.
- EDU 525a: Must be taken concurrently with ART516 & ART516L, whether taken in Benchmark 1 or 2.

Benchmark I

Item #	Title	Credits
ART 501	School Art Curriculum and Methods	3
ART 502	Contemporary Problems in Art Education	3
ART 503	History and Philosophy of Art Education	3
ART 510	The Creative Process for Educators	3
ART 560	Research in Art Education	3
ART 588	Multicultural Art Education	3
ART 512	Graduate Book Arts	3
ART 513	Graduate Drawing	3
ART 520	Graduate Printmaking	3
ART 524	Digital Media and Graphic Design	3
EDU 525a	R2S Content Reading and Writing for Middle School and High School Teacher	3
ART 530	Graduate Ceramics	3
ART 535	Studio Material Culture	3
ART 540	Graduate Photography	3
ART 571	Graduate Painting	3
ART 572	Graduate Sculpture	3
ART 505	Nineteenth Century Art	3
ART 507	American Art	3
ART 506	Early Twentieth Century Art	3
ART 509	Twentieth Century Art Since 1945	3
ART 515	Women in Art	3
ART 599	Special Topics in Art	3
Sub-Total Credits		66

Benchmark II

Item #	Title	Credits
	ART 516 or ART 500	3
	ART 500L or ART 516L	1-2
ART 501	School Art Curriculum and Methods	3
ART 502	Contemporary Problems in Art Education	3
ART 565	Graduate Exhibition	0
Sub-Total Credits		10-11

Benchmark III

Item #	Title	Credits
EDU 512h	Directed Student Teaching: Art Education	9
Sub-Total Credits		9
Total Credits		98-100

Early Childhood Education

Program Description

The early childhood major is a program designed for students interested in working with children in pre-kindergarten through sixth grade. This program leads to pK-6 certification in South Carolina. The early childhood major combines observations of young children, instructional methodology, program planning for pK-6 children, and information about the child's social, emotional, physical and intellectual development.

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

Mission Statement/Program Goals

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

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

Learning Objectives/Outcomes

1. Candidates will analyze child development and learning
2. Candidates will examine family and community relationships.
3. Candidates will observe, document, and assess to support young children and families.
4. Candidates will employ developmentally effective approaches.
5. Candidates will use content knowledge to build meaningful curriculum.

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

1. Demonstrate their knowledge of the content in this field;
2. Plan, implement and assess instruction in simulated settings and in real classroom settings;
3. Organize and manage effectively a preK-3 grade placement in the public schools; and
4. Demonstrate computer proficiency in instructional technology including the knowledge of skills, strategies, software and

hardware to be used in classroom management and computer-assisted instruction.

Program Coursework

Required courses: Teacher candidates may only take courses in Benchmark 1 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.

Benchmark I

Item #	Title	Credits
EDU 560	Introduction to Education	3
PSY 580	Human Growth and Development Emotional Disturbances	3
EDU 507	Reading/language Arts in the pK-6 Classroom	3
EDU 500A	Clinical I: Reading	1
EDU 519	Elementary School Curriculum	3
EDU 523	Behavior and Development of the Young Child	3
EDU 533	Literature for the Child	3
EDU 537	Methods and Materials for Early Childhood/Elementary	3
EDU 621	Educational Research and Evaluation of Instruction	3
SED 500	Introduction to Exceptional Learners	3
HPE 593	Health and Physical Education for the Elementary Teacher	3
Sub-Total Credits		31

- EDU 560: must be first course.
- PSY 580: must be one of 1st courses.
- SED 500 & HPE 593: Approved elective for graduate student only! May be taken in Benchmark II.

Benchmark II

Item #	Title	Credits
EDU 500B	Clinical II: Early Childhood Education	3
EDU 503	Mathematics for the Elementary Child	3
EDU 535	Curriculum for Early Childhood and Elementary	3
Sub-Total Credits		9

Benchmark III

Item #	Title	Credits
EDU 512b	Directed Student Teaching: Early Childhood	6
Sub-Total Credits		6
Total Credits		46

Elementary Education

Program Description

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

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

Mission Statement/Program Goals

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

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

Learning Objectives/Outcomes

1. Candidates will use teaching strategies that encourage students' development of critical thinking and problem solving
2. Candidates apply concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills.
3. Candidates use formal and informal assessment strategies to plan, evaluate and strengthen instruction.

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

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

Program Coursework

Required courses: Teacher candidates may only take courses in Benchmark 1 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.

Benchmark I

NOTE: All background/medical requirements completed BEFORE admission to EDU501, EDU500a

Item #	Title	Credits
EDU 560	Introduction to Education	3
EDU 561	Curriculum Design and Assessment	3
PSY 580	Human Growth and Development Emotional Disturbances	3
EDU 533	Literature for the Child	3
EDU 501	Reading/language Arts in the Elementary Classroom	3
EDU 500A	Clinical I: Reading	1
EDU 572	Diagnostics and Methods in the pK-6 Classroom	3
EDU 519	Elementary School Curriculum	3
SED 500	Introduction to Exceptional Learners	3
	EDU 621 or EDU 567	3
HPE 593	Health and Physical Education for the Elementary Teacher	3
Sub-Total Credits		31

- EDU 572, EDU 519, SED 500, EDU 621, EDU 567, HPE 593: May be taken in Benchmark II

Benchmark II

Item #	Title	Credits
EDU 503	Mathematics for the Elementary Child	3
EDU 524	Science for the Elementary Child	3
EDU 541	Social Studies for the Child	3
EDU 500C	Clinical II: Elementary Education	3
EDU 536	Language Arts: Integrating Intermediate Reading and Writing	3
EDU 506	K-6 Classroom Management, Discipline, and Law	3
Sub-Total Credits		18

Benchmark III

Item #	Title	Credits
EDU 512a	Directed Student Teaching: Elementary	6
Sub-Total Credits		6

- Praxis II & PLT exams are prerequisite to licensure-must take before or during this term.

Total Credits 36-60

Initial Certification in Middle Level: Language Arts, Mathematics, Science, & Social Studies

Program Description

This program is for students who have already earned a baccalaureate degree in a field other than education. The purpose of the Converse University Middle Level MAT is to prepare highly qualified teachers who embody the fourteen characteristics identified by the NMSA's *This We Believe In Action: Implementing Successful Middle Level Schools* (2005) to work in successful middle schools. After completing certification requirements students will be certified to teach in Grades 5-8 in the subjects in which they qualify.

Students in the Middle Level Program must take the Praxis II Subject Assessment for their area, and the Praxis Principles of Learning and Teaching. Students applying to the program must have a 2.75 on a 4.0 scale and must have 21 hours in content area course work at the 200 level or above.

Mission Statement/Program Goals

Our long-term goal is to develop cultural characteristics and school practices that reflect the needs of the middle school students and the middle school philosophy. These 14 characteristics and school practices that are reflected in our goals are:

1. high expectations;
2. courageous, collaborative leadership;
3. active learning;
4. adult advocates;
5. shared vision;
6. safe environment;
7. knowledgeable educators; and
8. school-initiated partnerships;
9. relevant, challenging, integrative exploratory curriculum;
10. assessment and evaluation;
11. organizational structures;
12. multiple learning and teaching approaches;
13. health, wellness and safety; and
14. guidance and support.

Preparing candidates in a thorough understanding of these characteristics and what they look like in a real school setting will make our candidates uniquely prepared to teach in a middle level school.

Learning Objectives/Outcomes

1. Candidates will analyze adolescent development and learning
2. Candidates will observe, document, assess, and support a struggling reader
3. Candidates will employ developmentally appropriate approaches
4. Candidates will use content knowledge to build meaningful curriculum.

Program Coursework

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.

Additional Information Program Areas

The MAT in Middle Level Education has a minimum of 45 graduate semester hours. The program will consist of 36 hours in Professional Education and 9 to 18 hours in content area courses. The number of content hours required may vary depending on student post-secondary academic background. Those coming from backgrounds other than these four content areas

would naturally have to take more content area courses to develop expertise in that content area. Students must maintain a GPA of 3.0 in content area courses as well as a 3.0 GPA in overall program coursework.

- **Middle Level Language Arts**
- **Middle Level Mathematics**
- **Middle Level Science**
- **Middle Level Social Studies**

All of the courses in the MAT in Middle Level Education Program are designed to develop, improve, and continually upgrade the process in which our candidates seek to improve on ways they can develop knowledge of their students and their fields. Further, these courses are designed to keep their students engaged in learning, to provide a caring and challenging environment, to use a variety of texts to promote opportunities to learn acceptance and appreciation of others, to continue to develop instructional resources, to set attainable and worthwhile learning goals for students, and to develop meaningful learning opportunities for their students. A component for self- reflection and growth is included in each of the core courses as well as the content area courses.

Content Courses (9 hours minimum)

15 hours in the content area can come from undergraduate courses

Item #	Title	Credits
	Content course	3
	Content course	3
	Content course	3
Sub-Total Credits		9

Benchmark I

Item #	Title	Credits
EDU 560	Introduction to Education	3
SED 500	Introduction to Exceptional Learners	3
PSY 580	Human Growth and Development Emotional Disturbances	3
EDU 575	Middle Level Philosophy and School Organization	3
EDU 574	Middle Level Adolescents	3
EDU 576	Middle Level Pedagogy and Assessment	3
	EDU 55X: Methods	3
EDU 555	Diversity in the Classroom	3
EDU 500H	Clinical I: Middle Level	3
EDU 612	R2S Foundations of Reading	3
Sub-Total Credits		30

- EDU 560: Must be 1st course
- EDU 555, EDU 612: Must be taken in Benchmark II

Benchmark II

Item #	Title	Credits
EDU 562	Teaching Reading and Writing in the Middle Level Content Area	3
EDU 500I	Clinical II: Middle Level Complete at least 100 Clinical hours	0
Sub-Total Credits		3

Benchmark III

Item #	Title	Credits
EDU 512d	Directed Student Teaching: Middle Level	6
Sub-Total Credits		6
Total Credits		36-51

Initial Certification in Secondary Level: English & Social Studies

Program Description

Secondary education at Converse is designed to prepare students to become well-qualified teachers and certified professionals. The graduate student who wishes to teach in grades 9-12 must meet the admission requirements specified in this *Catalog*. All secondary areas require a minimum of 18 semester hours at the

graduate level in the content subject (English, Social Studies, or Math) Different states have different requirements; it is imperative that students are careful in planning their program, particularly if they plan to teach in a state other than South Carolina.

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

These competencies include:

1. Diagnosing entry level skills of students;
2. Observing and evaluating pupil progress and performance;
3. Using media and technology appropriate for the subject;
4. Varying instructional activities;
5. Employing a wide number of methods and techniques;
6. Demonstrating a thorough knowledge of the content area;
7. Preparing daily and unit lesson plans;
8. Involving students in the learning process by use of such techniques as inquiry and discovery;
9. Communicating and presenting his/her understanding and appreciation of his/her subject; and
10. Relating the academic knowledge to the methodological skills and to his/her understanding of the nature of secondary students

Mission Statement/Program Goals

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

Learning Objectives/Outcomes Objectives

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

1. Analyze adolescent development and learning
2. Observe, document, assess, and support a struggling reader

3. Employ developmentally appropriate approaches
4. Use content knowledge to build meaningful curriculum.
5. Show an appreciation of his/her chosen area of specialization and convey that appreciation to his/her students;
6. Describe the relationship of his/her subject to the secondary school and to the contemporary world; and
7. Demonstrate those skills and teaching methods that will enable him/her to present and communicate his/her subject matter effectively to his/her students at their level of understanding.

Outcomes

1. Candidates will analyze adolescent development and learning.
2. Candidates will observe, document, and assess and support a struggling reader.
3. Candidates will employ developmentally appropriate approaches.
4. Candidates will use content knowledge to build meaningful curriculum.

English (Leading to Certification in English, Secondary)

Program Description

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

The candidate must maintain a GPA of 3.0 in content area courses as well as a 3.0 GPA in overall program coursework. The candidate takes the PRAXIS II examination before the completion of student teaching.

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

Program Goals

1. Candidates will analyze adolescent development and learning
2. Candidates will observe, document, assess, and support a struggling reader
3. Candidates will employ developmentally appropriate approaches
4. Candidates will use content knowledge to build meaningful curriculum.

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

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

Program Coursework

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.

Required Content Course Taken as Undergraduate or Graduate

(9-18 hours required at the Graduate Level)

Content courses may be taken in Benchmark II and must include the following:

Item #	Title	Credits
ENG 595	History of the Language	3
ENG 596	Modern English Grammar	3
ENG 540	Nineteenth Century British Literature	3
ENG 560	Twentieth Century British Literature	3
ENG 520	Shakespeare	3
ENG 550	Nineteenth Century American Literature	3
ENG 561	Twentieth Century American Literature	3
ENG 594	Literary Criticism	3
ENG 515	Adolescent Literature	3
ENG 505	World Literature	3
Sub-Total Credits		30

- ENG 540, ENG 560: Required at graduate level
- ENG 520: Must be Shakespeare if not taken as UG
- ENG 550, ENG 561: Required at graduate level

Benchmark I Core Courses

Item #	Title	Credits
EDU 560	Introduction to Education	3
EDU 547	Secondary English/ Language Arts Methods	3
EDU 500D	Clinical I: Secondary	3
EDU 567	Educational Psychology	3
SED 500	Introduction to Exceptional Learners	3
EDU 612	R2S Foundations of Reading	3
Sub-Total Credits		18

- EDU 567, SED 500, EDU 612: Must be taken in Benchmark II. Must have content courses to be admitted or take while taking EDU courses.

Benchmark II Core Courses

Item #	Title	Credits
EDU 525a	R2S Content Reading and Writing for Middle School and High School Teacher	3
EDU 500E	Clinical II: Content Reading Complete at least 100 Clinical hours	0
Sub-Total Credits		3

Benchmark III Core Courses

Item #	Title	Credits
EDU 532	Directed Student Teaching: Secondary	6
Sub-Total Credits		6

Social Studies (Leading to Certification in Social Studies, Secondary)

Program Description

The candidate of social studies at the secondary level (grades 9-12) must complete a major that includes economics, history, politics, psychology and sociology. Each of these majors is described in detail in the *Catalog*. In addition, candidates in social studies must complete courses in professional education.

The candidate must maintain a GPA of 3.0 in content area courses as well as a 3.0 GPA in overall program coursework. The candidate takes the PRAXIS II examinations before the completion of student teaching.

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

Program Goals

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

1. Candidates will analyze adolescent development and learning
2. Candidates will observe, document, assess, and support a struggling reader
3. Candidates will employ developmentally appropriate approaches
4. Candidates will use content knowledge to build meaningful curriculum.

Converse candidates who complete a secondary education program in social studies will be able to: Demonstrate their knowledge of the content in this field;

1. Plan, implement and assess instruction in simulated settings and in real classroom settings;
2. Organize and manage effectively a 9-12 grade placement in the public schools; and
3. Demonstrate computer proficiency in instructional technology including the knowledge of skills, strategies, software and hardware to be used in classroom management and computer-assisted instruction.

Program Coursework

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.

Benchmark I

Item #	Title	Credits
	United States History	3
	United States History	3
	European History	3
	European History	3
	World Studies and/or Non Western World Geography	3
	Non-Western History elective	3
Sub-Total Credits		18

Courses from economics, government, geography, history, psychology, and sociology must be covered in your undergrad or graduate program. At the graduate level, you must have at least two areas in addition to history.

Secondary Minor: 36 hours

Item #	Title	Credits
EDU 560	Introduction to Education	3
PSY 580	Human Growth and Development Emotional Disturbances	3
EDU 546	Secondary Curriculum and Methods for Social Studies	3
EDU 500D	Clinical I: Secondary	3
EDU 567	Educational Psychology	3
SED 500	Introduction to Exceptional Learners	3
EDU 555	Diversity in the Classroom	3
EDU 612	R2S Foundations of Reading	3
Sub-Total Credits		24

- EDU 567, SED 500, EDU 555, EDU 612: These courses may be taken in Benchmark II as well as Benchmark I

Benchmark II

Item #	Title	Credits
EDU 525b	Teaching Reading and Writing in the Content Areas/elementary	3
EDU 500E	Clinical II: Content Reading Complete at least 100 Clinical hours	0
Sub-Total Credits		3

Benchmark III

Item #	Title	Credits
EDU 532	Directed Student Teaching: Secondary	6
Sub-Total Credits		6
Total Credits		36-57

Special Education: Intellectual Disabilities

Program Description

This program provides preparation leading to certification in the area of Intellectual Disabilities and Elementary Education. Instruction in special education, elementary education, and psychology is designed to give the prospective teacher a strong background for working with students with intellectual disabilities. Directed student teaching is arranged in area public schools. Adding multiple certifications is possible by completing additional courses and obtaining passing scores on the Praxis II examinations.

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

Mission Statement/Program Goals

The goals of the Intellectual Disabilities program at Converse are to:

1. Provide a thorough course of study in human growth and development;
2. Develop skills in appropriate pedagogy and classroom management; and
3. Promote a broad knowledge of the history, theory, and professional practices that are related to students with intellectual disabilities.

Learning Objectives/Outcomes

1. Beginning teacher candidates will provide meaningful and challenging learning experiences.

2. Beginning teacher candidates will use multiple methods of assessment and data sources in making educational decisions.
3. Beginning teacher candidates will use knowledge of general and specialized curricula to individualize learning and to select, adapt, and use a repertoire of evidence-based instructional strategies.
4. Beginning teacher candidates will practice collaboration with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies.

Converse students who complete a major in Intellectual Disabilities will be able to:

1. Demonstrate their knowledge of the content in this field;
2. Plan, implement, and assess instruction in simulated settings and in real classroom settings;
3. Organize and manage effectively both resource and self-contained models of classrooms for students with intellectual disabilities; and
4. Demonstrate computer proficiency in instructional technology including the knowledge of skills, strategies, software and hardware to be used in classroom management and computer-assisted instruction.

Program Coursework

Required courses: Teacher candidates may only take courses in Benchmark 1 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.

Benchmark 1

Item #	Title	Credits
EDU 560	Introduction to Education	3
PSY 580	Human Growth and Development Emotional Disturbances	3
EDU 501	Reading/language Arts in the Elementary Classroom	3
EDU 500A	Clinical I: Reading	1
EDU 533	Literature for the Child	3
SED 500	Introduction to Exceptional Learners	3
SED 561	Language Development & Disabilities	3
SED 580	Introduction to Intellectual Disabilities	3
SED 595	Introduction to Learning Disabilities	3
SED 597	Introduction to Emotional Disabilities	3
Sub-Total Credits		28

Benchmark II

Item #	Title	Credits
EDU 503	Mathematics for the Elementary Child	3
EDU 524	Science for the Elementary Child	3
EDU 541	Social Studies for the Child	3
EDU 578	Reading and Learning Strategies	3
SED 505	Behavior and Classroom Management	3
SED 576	Assessment of Exceptional Learners	3
SED 582a	Clinical II: Practicum in Intellectual Disabilities	3
SED 586	Educational Procedures for Intellectual Disabilities	3
SED 598	Educational Procedures for Emotional Disabilities	3
Sub-Total Credits		27

Benchmark III

Item #	Title	Credits
SED 512g	Directed Student Teaching: Intellectual Disabilities	6
Sub-Total Credits		6
Total Credits		61

Special Education: Learning Disabilities

Program Description

This program provides preparation leading to certification in the areas of Learning Disabilities and Elementary Education. Instruction in special education, elementary education, and psychology is designed to give the prospective teacher a strong background for working with students with learning disabilities in grades K-12. Directed student teaching is arranged in area public schools. Adding multiple certifications is possible by completing additional courses and obtaining passing scores on the PRAXIS II examinations.

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

Mission Statement/Program Goals

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

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

Learning Objectives/Outcomes

1. Beginning teacher candidates will provide meaningful and challenging learning experiences.
2. Beginning teacher candidates will use multiple methods of assessment and data-sources in making educational decisions.
3. Beginning teacher candidates will use knowledge of general and specialized curricula to individualize learning and to select, adapt, and use a repertoire of evidence-based instructional strategies.
4. Beginning teacher candidates will practice collaborations with families other educators, related service providers, individuals with exceptionalities, and personnel from community agencies.

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

1. Demonstrate their knowledge of the content in this field;

2. Plan, implement, and assess instruction in simulated settings and in real classroom settings;
3. Organize and manage effectively both resource and self-contained models of K-12 classrooms in learning disabilities; and
4. Demonstrate computer proficiency in instructional technology including the knowledge of skills, strategies, software and hardware to be used in classroom management and computer-assisted instruction.

Program Coursework

Required courses: Teacher candidates may only take courses in Benchmark 1 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.

Benchmark I

Item #	Title	Credits
EDU 560	Introduction to Education	3
PSY 580	Human Growth and Development Emotional Disturbances	3
EDU 501	Reading/language Arts in the Elementary Classroom	3
EDU 500A	Clinical I: Reading	1
EDU 533	Literature for the Child	3
SED 500	Introduction to Exceptional Learners	3
SED 561	Language Development & Disabilities	3
SED 595	Introduction to Learning Disabilities	3
SED 597	Introduction to Emotional Disabilities	3
Sub-Total Credits		25

Benchmark II

Item #	Title	Credits
EDU 503	Mathematics for the Elementary Child	3
EDU 524	Science for the Elementary Child	3
EDU 541	Social Studies for the Child	3
EDU 578	Reading and Learning Strategies	3
SED 505	Behavior and Classroom Management	3
SED 576	Assessment of Exceptional Learners	3
SED 582b	Clinical II: Practicum in Learning Disabilities	3
SED 596	Educational Procedures for Learning Disabilities	3
SED 598	Educational Procedures for Emotional Disabilities	3
Sub-Total Credits		27

Benchmark III

Item #	Title	Credits
SED 512f	Directed Student Teaching: Learning Disabilities	6
Sub-Total Credits		6
Total Credits		36-61

Master of Education

The Master of Education Program

The purpose is to expand and refine the teaching competencies of the themed program. The Southern Association of Colleges and Schools fully accredits the Converse Graduate Program. The University may accept up to nine semester hours of approved graduate study toward the degree if the course meets the following criteria:

1. Credit is by a recognized college or university;
2. The work was completed within five years prior to program admission and prior to the last six hours of degree work at Converse;
3. The course grade was an A or B (Quality points for transfer credits do not count in cumulative grade point ratio.);
4. Courses are applicable for the program of study in the MEd program; and
5. Credit did not apply toward degree requirements in another program.

Students must request colleges and universities send official transcripts of work to:
Graduate Admissions, Converse University
580 East Main Street, Spartanburg, SC 29302

Converse offers graduate credit for selected off-campus “professional development” courses sponsored by public school districts. A maximum of 6 semester hours of such graduate course work may be applied toward the MEd degree if appropriate for the given program.

Programs of Study

The MEd programs for teachers who are already certified are in six broad areas or tracks. There are advisers in each area to help with the selection of courses. **It is the responsibility of the student, not the adviser, to see that requirements are met.**

Requirements for Admission

For consideration of admission to the MEd program, the applicant should have the following credentials:

1. Graduation from an accredited college;

2. Grades indicating likelihood for success in graduate studies. For full, non-provisional admission, the applicant must have an overall cumulative 2.75 GPA on a 4.0 scale of college work. Students must have a 3.0 GPA on a 4.0 scale of college work for MEd in Administration and Supervision.
3. A major undergraduate program appropriate for given teaching areas;
4. Certification in some area of teaching (may be waived in certain cases);
5. Praxis II normally taken in the Specialty Area for certification in South Carolina;
6. A completed application form online and a \$40 non-refundable application fee,
7. \$100 Graduate Deposit Fee;
8. Two letters of recommendation (with at least one from an academic source), official transcripts from all colleges attended;
9. A copy of teaching certificate;
10. A personal statement. This statement should be a reflection on how your personal goals as an educator tie with the Converse concept of the “Ideal” Educator. This ideal is derived from the Converse University 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.” How do you see your Converse graduate program helping you “to see clearly, decide wisely, and to act justly”? Your personal statement should be approximately one page (250–300 words). In keeping with the Honor Tradition at Converse, your essay must be entirely your own work. Organize your essay clearly, proofread, and spell-check your essay carefully. Be as specific as you can as you reflect on how Converse can help you become the “Ideal” Educator.

All applications will come before the Graduate Admissions Committee. The Committee will accept applicants fully or provisionally, defer applicants, or reject applicants based on its determination of likelihood for success in graduate studies. Having the minimal credentials does not guarantee a student’s admission.

Prospective students may wish to schedule an appointment with the program director in their area of study.

The Converse Electronic System Powered by Student Learning & Licensure (SLL)

All MEd candidates are required to purchase SLL. Candidates submit a minimum of six to eight lesson plans, portfolios, projects, or other work samples via the Converse electronic system powered by SLL. Professors assess candidate work through this online system as well. The Department of Education uses SLL to track candidate performance and to measure program effectiveness.

SLL accounts are active for the duration of a candidate's degree program plus a year or a total of five years, whichever is greater.

Requirements for Degree

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

1. Complete an approved program in one of the designated areas of the program within a five-year period from the first Converse graduate course in the MEd degree program;
2. Maintain an overall **B** (3.0) average. If after the first 12 hours a student's average is below 3.0, the Graduate Admissions Committee will assess his/her ability to complete the degree and render a decision about continuation in the program;
3. Complete a Teacher Work Sample (TWS) midway through the program, typically by the time 18 hours have been completed;
4. Complete culminating assessment. This is a portfolio based on the five core principles of the National Board for Professional Teaching Standards (NBPTS). The degree requires neither a thesis nor a foreign language; the MEd student **must take** the Praxis II Examination Specialty Area in the appropriate degree track, if the student has not previously done so;
5. Complete all coursework, including any incomplete courses, with grades submitted to the Registrar by the required date for graduates at the end of spring term;
6. Request and complete the *Application for Degree* form by the deadline for May Commencement;
7. complete the graduate questionnaire, for which students will receive a link through their Converse email; and
8. Fulfill all financial obligations and have cleared any outstanding business with the University one week prior to the Commencement exercises.

Administration and Supervision

Program Description

The Master of Education in Administration and Supervision is a program designed to prepare competent and effective leaders in all phases of school leadership and administration. Individuals interested in moving from the classroom to an administrative position will find this a challenging avenue of preparation. The Education Specialist in Administration and Supervision Program is designed to meet students at their present level and guide them through a quality course of study aimed at making them knowledgeable and employable as school administrators. Throughout the 30-credit hour program, students will attend courses that are taught by veteran school and district administrators who understand the theory of school administrations and who have been in leadership roles. Through theoretical knowledge and practical experiences, our students develop the skills to become successful and effective school administrators. This program leads to PK-12 certification in the state of South Carolina.

Mission Statement/Program Goals

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

Learning Objectives/Outcomes Objectives

Prospective administrators are required to:

1. Demonstrate knowledge of learning theories and its application to the improvement of instruction;
2. Develop administrative and supervising knowledge and skills necessary for effective selection and evaluation of school personnel;
3. Understand the principles and practices of curriculum development and its implementations and improvement; and
4. Acquire the theoretical understandings of the particular rights, responsibilities, and ethics inherent in professional administrative service;

5. Demonstrate knowledge and skills related to school community relations;
6. Demonstrate knowledge of school law;
7. Demonstrate competence in research used to its usage to improve school programs and administration;
8. Develop human relations skills and insight necessary for effective selection and continuing development of personnel;
9. Develop knowledge of school finance and its implication for fiscal responsibilities;
10. Develop insight into school organization and demonstrate competence in promoting a healthy school climate;
11. demonstrate competence in understanding the role of the school in society, including emphasis on the need to re-focus the resources of the school and school system on recognized and emerging social concerns;
12. Demonstrate competence in group dynamics and interpersonal relationship skills, conflict management, and change strategies;
13. Demonstrate competence in developing programs for students with special needs;
14. Demonstrate competence in the management and use of information systems;
15. Demonstrate competence in supervision, classroom observation, evaluation, and conference skills; and
16. Demonstrate competence in conceptualizing the interrelatedness of the various disciplines in order to make curricular improvements.

Outcomes

1. Prospective administrators will demonstrate knowledge and skills related to school community relations.
2. The prospective administrators will exhibit effective observation and evaluation skills when observing classroom teachers.
3. The teacher will use research to improve student learning and school programs.

Clinical experiences for administrators are designed to help practicing and prospective educational administrators apply their knowledge of administration to the practical world of the public or private school. Typically, students will select, with assistance from the instructor, a major project or a series of smaller projects to develop, research, and complete. While library research may be called for, the emphasis is on solving actual administrative problems in the

school or establishing procedures and programs related to leadership responsibilities of various administrators. Students receive guidance and assistance from school administrators as well as Converse instructors. Independent research and study are augmented by seminars.

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

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

The internship is also designed to provide knowledge of available computer software and the skills necessary to use computer information systems in a public school setting. Practicum interns will turn in their written work before the end of the semester in which the practicum is completed.

Admission Requirements/Application Procedures Requirements

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

1. *Academic Record:*
Applicants must have earned a bachelor's degree from an accredited institution and normally have maintained at least a 3.0

average in that course of study. High Praxis II scores are also required to demonstrate ability.

2. *Teaching Ability.*

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

3. *Personal Qualities.*

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

Procedure

To be considered for admission to the MEd program an applicant should submit the following credentials:

1. A completed application online
2. \$40 application fee;
3. \$100 Graduate Deposit Fee;
4. Official transcripts from all colleges attended;
5. NTE/Praxis II scores;
6. Three letters of recommendation;
7. Copy of teaching certificate; and
8. A personal statement. This statement should be a reflection on how your personal goals as an educator tie with the Converse concept of the "Ideal" Educator. This ideal is derived from the Converse University 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." How do you see your Converse graduate program helping you "to see clearly, decide wisely, and to act justly"? Your personal statement should be approximately one page (250–300 words). In keeping with the Honor Tradition at Converse, your essay must be entirely your own work. Organize your essay clearly, proofread, and spell-check your essay carefully. Be as specific as you can as you reflect on how Converse can help you become The "Ideal" Educator.

Requirements for Degree

In order to earn the MEd Degree the candidate must:

1. Complete an approved 36-hour program as outlined within a five-year period from initial matriculation (up to nine hours of graduate transfer work may be accepted toward the

degree, but all such work must be completed within five years of beginning the program. Work completed as part of a bachelor's degree cannot be applied to the MEd);

2. Maintain an overall B (3.0) average in the program of study;
3. Submit score on Praxis II (Educational Administration and Supervision); maintain a portfolio of specified work;
4. Request and complete the *Application for Degree* form by the deadline for May Commencement;
5. Complete certification form in the Graduate Studies Office; and
6. Complete the graduate questionnaire, for which students will receive a link through their Converse email; and.
7. Fulfill all financial obligations and have cleared any outstanding business with the University one week prior to the Commencement exercises.

Assessments

1. Praxis II in Educational Leadership Administration/Supervision
2. Portfolio over two semesters of the Internship

Program Coursework

GPA of 3.0 must be maintained in content courses as well as education courses. **30 hours required**

A minimum of six (6) credit hours is required to be eligible for federal student aid, such as federal direct loans. Students in these programs enrolled in less than six (6) credit hours are ineligible for federal financial aid.

Additional Information

The Converse Electronic System Powered by Student Learning & Licensure (SLL)

All MEd candidates are required to purchase SLL. Candidates submit portfolios, projects, or other work samples via the Converse electronic system powered by SLL. Professors assess candidate work through this online system as well. The Department of Education uses SLL to track candidate performance and to measure program effectiveness.

SLL accounts are active for the duration of a candidate's degree program plus a year or a total of five years, whichever is greater.

Courses

Item #	Title	Credits
EDU 600	General School Administration	3
EDU 602	Principles and Practices of School Supervision	3
EDU 604	School-Community Relations	3
EDU 605	School Personnel Administration: Evaluation	3
EDU 626A	Internship for School Leaders I	3
EDU 626B	Internship for School Leaders II	3
EDU 610	Seminar in School Law	3
EDU 611	School Finance	3
EDU 620	Curriculum Development	3
EDU 621	Educational Research and Evaluation of Instruction	3
Total Credits		30

Advanced Studies (Online)

Program Description

The Master of Education program in Advanced Studies at Converse University prepares exemplary teachers to advance their professional careers. Earning a master's degree in Education opens up a higher salary range and will prepare graduates for doctoral studies in Education.

Converse's M.Ed. in Advanced Studies is offered 100% online. It is designed to help teachers achieve their academic and career goals on their schedule. The online courses mimic the on-campus atmosphere by providing students with a learning environment in which they can collaborate and interact with the professor and their peers.

The M.Ed. in Advanced Studies consist of 30 hours and is designed to expand and refine the teaching competencies of certified teachers. Students will choose a concentration in Autism Spectrum Disorder, English, Gifted Education, Literacy, Learning Disorders, Project Based Learning or Social Studies.

Learning Objectives/Outcomes

1. Demonstrate an understanding and are able to apply knowledge and skills specific to their discipline.
2. Use research and evidence to develop school environments that support and assess P-12 students' learning and their own professional practice specific to their discipline.

3. Apply content and discipline-specific knowledge as reflected in state and/or national discipline-specific standards where they exist including Specialized Professional Associations.

Additional Information Program Benefits

- **Convenience:** Flexibility is essential for students who manage busy work schedules and personal commitments. Therefore, the online program at Converse University is proud to offer students a chance to pursue advanced degrees.
- **Degree Prestige and Value:** Since 1890, Converse University has provided students with education rooted in the liberal arts. Converse University graduates are principled and productive citizens capable of creative thinking and problem solving.
- **Quality Education:** Converse University believes in utilizing highly skilled and experienced faculty, so students can be confident that their educational programs are built upon the highest standards

Research

Item #	Title	Credits
EDU 619A	MED: Theories and Designs in Action Research	3
EDU 619B	MED: Action Research Implementation	3
Sub-Total Credits		6

Core

Item #	Title	Credits
EDU 514	Contemporary Educational Issues	3
EDU 555	Diversity in the Classroom	3
EDU 517	Advanced Seminar in Literacy Instruction	3
EDU 610	Seminar in School Law	3
EDU 567	Educational Psychology	3
	EDU 525 or EDU 618	3
	EDU 504 or EDU 569	3
Sub-Total Credits		21

Choose a concentration:

General Electives -- Nine (9) hours concentration in content area approved by advisor

Item #	Title	Credits
	English	9
	Social Sciences	9
	Literacy	9
	Gifted	9
	Project Based Learning	9
	Autism Spectrum Disorder	9
	Learning Disabilities	9
	Sub-Total Credits	9
	Total Credits	36

Art Education (Online/Low Residency)

Program Description

The MEd in Art Education at Converse University is a 36 hour program that prepares the experienced teacher through coursework, research, and practice pertaining to all areas included in the teaching of elementary and secondary art. The degree is offered in an **online, low-residency format**.

The focus is on curriculum development and providing appropriate instructional methods for teaching art, as well as identifying and appropriately serving students in special populations (gifted, underachievers, minorities, special needs, etc.). Comprehending and conducting research along with advanced practice in art-making are facets of the artist/researcher/teacher program and enhance the advanced educational program for professionals in art education.

Mission Statement/Program Goals

The mission of the MEd in Art Education at Converse University is to provide advanced knowledge and experiences to the graduate student who holds certification in art at the elementary through secondary school levels for the purpose of advancing the graduate student's competencies as an artist, researcher, teacher, and leader in the field.

Learning Objectives/Outcomes

1. Candidates will demonstrate competencies in art production and art history.
2. Candidates will demonstrate an advanced understanding of art education and general education theory.

3. Candidates will demonstrate competencies and mastery of teaching
4. Candidates will articulate verbal and written mastery of advanced understanding of artistic styles, and principles including their own personal artistic style and how their art impacts their classroom.

Mode of Instruction/Residency

Converse's Online Low-Residency MEd in Art Education is the only art education program of its kind in South Carolina. This two-year program will equip students as exemplary professional artists, researchers, and teachers - and is accessible to busy, practicing teachers anywhere in the state. With this program it is possible to achieve academic and career goals around a student's personal schedule. The unique low-residency format combines four semesters of online coursework with two, two-week, summer residencies on our Spartanburg, South Carolina campus. Each two-week residency session provides studio skill support and face-to-face collaboration in seminars. The online courses mimic an on-campus atmosphere by providing students with a learning environment in which they can collaborate and interact with the professor and their peers.

Program Coursework

A GPA of 3.0 must be maintained in content courses as well as education courses.

Content of Art and Art Education

Item #	Title	Credits
ART 500	Elementary Art Methods and Management	3
ART 501	School Art Curriculum and Methods	3
ART 502	Contemporary Problems in Art Education	3
ART 503	History and Philosophy of Art Education	3
ART 516	Secondary Art Methods and Management	3
ART 517	Administration and Supervision in Arts Education	3
ART 588	Multicultural Art Education	3
ART 560	Research in Art Education	3
ART 561	Artist as Researcher, Teacher, and Transformer	3
ART 565	Graduate Exhibition	0
Sub-Total Credits		27

- ART 500, ART 501, ART 516: Required if equivalent not taken at the undergraduate level.
- ART 502, ART 565: Required for all Graduate MEd Art Education Programs.

Studio Art

Item #	Title	Credits
ART 510	The Creative Process for Educators	3
ART 512	Graduate Book Arts	3
ART 513	Graduate Drawing	3
ART 520	Graduate Printmaking	3
ART 524	Digital Media and Graphic Design	3
ART 530	Graduate Ceramics	3
ART 535	Studio Material Culture	3
ART 571	Graduate Painting	3
ART 572	Graduate Sculpture	3
ART 586	Travel-study Program	3
ART 599	Special Topics in Art	3
Sub-Total Credits		6

Art/Design History

Item #	Title	Credits
ART 505	Nineteenth Century Art	3
ART 506	Early Twentieth Century Art	3
ART 507	American Art	3
ART 509	Twentieth Century Art Since 1945	3
ART 515	Women in Art	3
ART 599	Special Topics in Art	3
Sub-Total Credits		3

Professional Education

Item #	Title	Credits
SED 500	Introduction to Exceptional Learners	3
EDU 526	Identification and Other Issues in Gifted Education	3
EDU 502	Classroom Management	3
EDU 591	Nature and Needs of the Gifted	3
EDU 592	Curriculum and Instruction for Gifted and Talented Students	3
EDU 593	Advanced Curriculum Practices for Gifted and Talented Students	3
EDU 594	Special Topics in Gifted Education	3
EDU 500F	M.Ed. Clinical: Teacher Work Sample	3
EDU 500G	M.Ed. Clinical: National Board for Professional Teaching Standards Portfolio	0
Electives as approved by Advisor		
Sub-Total Credits		9
• EDU 500f, EDU 500g: Required		
Total Credits		45

Elementary Education

Mission Statement/Program Goals

The MEd in elementary education for certified teachers provides in-service teachers with the opportunity to acquire new knowledge and skills and to build upon their current teaching skills.

Learning Objectives/Outcomes

Converse students who complete the MEd in elementary education (certified teachers) will be able to:

1. Candidates will demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline.
2. Candidates will use research and evidence to develop school environments that support and assess students' learning and their own professional practice specific to their discipline.
3. Candidates will apply content and discipline-specific knowledge as reflected in state and/or national discipline-specific standards where they exist including Specialized Professional Associations.
4. Candidates will model and apply technology standards as they design, implement and assess learning experiences/environments to engage students and improve learning; and enrich professional practice.

The MEd in elementary education is a 30-hour degree program designed for teachers already certified in early childhood, elementary, special education, secondary education, and/or certain other teaching areas. The program offers course selection across three categories of study:

- I. Research
- II. Psychological and Sociological Foundations
- III. Methodology and Content

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

Assessments

1. Teacher Work Sample (midway through program, developed in a required course of the same name).
2. Portfolio based on the five core principles of the National Board for Professional Teaching Standards (as a culminating assessment).
3. Student must take the Praxis II in Elementary if not previously taken.

Program Coursework

GPA of 3.0 must be maintained in content courses as well as education courses.

Research

Item #	Title	Credits
EDU 621	Educational Research and Evaluation of Instruction	3
EDU 500F	M.Ed. Clinical: Teacher Work Sample	3
EDU 500G	M.Ed. Clinical: National Board for Professional Teaching Standards Portfolio	0
Sub-Total Credits		6

Core

Item #	Title	Credits
EDU 514	Contemporary Educational Issues	3
EDU 555	Diversity in the Classroom	3
EDU 504	Technology for the Classroom	3
EDU 502	Classroom Management	3
Sub-Total Credits		12

Concentration

Choice of Read to Succeed Course:

Choose from:

Item #	Title	Credits
EDU 612	R2S Foundations of Reading	3
EDU 613	R2S Instructional Practices	3
EDU 614	R2S Assessment of Reading	3
EDU 618	R2S Content Area Reading and Writing for Early Childhood and Elementary Teachers	3
Sub-Total Credits		3

Content Hours

9 Content hours to be approved by Adviser

Sub-Total Credits	9
Total Credits	30

Gifted Education (Online)

Mission Statement/Program Goals

The MEd in gifted education at Converse University prepares the graduate student/experienced teacher through rigorous courses dealing with all areas involved in teaching gifted students. The program of study emphasizes curriculum development and appropriate instructional design for gifted students, as well as

identifying and appropriately serving gifted students including special populations (e.g., underachievers, underserved, twice-exceptional). Understanding and conducting research completes the educational program for professionals in gifted education.

Learning Objectives/Outcomes

The candidate will be able to:

1. Beginning teacher candidates will demonstrate how exceptionalities may interact with development and learning by providing meaningful and challenging learning experiences and safe, inclusive, and culturally responsive learning environments for gifted and talented individuals.
2. Beginning teacher candidates will use multiple methods of assessment and data-sources in making educational decisions for gifted and talented individuals.
3. Beginning teacher candidates will use knowledge of general and specialized curricula to individualize learning and to select, adapt, and use a repertoire of evidence-based instructional strategies, including specialized curricula, to advance learning of gifted and talented individuals.
4. Beginning teacher candidates will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in professional and culturally responsive ways to address the needs of gifted and talented individuals.

The MEd in gifted education is a program for experienced, certified teachers preparing to teach gifted children. The curriculum is a 36-hour program of graduate study in appropriate professional and academic areas approved by the adviser. The purpose is to expand and refine the teaching competencies of the candidate. With the proliferation of gifted programs and the increase in the number of children being served in these programs in our state, the quality and consistency of professional preparation must be a priority. Courses in this program are among those needed for gifted certification in the state of South Carolina.

Assessments

1. Teacher Work Sample (midway through program, developed in a required course of the same name).
2. Portfolio based on the five core principles of the National Board for Professional Teaching Standards (as a culminating assessment).

Program Coursework

GPA of 3.0 must be maintained in content courses as well as education courses.

Area 1 - Gifted Education

Item #	Title	Credits
EDU 526	Identification and Other Issues in Gifted Education	3
EDU 582f	Practicum in Curriculum Design for the Gifted	3
EDU 582h	Practicum in Instruction for the Gifted	3
EDU 591	Nature and Needs of the Gifted	3
EDU 592	Curriculum and Instruction for Gifted and Talented Students	3
EDU 593	Advanced Curriculum Practices for Gifted and Talented Students	3
EDU 594	Special Topics in Gifted Education	3
EDU 619A	MED: Theories and Designs in Action Research	3
EDU 619B	MED: Action Research Implementation	3
Sub-Total Credits		27

Area II - Educational/Liberal Arts

Item #	Title	Credits
EDU 500F	M.Ed. Clinical: Teacher Work Sample	3
EDU 500G	M.Ed. Clinical: National Board for Professional Teaching Standards Portfolio	0
Sub-Total Credits		9

To complete Area II you may take any combination of education, special education, liberal arts, or music courses at the 500+ level.

Total Credits	36
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Special Education

Mission Statement/Program Goals

The mission of the MEd in special education is to broaden the student's knowledge base in special education in order to more effectively meet the needs of special students.

Learning Objectives/Outcomes

1. Beginning teacher candidates will provide meaningful and challenging learning experiences.
2. Beginning teacher candidates will use multiple methods of assessment and data-sources in making educational decisions.
3. Beginning teacher candidates will use knowledge of general and specialized curricula to individualize learning and to select, adapt, and use a repertoire of evidence-based instructional strategies.
4. Beginning teacher candidates will practice collaboration with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies.

Assessments

1. Teacher Work Sample (midway through program, developed in a required course of the same name).
2. Portfolio based on the five core principles of the National Board for Professional Teaching Standards (as a culminating assessment).
3. Student must take the appropriate Praxis II if not previously taken.

Program Coursework

GPA of 3.0 must be maintained in content courses as well as education courses.

Research

Item #	Title	Credits
EDU 621	Educational Research and Evaluation of Instruction	3
EDU 500F	M.Ed. Clinical: Teacher Work Sample	3
EDU 500G	M.Ed. Clinical: National Board for Professional Teaching Standards Portfolio	0
Sub-Total Credits		6

Core

Item #	Title	Credits
	EDU 517, EDU 578, EDU 525 or EDU 536	3
SED 534	Trends and Issues in Special Education	3
EDU 555	Diversity in the Classroom	3
EDU 504	Technology for the Classroom	3
Sub-Total Credits		12

Concentration

Must complete the add-on requirements for 1 SED area:

Item #	Title	Credits
	LD Area	9
	ID Area	9
	ED Area	9
	D/HH Area	9
	SED 505 or PSY 511	3
SED 576	Assessment of Exceptional Learners	3
Sub-Total Credits		18
Total Credits		36

Master of Fine Arts

Creative Writing Low-Residency

Program Description

Master of Fine Arts in Creative Writing, 48 hours

The MFA in Creative Writing is a two-year co-educational low residency program designed for serious, independent writers seeking advanced instruction in fiction, poetry, young adult fiction, and creative nonfiction through a non-traditional course of graduate study. The program's emphasis on the mastery and understanding of writing skills and contemporary literature and craft through the master-writer and apprentice mentoring relationship, offers students a stimulating and individually tailored curriculum of courses and projects.

The degree requires 48 hours of graduate credit completed during four 9-day residencies at Converse University, offered twice annually (summer and in January), four mentoring semesters, a fifth graduating residency, the completion of a substantive analytical project on literature or craft, and a book-length creative thesis and oral defense.

Learning Objectives/Outcomes

1. Candidates will write an extended draft of an original complete work in their genre-MFA Creative Thesis demonstrating proficiency of advanced elements of form in the genres in which they studied: fiction, poetry, and/or nonfiction.
2. Candidates will produce an extended work (25-30 pages) of research based literary criticism/craft forms essay.
3. Candidates will construct and craft an advanced-level creative writing craft lecture in a professional manner, organizing and delivering content in a mode appropriate to audience.
4. Candidates will perform a public reading of their original work.

Admission Requirements/Application Procedures

Admission into the low-residency MFA in Creative Writing requires completion of a two-step approval process. In addition to meeting the minimum requirements set by the Converse University Graduate School, the MFA applicant seeking full standing in the degree program must

receive approval for degree program status from the MFA program faculty and director. Only those students who received approval for degree program status in addition to acceptance into the Converse University Graduate School may enter the low-residency MFA in Creative Writing program.

In evaluating applications for the MFA in Creative Writing, panels composed of MFA faculty look for a demonstrated commitment to the art, and a level of skill that suggests the potential student is ready for graduate work in creative writing. The main requirement for applications is a portfolio of original work: approximately 25 pages of fiction, young adult fiction, creative nonfiction, or up to 12 pages of poetry. Environmental Writing students must select either fiction, poetry, or nonfiction and follow submission guidelines for the chosen genre. Students will need to submit three copies of this portfolio with application. Students must also submit official transcripts from the accredited college or university from which they received their highest degree, and two letters of academic and/or professional reference.

Application Deadlines

Students can begin the program in the Summer/Fall term that begins with the summer residency, or the Winter/Spring term that begins with the January residency. Applications for the Summer/Fall term should be submitted by February 15. Applications for the Winter/Spring term should be submitted by October 1.

The following materials are required for application:

1. Hold at least a bachelor's degree from an accredited college or university.
2. Submit a completed graduate school application form, including a non-refundable \$40 application fee.
3. Submit official transcripts from the accredited college or university from which they received their highest degree. A minimum GPA of 2.75 on a 4.0 scale is required for full admission to the MFA program.
4. Submit a portfolio of creative writing consisting of up to 25 pages of fiction, young adult fiction, creative nonfiction or up to 12 pages of poetry.
5. Submit a brief personal statement (up to two typed pages) responding to the following: Whose writing do you admire and

why? Why do you want to study the writing of poetry, fiction or nonfiction? What do you hope to gain from an MFA program, especially a low-residency MFA program?

6. Provide two letters of academic or professional reference to be sent from people familiar with your academic record and/or your professional record. Letter should address several of the following: motivation and intellectual ability for graduate work, understanding of major field, your potential as a writer, personal maturity and ability to contribute to a writing community, and ability to meet deadlines and work independently.

In addition to meeting the minimum requirements set by the Converse University Graduate School, the MFA applicant must receive approval for degree program status from the MFA program faculty and director.

Complete your MFA application online at:
<https://apply.converse.edu/apply/>

Mode of Instruction/Residency

How the Low-Residency Program Works

The Residency

The residency is an integral part of each semester, and each nine-day residency, held on campus in early summer and again in January, begins the new semester with a demanding program of creative writing workshops in which student work is discussed and evaluated. Students also attend craft lectures on the history, theory and critical approaches to the genres, faculty/student presentations and one-on-one consultations, in addition to presentations by visiting writers, editors and agents. With a low student-faculty ratio, students have important access to instruction from mentors. In addition, workshops are kept small, never more than 6-8 student writers. This allows students to receive direct contact with experienced writers and their peers, providing a stimulating and supportive community of writers. (Refer below for additional details concerning on-campus residencies.)

The Mentoring Semesters

During the months between these residencies, students work individually with faculty mentors—award-winning writers, with whom students construct reading lists and to whom they send their creative and critical work for written feedback on a schedule determined at the time of their residency. Each student exchanges 5 packets of creative writing and craft

topic response papers with a mentor per term. The faculty/mentor responds within one to two weeks via mail or e-mail and offers instructive critiques for revision, additional reading suggestions and relevant observations on craft and theory.

Students must complete four mentoring semesters to graduate. The Summer/Fall mentoring semester begins with the Summer residency, and the Winter/Spring mentoring semester begins with the January residency.

The Fifth, Graduating Residency

At the end of the two years, students finish the program by returning to campus for a fifth, graduating residency. In this final residency, graduating students complete the following:

- give a presentation and oral defense of their creative thesis project
- give a public reading from their creative work
- lead their fellow students in a craft seminar developed under the guidance of a faculty mentor.

Requirements for Degree

Required Activities for Graduation

In addition to the requirements of the Graduate School, the following must be met:

- Completion of 4 on-campus residencies (16 credit hours)
- Completion of 4 courses in chosen genre (16 credit hours)
- Completion of 4 courses in craft topics (16 credit hours)
- Completion of original, book-length manuscript of high quality in the selected genre (Creative Thesis)
- Completion of substantive research paper, 25-30 pages, written during third semester of enrollment
- Evidence of broad reading and an annotated bibliography of required reading list. By the time of graduation, participants will be expected to have read a substantial number of books concerning such topics as aesthetics, craft, genre, and the works of individual writers of achievement in the participant's chosen genre.
- Completion of fifth, graduating residency.
- Students are expected to devote a minimum of 16-18 hours per week to their graduate work.

YA Fiction Emphasis: Courses and Procedures for Students

In the YA fiction student's first year in the program (semesters 1 and 2), the student will participate in regular fiction workshops, fiction writing courses, and craft topics fiction courses (see course descriptions) to sharpen the basic craft techniques necessary in all fiction. During the second year (semesters 3 and 4) in the program, the YA student will participate in workshops, craft topics courses and writing courses emphasizing the craft techniques associated with the writing of Young Adult Fiction. With the third residency session, students with an Emphasis in Y.A. fiction will continue to take CRW 600; however, rather than take the regular third semester courses in fiction, the student will participate in a residency workshop focused on Y.A. Fiction, and will take CRW 622 Young Adult Fiction Writing I, and CRW 615: Craft Topics in Young Adult Fiction Writing I, (see course descriptions below). In the fourth residency and mentoring semester, students will continue their study of Y.A. Fiction Writing in the residency workshop and mentoring semester by taking CRW 600, CRW 623 Young Adult Fiction Writing II: Thesis, and CRW 616: Craft Topics in Young Adult Fiction Writing II. In these residency workshops and throughout the third and fourth mentoring semesters, students will continue to develop their work in fiction, poetry, or nonfiction, but with an emphasis that encourages writers to identify and explore in their creative work and craft analysis the essence of what makes a work of fiction YA in terms of narrative point of view and subject matter, while also challenging the conventions of genre fiction. Third and fourth semester craft topics courses in the Emphasis will have similar requirements to the regular fiction courses except emphasis students will complete a major research project focused on YA fiction, and develop a craft lecture in the fourth semester based on the YA research project.

Optional Second Genre Emphasis

The Second Genre Option provides current Converse MFA students the opportunity to study a secondary genre in addition to the major genre of study. Students applying for approval to study in a second genre will enroll in an additional semester in the MFA program and complete an additional 12 semester hours.

Second genre students admitted into the optional emphasis will complete a full residency and mentoring semester in one of the three genre options: fiction, poetry, or nonfiction.

During the second genre residency/semester, which will take place in the student's third semester, students participate in the residency workshop in their second genre of interest. During the mentoring semester immediately following that residency, students complete creative and critical craft work in that second genre under the guidance of a mentor with a specialty in that genre.

This one-semester option adds one residency and one semester (a total of 12 credit hours) to a student's total program of study and earns the student a second genre concentration in poetry, fiction, or nonfiction which is documented on the final transcript. The second genre emphasis will lengthen the program for those second genre option students from four full semesters to five full semesters (including residency sessions at the beginning of each semester.) The Graduating Residency requirements will not change, but will continue as usual and will follow the student's final creative thesis semester.

Since it is highly important for students to first establish themselves and make positive progress in the MFA program and in the study of their primary genre before broadening out, enrolled MFA students are eligible for the second genre study option only during their third residency/mentoring semester (in other words, before the Critical Essay semester); both the Critical Essay and the Creative Thesis must be completed in the student's primary genre in the final two semesters of the program). Under special circumstances, a student may complete the second genre emphasis as a fifth semester after the completion of the primary genre coursework.

For students enrolling in the second genre option, the total number of graduate hours increases from 48 hours to 60 credit hours.

Applying for the Second Genre Option

Second Semester Converse MFA students intending to enroll in a second genre may apply for admission in a secondary genre residency/semester by one of the following dates: February 15 for students enrolling in their third semester during the summer residency/fall mentoring

semester, or October 1 for students enrolling in their third semester during the January residency/spring mentoring semester.

To apply for the second genre concentration, students must submit the following to the MFA director:

- A writing sample in the genre of interest (10 pages of poetry or 15 pages of nonfiction or fiction)
- A brief cover letter indicating the student's desire to study a specific second genre.

Upon review of these materials, the MFA director will consult with relevant faculty. Director and faculty approval is required for this option.

Students are expected to write at an appropriate level for graduate study in the selected second genre.

Additional Information Transfer Students

Converse recognizes there may be cases in which students enrolled in another MFA program might want to transfer to Converse University's MFA in Creative Writing program.

Our policy regarding transfer students is as follows:

- Students currently enrolled in another MFA program (residency or low-residency) who wish to transfer to Converse University's low-residency MFA program must submit a complete application as described in our Application Guidelines.
- Students attending a full-residency MFA program will begin our low-residency program as first or second-semester students; any credits earned from residency MFA programs will be accepted by Converse University on a case-by-case basis.
- Students who have successfully completed and passed one or more semesters at another accredited low-residency MFA in Creative Writing program may enter the low-residency MFA program at Converse University with *one* semester's worth of credits (3 courses or up to 12 hours).

Time Limit

Candidates have five calendar years from the time of enrollment to complete the MFA degree.

Registration and Tuition Payments

Upon acceptance, a \$400 deposit is required to hold the student's place in the program. This deposit is non-refundable and is applied to tuition.

Full payment of tuition is due two weeks before the beginning of the residency and may be sent by check or money order, or paid by Visa or MasterCard by phone before arrival at the residency. See MFA calendar for specific dates regarding tuition deadlines and refunds.

- **Tuition**
The 2023-2024 tuition rates for the MFA program are \$640 per credit hour, or \$7,680 per semester, well below the national average for low residency MFA programs.
- **Housing Costs-Residency Sessions**
All enrolled MFA students receive room and board during both the summer residency session and the winter residency session at no additional cost. The MFA program works with Residential Life to provide on-campus room & board during the summer residency session, and with local hotels to provide room and board during the winter residency session.

Tuition costs are evaluated annually and are subject to change.

Financial Planning

Many students choose federal student loan funds to assist with their educational costs in the MFA program. You do not have to demonstrate "financial need" to secure a Federal Direct Loan, but you must complete the Free Application for Federal Student Aid (FAFSA) annually. The priority deadline for applying for federal financial aid is March 1. There are also private or alternative student loan sources available to assist in paying your educational costs.

Eligibility for the private or alternative loans is determined by your credit history.

For more information on applying for federal or private student loans, contact the Financial Planning Office at financial.planning@converse.edu or 864-596-9019.

Federal aid recipients who withdraw prior to the completion of the current term are subject to a federal aid refund. This refund can impact the amount of aid a student can retain upon withdrawing from Converse University.

Financial aid is a means of payment. The absence or delay in receipt of financial aid funds does not affect the student's financial responsibility of charges due to the University.

Withdrawal and Tuition Refund Policy

A withdrawal is considered to be a complete withdrawal from the University. The date of withdrawal is the earlier of:

- The date the student notifies the university; or
- The ending date of the previous term if the student fails to register for a new term; or
- The date the student specifies as the date of withdrawal if this date is after the date of notification.

The withdrawal must be written and sent directly to the MFA program office. When a student withdraws from the University prior to the end of a term, all incomplete courses for which the student is currently registered at the time of withdrawal will be recorded as withdrawn on the student's grade record. If the withdrawal is effective at the end of the term, the grade as supplied by the evaluating faculty for each course will be posted to the student's grade record.

Students who withdraw prior to the end of the term should refer to the current tuition policies statement for information about appropriate tuition refunds. Financial aid adjustments are based on federal guidelines.

Dismissal

Please refer to the Graduate Catalogue for policies concerning student dismissal from Converse University.

Graduation Policy

The date of graduation is the last day of the student's graduation residency. Graduation requires both academic and financial clearance. The Business Office and the Financial Planning Office will audit financial accounts. The Program Director and Registrar certifies that all academic degree requirements have been fulfilled. If academic and/or financial clearance is not granted, a hold will be placed on the graduation process until the academic deficiency and/or the financial obligation is cleared.

Required Courses for the MFA in Creative Writing

Total Residency Credits: 16 hours

Taken by all students in Semesters 1, 2, 3, and 4:

Item #	Title	Credits
CRW 600	Creative Writing Residency	4
Sub-Total Credits		16

MFA Craft Topics

MFA Craft Topics I – History, criticism, & theory

- Fiction: [CRW 601](#): Craft Topics in Fiction I
- Young Adult Fiction: [CRW 601](#): Craft Topics in Fiction I
- Nonfiction: [CRW 605](#): Craft Topics in Nonfiction I
- Poetry: [CRW 609](#): Craft Topics in Poetry I

Sub-Total Credits 4

(according to student's selected genre (fiction, nonfiction, or poetry))

MFA Crafts Topics II: History, criticism, & theory

- Fiction: [CRW 602](#): Craft Topics in Fiction II
- Young Adult Fiction: [CRW 602](#): Craft Topics Fiction II
- Nonfiction: [CRW 606](#): Craft Topics in Nonfiction II
- Poetry: [CRW 610](#): Craft Topics in Poetry II

Sub-Total Credits 4

(according to student's selected genre (fiction, nonfiction, or poetry))

MFA Craft Topics III: Research Project

- Fiction: [CRW 603](#): Craft Topics in Fiction III
- Young Adult Fiction: [CRW 615](#): Craft Topics in Young Adult Fiction Writing I
- Nonfiction: [CRW 607](#): Craft Topics in Nonfiction III
- Poetry: [CRW 611](#): Craft Topics in Poetry III

Sub-Total Credits 4

MFA Craft Topics IV: Thesis

- Fiction: [CRW 604](#): Craft Topics in Fiction IV
- Young Adult Fiction: [CRW 616](#): Craft Topics in Young Adult Fiction Writing II
- Nonfiction: [CRW 608](#): Craft Topics in Nonfiction IV
- Poetry: [CRW 612](#): Craft Topics in Poetry IV

Sub-Total Credits	4
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MFA Writing in Primary Genre

MFA Writing I

- Fiction: [CRW 630](#): Fiction Writing I
- Young Adult Fiction: [CRW 630](#): Fiction Writing I
- Nonfiction: [CRW 634](#): Nonfiction Writing I
- Poetry: [CRW 638](#): Poetry Writing I

Sub-Total Credits	4
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(according to student's selected genre (fiction, nonfiction, or poetry))

MFA Writing II

- Fiction: [CRW 631](#): Fiction Writing II
- Young Adult Fiction: [CRW 631](#): Fiction Writing II
- Nonfiction: [CRW 635](#): Nonfiction Writing II
- Poetry: [CRW 639](#): Poetry Writing II

Sub-Total Credits	4
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(according to student's selected genre (fiction, nonfiction, or poetry))

MFA Writing III

- Fiction: [CRW 632](#): Fiction Writing III: Thesis
- Young Adult Fiction: [CRW 622](#): Young Adult Fiction Writing I
- Nonfiction: [CRW 636](#): Nonfiction Writing III: Thesis
- Poetry: [CRW 640](#): Poetry Writing III

Sub-Total Credits	4
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MFA Writing IV

- Fiction: [CRW 633](#): Fiction Writing IV: Thesis
- Young Adult Fiction: [CRW 623](#): Young Adult Fiction Writing II: Thesis
- Nonfiction: [CRW 637](#): Nonfiction Writing IV: Thesis
- Poetry: [CRW 641](#): Poetry Writing IV: Thesis

Sub-Total Credits	4
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Graduating Residency

Taken by all students in their fifth and final semester. Students give a thesis presentation and craft lecture presentation to complete degree requirements.

Item #	Title	Credits
CRW 660	Graduate Residency	0

Additional Requirements

Thesis and Book List - Candidates must submit prospectus for thesis and an approved book list before fourth mentoring semester's first packet due date.

Total Credits	48
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Master of Liberal Arts

Liberal Arts with Concentration in English, History, or Politics

Program Description

The MLA is a 30-hour program which requires 18-24 hours in an area of concentration chosen from English, history, or political science. Students may choose 6-12 hours of electives from the areas of concentration not used as major concentration and/or art history, music history, psychology, sociology, economics, religion, philosophy, or women's studies.

Mission Statement/Program Goals

The mission of the Master of Liberal Arts degree is to broaden the student's knowledge base in English, history, or political science and other liberal arts disciplines.

Learning Objectives/Outcomes Objectives

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

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

Outcomes

1. Candidates will demonstrate competence in concentration appropriate research skills.
2. Candidates will express themselves in written communication in discipline appropriate ways.
3. Candidates will demonstrate the oral skills to present before peers.

Admission Requirements/Application Procedures

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

1. Graduation from a recognized college;
2. Overall GPA of 3.0 on a 4.0 scale for full admission;
3. A completed application form online, \$40.00 application fee, two letters of recommendation (with at least one from an academic source), official transcripts from all colleges attended; and

4. \$100 Graduate Deposit Fee;
5. A personal statement of approximately one page (250-300 words). Describe either an experience that prompted you to seek entrance into the degree program to which you are applying OR your reasons for wanting to enter the degree program. In keeping with the Honor Tradition at Converse, your essay must be entirely your own work and must indicate by proper documentation any ideas or words that come from another source. Organize your essay clearly, proofread, and spell-check your essay carefully. Use specific details and avoid clichés. For example, instead of repeating, "I want to help people," describe a specific example of how you have already helped someone grow and describe how you will be able to help others grow after you have completed the degree you seek. Your essay should include your personal reflection on the value of a liberal education, and more specifically the M.L.A. program at Converse, since the M.L.A. is designed specifically to strengthen the liberal education of degree seekers.

All applications will come before the Graduate Admissions Committee. The Committee will accept applicants fully or provisionally, defer applicants, or reject applicants based on its determination of likelihood for success in graduate studies. Having the minimal credentials does not guarantee a student's admission.

Prospective students may wish to schedule an appointment with the program director.

Requirements for Degree

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

1. Complete an approved 36-hour program in one of the designated areas of the program within a five-year period from first Converse graduate course in MLA degree programs;
2. Maintain an overall B average in both the liberal arts concentration and the liberal arts electives;
3. Complete all coursework, including any incomplete courses, with grades submitted to the Registrar by the required date for graduates at the end of spring term;
4. Request and complete the Application for Degree form by the deadline for May Commencement;

5. Complete the graduate questionnaire, for which students will receive a link through their Converse email; and
6. Fulfill all financial obligations and have cleared any outstanding business with the University one week prior to the Commencement exercises

Program Coursework

The MLA has a minimum of 30 graduate semester hours

Concentration Area

Choose one concentration:

Item #	Title	Credits
	English	0-0
	History	0-0
	Political Science (Politics)	0-0
Sub-Total Credits		18-24.00

Electives

Sub-Total Credits	6-12.00
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Any of the other concentration areas:

- Art History
- Economics
- Music History
- Psychology
- Sociology
- Religion
- Philosophy
- Women's Studies (not all courses may count if not a liberal arts)

Total Credits	30
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Master of Management

Community Advocacy

Program Description

The Master in Management (MIM) in Community Advocacy at Converse University is a 30-hour master's program that focuses on identifying, understanding, and helping underserved populations. The MIM in Community Advocacy is the next step for professionals in law enforcement, first-responder positions, social services, or non-profit groups to be leaders in advocacy and social policy.

The Master in Management in Community Advocacy will prepare you to provide leadership and implement solutions in your community. Upon completion of the program, graduates will have the knowledge and the skills to effect real change.

Mission Statement/Program Goals

The purpose of the degree is to provide an advanced credential in management that may be applied to a variety of professional contexts.

Admission Requirements/Application Procedures How to Apply

1. Complete the Converse Graduate Application Form including the \$40 application fee.
2. Send official transcripts from all college work including completion of a bachelor's degree from an accredited institution.
3. Send two professional letters of recommendation.
4. Submit a 250-300 word personal statement of interest
5. Personal Insight Questions may be required

Requirements for Degree

In order to earn the MIM degree the candidate must:

1. Complete an approved 30-hour program as Outline.
2. Request and complete the *Application for Degree Form* by the deadline for May commencement;
3. Complete the certification form in the Graduate Studies Office; and
4. Complete the graduate questionnaire, for which Students will receive a link through their Converse email

5. Fulfill all financial obligations and have cleared Any outstanding business with the University one Week prior to the commencement exercises.
6. Students must successfully complete the capstone course with a GPA of 3.0 or higher and maintain a GPA of 3.0 cumulative or better at the end of each evaluation period.

Program Coursework

Converse's Master in Management in Professional Leadership coursework includes 30 total credit hours of coursework in core and advance areas.

Your degree path for the MIM in Community Advocacy will begin in the fall of the academic year, five semesters (Fall, Spring, Summer, Fall, Spring) of six credit hours per academic semester.

Additional Information

A minimum of six (6) credit hours is required to be eligible for federal student aid, such as federal direct loans. Students in these programs enrolled in less than six (6) credit hours are ineligible for federal financial aid.

Required Courses

Item #	Title	Credits
PLP 701	Introduction to Community Advocacy	3
PLP 702	Working Among Community Organizations	3
PLP 711	Stress and Wellness	3
PLP 712	Leadership in Community Diversity	3
PLP 721	Community Mental Health Issues	3
PLP 722	The Community and Disabilities	3
PLP 731	Community Legal Issues	3
PLP 732	Veterans' Issues	3
PLP 741	Homelessness	3
PLP 742	Capstone in Community Advocacy	3
	Total Credits	30

Professional Leadership

Program Description

The Master's in Professional Leadership (MIM) at Converse University is a 30-hour master's program which provides a comprehensive grounding in professional leadership development with potential for graduates to advance to the EdD in Professional Leadership

program. This degree will focus on the application of leadership in a variety of contexts, and is appropriate for individuals in a broad range of professional roles.

Converse's Master's Degree in Professional Leadership allows you to balance your career and education while still enjoying a student-focused and personal program of study.

Mission Statement/Program Goals

The purpose of the degree is to provide an advanced credential in leadership that may be applied to a variety of professional contexts.

Admission Requirements/Application Procedures

How to Apply

1. Complete the Converse Graduate Application Form including the \$40 application fee.
2. Send official transcripts from all college work including completion of a bachelor's degree from an accredited institution.
3. Send two professional letters of recommendation.
4. Submit a 250-300 word personal statement of interest
5. Personal Insight Questions may be required

Requirements for Degree

In order to earn the MIM degree the candidate must:

1. Complete an approved 30-hour program as Outline.
2. Request and complete the *Application for Degree Form* by the deadline for May commencement;
3. Complete the certification form in the Graduate studies Office; and
4. Complete the graduate questionnaire, for which Students will receive a link through their Converse email
5. Fulfill all financial obligations and have cleared Any outstanding business with the University one Week prior to the commencement exercises.
6. Students must successfully complete the capstone course with a GPA of 3.0 or higher and maintain a GPA of 3.0 cumulative or better at the end of each evaluation period.

Program Coursework

Converse's Master in Management in Professional Leadership coursework includes 30 total credit hours of coursework in core and advance areas.

Your degree path for the MIM in Professional Leadership will begin in the fall of the academic year, five semesters (Fall, Spring, Summer, Fall, Spring) of six credit hours per academic semester. Courses will be paired in focus each semester, with one course meeting in person one night a week, and one course available online.

Additional Information

A minimum of six (6) credit hours is required to be eligible for federal student aid, such as federal direct loans. Students in these programs enrolled in less than six (6) credit hours are ineligible for federal financial aid.

Required Courses

Item #	Title	Credits
PLP 700	Leadership Theory & Identification	3
PLP 705	Legacies in Leadership	3
PLP 720	Current Issues in Leadership Application	3
PLP 725	Writing for Business Professionals	3
PLP 710	Organizational and Personnel Theory	3
PLP 730	Cultural Awareness Application	3
PLP 775	Project Management	3
PLP 745	Introduction to Data Analytics	3
PLP 760	Communication, Technology, and Speaking	3
PLP 790	Capstone	3
	Total Credits	30

Master of Marriage and Family Therapy

Marriage and Family Therapy

Program Description

This is a 60 credit hour master's degree program in MFT. A partnership between Converse University and EMERGE Therapy Clinic provides a complementary interface between the academic and clinical components offered in this degree program. Converse University provides the academic component and EMERGE Therapy Clinic provides the clinical practicum.

Before applying to begin the clinical practicum, students must complete at least 24 credit hours of coursework which must include practicum prerequisite courses (EDU634, MFS680, MFS645, MFS642 and either EDU635 or EDU639), have passed the first year student Progress Evaluation in which faculty members assess students for both their academic performance and their professional disposition for the field of MFT, and have the approval of their academic advisor. Students will then meet with the Clinical Readiness Committee, composed of AAMFT approved supervisors, who will make the final decision regarding acceptance into the practicum. This decision is based upon both the students' readiness and the capacity of the EMERGE system to provide training placement at that time. Students who have an existing MFT related graduate degree may be approved to begin their practicum experience before completion of the 24 hours.

The practicum experience includes a 900 hour internship that meets or exceeds the requirements for Clinical Membership with the AAMFT and LMFT in South Carolina. However, Converse University/EMERGE is not responsible for changes made to licensure laws. As a part of this internship, each student will receive 100 hours of clinical supervision of 500 hours of face-to-face client contact with individuals, couples and families with a wide variety of DSMV diagnoses, including serious mental illness, and diverse racial/ethnic backgrounds. Of the 100 hours of supervision, 50 must be group supervision and 50 must be individual supervision. In addition, 50 hours must entail raw data, such as live, videotaped, or audiotaped therapy sessions. Of the 500 client contact hours, 250 must be relational, i.e. with couples or families. The remaining 400 hours include, but

are not limited to, monthly administrative clinic meetings, interfacing with other community professionals, participating in satellite site activities such as treatment teams and consultation groups, record-keeping, and case management activities. Students will participate in quarterly evaluations of their progress with the supervisors and must pass a clinical comprehensive exam in order to successively complete the practicum.

EMERGE Therapy Clinic is located at 138 Dillon Drive in Spartanburg. The clinic is fully accredited by COAMFTE at the post-degree level. There are also satellite facilities in several local agencies in Spartanburg that work with the EMERGE Therapy Clinic to provide sites for training. Students complete the practicum in 15 months.

Students attending full-time may complete the entire program within two years. All students have up to five years.

Mission Statement/Program Goals

The mission of the Master of Marriage and Family Therapy program is to train clinically-skilled and culturally-competent systemic marriage and family therapists who can practice effectively and ethically with a wide variety of clients. The MMFT degree is designed to meet the academic and clinical practicum requirements of the American Association for Marriage and Family Therapy and for Licensed Marriage and Family Therapists in South Carolina. The program was granted full accreditation with the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) in 2005.

The Marriage and Family Therapy program at Converse University values diversity in its faculty, students, and the community it serves. The program's definition of diversity includes but is not limited to the following: race, ethnicity, age, gender, identity or expression sexual orientation, religion, socioeconomic status, ancestry, relationship status, veteran status, physical status or appearance, or any other characteristic protected by law. The program is committed to creating a learning environment in which the accompanying values, beliefs, traditions, and symbols of diverse cultures are respected, cultivated and taught. We do not discriminate against students or faculty based on any of the aforementioned characteristics.

Learning Objectives/Outcomes Program Outcomes

The MMFT program will:

1. Train students to be effective, systemic clinicians who positively contribute to the well-being of individuals, couples, families, and communities.
2. Teach students MFT models, theories, treatment techniques, and how to use and understand research to inform systemic practice.
3. Prepare student to practice in a culturally competent manner with a wide variety of client populations.
4. Prepare students to develop into professionals who practice ethically in the field of MFT.

Associated Student Learning Outcomes

The MMFT student will:

1. Learn to practice skillfully in collaboration and communication with other disciplines, agencies, and professions.
2. Use basic clinical skills, including admission to treatment, establishing a therapeutic alliance, maintenance of treatment records, case management, crisis intervention, and systemic treatment planning.
3. Demonstrate proficiency in assessing, diagnosing, and treating serious mental illness as defined by the state of South Carolina, and will understand its impact on the system.
4. Demonstrate an understanding and application of major models of marriage and family therapy.
5. Comprehend research methodology and be able to apply current research findings to the practice and assessment of clinical work in the field of marriage and family therapy.
6. Students will apply in both an academic and clinical setting knowledge of individual and family development, including issues related to human sexuality and sexual dysfunction.
7. Understand contemporary and diversity issues and be able to implement that knowledge in a clinical setting.
8. Demonstrate an understanding and competency of ethical, legal, and professional issues associated with the practice of marriage and family therapy and be able to apply that knowledge in a clinical setting.

Admission Requirements/Application Procedures

Applicants will be required to submit a formal application and attend an on-campus interview.

For full admission, the applicant must have a bachelor's degree from an accredited college or university with a cumulative GPA of at least 3.0 on a 4.0 scale.

1. Admission materials must include:
 - A. A \$40 application fee
 - B. Completed application form online
 - C. Official Transcripts from all colleges attended
 - D. Completion of an admissions essay
 - E. Three letters of recommendation; and
 - F. Personal statement approximately 1 page
 - G. \$100 Graduate Deposit Fee
2. An interview is scheduled in the Spring of each year. Potential applicants will be notified whether or not they are invited to the interview.
3. Students invited to the interview will receive formal notification. Following the interview, students will be notified of an acceptance within 2 weeks.
4. Deadline for applications is February 1st each year.

Requirements for Degree

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

1. Complete an approved 60 credit hours of coursework in the MFT program, including the 15 credit hour clinical practicum
2. Complete the 15 credit hours clinical practicum, including 500 client contact hours, 100 hours of supervision, and 300 hours of internship experience.
3. Maintain an overall B (3.0) average
4. Receive a satisfactory score on the first year Progress Evaluation
5. Receive a passing score on Clinical Comprehensive Examinations
6. Receive a passing score on Academic Comprehensive Examinations
7. **Request and complete** a degree application form. If all is in order the student's transcript bears the degree at the end of the following term. Regardless of the semester in which the student completes the graduate degree, the student will receive the degree at the graduation ceremony in May.

REQUIRED HOURS: The MMFT has a minimum of 63 graduate semester hours.

Area I: Theoretical Foundations of MFT

Required courses:

Item #	Title	Credits
MFS 634	Systems of Family Therapy I	3
MFS 639	MFT Models - Advanced Applications I	3
MFS 680	Systems of Family Therapy II	3
Sub-Total Credits		9

Area II: Clinical Practice of MFT

Required courses:

Item #	Title	Credits
MFS 633	Child Psychopathology	3
MFS 635	MFT Models-Advanced Applications II	3
MFS 642	Diagnostics of Mental Disorders in Interpersonal Systems	3
MFS 643	Cultural Competence and Family Therapy	3
MFS 646	Couples Therapy	3
MFS 661	Basic Techniques in the Psycho-Therapy Interview	3
MFS 681	Individual Psychopathology in Marriage & Family Therapy	3
Sub-Total Credits		21

Electives

Electives:

Item #	Title	Credits
MFS 631	Introduction to Dialectical Behavior Therapy	3
MFS 637	Family Therapy With Families of Addiction	3
MFS 649	A Systemic Understanding of Group Dynamics	3
MFS 650	Marital and Family Therapy Supervision	3
MFS 651	Treatment of Adult Survivors of Childhood Sexual Abuse	3
MFS 656	Business Strategies for Health Practitioners	3
MFS 657	Spiritual/Religious Issues in Psycho- Therapy I	3
MFS 662	LGBT Issues in Marriage and Family Therapy	3
MFS 682	Play Therapy History & Theory	3
MFS 684	Play Therapy Techniques	3
MFS 685	Play Therapy Applications for Special Populations	3
MFS 691	Special Topics-In MFT - Intro to Medical Family Therapy	3

Area III: Individual Development & Family Relations

Required courses:

Item #	Title	Credits
MFS 636	Assessment & Treatment of Sexual Issues	3
MFS 641	The Developmental Process of the Resilient Family	3
Sub-Total Credits		6

Area IV: Professional Identity and Ethics

Required course:

Item #	Title	Credits
MFS 645	Ethical, Legal and Professional Issues for the Marital and Family Therapist	3
Sub-Total Credits		3

Area V: Research

Required course:

Item #	Title	Credits
MFS 647	Research Literacy	3
Sub-Total Credits		3

Area VI: Supervised Clinical Practicum

Required over 15-month consecutive time frame

Item #	Title	Credits
	MFS 648 (a), (b), (c), (d), (e)	15
	Supervised Clinical Practicum	3
Sub-Total Credits		15
Total Credits		60

Petrie School of Music

Converse University was founded in 1889 as a liberal arts institution for women, and from the very beginning the music program was one of the University's greatest strengths. The School of Music was founded as a separate entity within the University in 1910 and renamed the Carroll McDaniel Petrie School of Music in 1999.

Throughout its history the School has played a prominent role on campus, in the region, and in the country, and for over a century the School's Twichell Auditorium in the Zimmerli Performance Center has hosted internationally renowned musicians, musical organizations, and festivals.

The graduate music program was initiated in 1944, and today enrollment in all graduate programs at Converse University is coeducational.

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 since 1927. All degree programs are approved by NASM. Music education degree programs are accredited by the Council for the Accreditation of Teacher Preparation (CAEP) and approved by the South Carolina Department of Education.

Mission

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

Admission Procedures

Enrollment in all graduate programs at Converse University is coeducational. The Application for Admission may be obtained from the Petrie School of Music Office, Converse University, 580 E. Main Street, Spartanburg, SC 29302, (864) 596-9021 or online at <http://www.converse.edu/admissions/graduate/masters-of-music-mm>. For consideration of admission to the Music Graduate programs, the application should have the following credentials:

- Graduation from an accredited institution

- For full, non-provisional admission, into an MM program, the applicant must have an overall cumulative 2.75 GPA on a 4.0 scale
- The Graduate Admission application, including the \$40 application fee. You must also complete a graduate music audition application
- Three letters of recommendation
- Master of Music Education applicants must submit scores from either the PKE or the Music Area Test of the ETS Praxis II series.
- **Applicants for the Music Education with Initial Certification, a competitive score on the Miller Analogies Test (MAT) will be required for admission to the MM with Initial Certification.**

International Students

Converse University requires that you have your international educational credentials evaluated by one of several agencies. Students must submit a course-by-course report of the undergraduate degree. Students may choose from these organizations to have their degrees evaluated:

- World Education Services (WES)
- Educational Credential Evaluators (ECE)
- Joseph Silny & Associates

TOEFL Scores

All international students whose native language is not English must submit an official TOEFL (Test of English as a Foreign Language) score for admission consideration. Australian, British and Canadian students do not need to submit the TOEFL. For applicants to Master of Music Programs a score of 550 or better is expected on the paper version of the test, 213 on the electronic test, or 79 on the Internet version of the test. Applicants to the Graduate Performance Diploma Program must show a score of at least 473 on the paper version of the test, 183 on the electronic test, or 68 on the Internet test.

Audition/Interview

In addition to the application materials, each student must be auditioned and interviewed by the appropriate music faculty before she/he will be admitted to graduate study in the Petrie School of Music. The faculty is usually able to schedule auditions and interviews at times that are convenient for the applicant. It is the responsibility of the applicant to arrange for the

audition/interview. Applicants should contact the Petrie School of Music office to make these arrangements.

A minimum undergraduate GPA of 2.75 is required for unconditional acceptance into a master's degree program in the Petrie School of Music.

Area Admissions Requirements

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

Master of Music or Graduate Performance Diploma in Instrumental Performance: The audition should be a minimum of twenty minutes in length and demonstrate at least two style periods. Memory is required in piano, strings and voice (except oratorio).

Master of Music or Graduate Performance in Vocal Performance: The audition should be a minimum of twenty minutes and include:

- an art song in French, German, Italian and English
- an operatic aria
- an oratorio aria

Memory is required (except for oratorio). While live auditions are preferred, a Video recording of a recent performance may be substituted for an on-campus audition. In such cases, the Performance Study level will be determined by an audition during registration for the student's first term at Converse University.

Master of Music (M.M.) Diagnostic Examinations

Prior to registering for graduate-level coursework (usually immediately before the beginning of the fall or spring term), entering Regular Graduate Students in M.M. programs should expect to receive diagnostic exams in the following areas:

- Music History: All M.M.Regular Graduate Students will be given a diagnostic exam in music history to determine whether MUH 601 Graduate Music History Survey has to be taken as a required music history course.
- Music Theory: All M. M.Regular Graduate Students will be examined in music theory. This examination will determine whether MUT 601, Graduate Survey of Music History

has to be taken as a required Music Theory course. Review of undergraduate transcripts will determine which prerequisite courses should be taken to remedy deficiencies.

- Diction: All Master of Music& Graduate Performance Diploma entering graduate Vocal Performance majors must pass an examination in Italian, French, German, and English lyric diction. If they do not pass, they must enroll in diction and receive a passing grade in the course, or audit the portion(s) of the diction course(s) in which they are deficient and pass an appropriate exam.
- Keyboard: Non-keyboard majors who have not satisfied a keyboard requirement equivalent to that for a Converse Bachelor of Music alumna in their undergraduate programs will be required to fulfill the undergraduate piano requirement at Converse.

During initial advisement sessions, students are informed of the resulting placements and deficiencies, which may be implemented on an advisory or a mandatory basis, depending on the student's performance. Deficiency courses are specified by area examiners after study of the undergraduate transcript and the results of the placement examinations. An undergraduate degree whose curriculum agrees with NASM guidelines is generally taken as an acceptable standard for this evaluation. Undergraduate-level courses may be taken by the graduate student to remedy deficiencies. While their satisfactory completion is required for graduation, the course hours involved neither apply toward the degree program, nor are they considered in arriving at the student's graduate grade point average. In most cases, the passing of the undergraduate course will remove the deficiency. In other cases, undergraduate participation may be used as a review prior to second administration of the placement examination.

Master of Music: Language Requirements

Remedial work in foreign languages may be required if students' undergraduate transcripts show a deficiency.

Requirements

Vocal Performance:

Four semesters of languages in any combination of Italian, French and German are required: (e.g., one year Italian; one term French; two terms

German). Remedial work in foreign languages will be required if undergraduate transcripts show a deficiency. The student may elect to take the courses or take and pass an exemption test in the foreign language department.

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

Music Education: There is no undergraduate language requirement for admission to the Master of Music degree in Music Education.

Master of Music: Literature Requirements

Prior to graduation, every Performance major must have had appropriate literature courses in the major area. For pianists, this means *Piano Literature*; for singers, this means both *Song Literature* and *Opera Literature*; for orchestral instrumentalists, this means both *Orchestral Instrument Literature* and *Chamber Music Literature*. Curricular deficiencies in Literature classes are offered on a 2-year rotation; graduate students must take their required literature course at the time they are offered. These areas may be removed with either undergraduate or graduate credit.

Types of Master of Music Student Status

REGULAR M.M STUDENTS: Students seeking degree candidacy; these students are enrolled for graduate credit.

SPECIAL MASTER OF MUSIC STUDENTS: Students wishing to enroll for graduate credit but not seeking degree candidacy may file an application for Special Graduate Student status by submitting college transcripts and the appropriate application. Applicants accepted to Special Graduate status may register for graduate credit in any course work offered by the Petrie School of Music subject to the following conditions:

- Permission of the area faculty is required. This may take the form of a transcript examination or administering of the placement test normally given entering regular graduate students.
- Special Graduate students may not register for those offerings leading directly to

terminal projects in graduate degrees, such as Thesis, Recital, Graduate Ensemble, and major credit performance studies offerings.

- While there is no limit on the number of graduate credit hours a student may earn as a Special Graduate Student, a maximum of fifteen semester hours of graduate credit earned as a Special Graduate Student may be carried over to Regular Graduate status for use in the degree program. A list of the courses to be carried over must accompany the Application for Admission for Regular Graduate status.

PROVISIONAL MASTER OF MUSIC STATUS: A student may be accepted provisionally to the Master of Music Programs if the audition panel and/or the Graduate Committee is not convinced of the applicant's likely success in meeting the standards of the performance major at the graduate level.

1. Provisional status based on audition:
 - a. If the student has Provisional status because of the level of performance demonstrated, he or she will be required to perform a qualifying examination in the performance area at the end of the first year of study. The examination will be performed for the area faculty, and will normally occur during regularly-scheduled juries.
 - b. The examination repertoire should meet the graduate audition requirements of the area in length, variety of styles, and memory. The material should be prepared under the direction of a Converse teacher, and should not include works studied by the applicant before admission to Converse.
 - c. If the examination is passed, the student may proceed in the chosen performance degree. Elective hours in performance taken as a provisional student will not count towards the required graduate credits for a performance degree.
2. Provisional status based on grades:
 - a. Students admitted provisionally as a result of poor academic performance at the undergraduate level must attain a GPA of at least 3.0 over the course of nine hours of Converse Graduate study, with other stipulations to be set on a case-by-case basis by the Graduate Committee.

Transfer Credit

- In general, Converse does not accept transfer credits in any Performance Studies area at the Graduate level. Master of Music Education Students, a similar prohibition applies to transfer credits in the major field of concentration.
- Transfer credits in other areas of the program of study must be approved by the Head of the Petrie School of Music and are limited to six semester hours. They will be placed on the student's Converse transcript only after admission to Regular Graduate status.
- Credits will not be accepted for transfer to the Converse graduate program if the credits are more than five years old at the time of their consideration.

Second Master's Degree

The Petrie School of Music awards the Master of Music degree; the major is not specified on the diploma. Therefore, while graduate students are encouraged to study as widely as they may desire, a "double degree" or a second master's diploma cannot be awarded. Instead, the Head of the School of Music may supply a letter certifying the completion of the courses in the additional major for distribution with the graduate's transcripts.

Assistantships/Financial Aid

The Petrie School of Music offers a number of graduate assistantships to Master of Music Students each year on the basis of available funds and school needs. Assistantships may include a waiver of University tuition, waiver of applied fee, a stipend, or a combination of the above. Each assistantship carries specific duties and responsibilities.

Assistantship applications for the upcoming fall term will be reviewed beginning March 15. The awarding process will continue until all assistantships have been awarded. All application materials must be submitted and auditions completed to qualify for consideration. Contact the Music Office for additional information.

Students receiving an assistantship must turn in a monthly timesheet, signed by the appropriate supervisor, to the Head of the Petrie School of Music. Failure to turn in the timesheet will result in withholding of the student's check.

The Finance and Registration Center is available to assist students with loans and questions regarding funding of their education.

Residency

While specific minimum loads and/or periods of residency are not stipulated, neither the Master of Music degree or Graduate Performance Diploma may be earned through summer study alone.

Faculty Adviser

Upon enrolling at Converse University, each degree-seeking graduate student in the Petrie School of Music is assigned an adviser. The role of the adviser is to help the student plan an academic program, and to help answer questions along the way, but it is ultimately the student's own responsibility to make sure she/he satisfies all degree requirements.

For Graduate Students pursuing Performance degrees, the academic advisor is normally the major studio teacher. If the major studio teacher is adjunct faculty, a full-time faculty member in the area may be assigned as academic advisor. For Graduate Students pursuing Music Education degrees, the academic advisor is a full-time faculty member of the music education faculty.

Each M.M. student is appointed a Master's Committee which oversees the thesis, recital, and comprehensive examination process. The student and the faculty adviser together submit a list of requested faculty for the student's Master's Committee to the PSOM Graduate Committee for approval by the Head of the Petrie School of Music.

Couse Load

The normal full load for a graduate student is 7 hours during the fall or spring term (1 during the January Term). Half-time load is 6 hours during the fall or spring terms (1 during the January Term). Permission of the Head is required to take more than 10 hours in a long term or 4 in a short term.

Ensemble Participation

The National Association of Schools of Music (NASM) recommends that candidates for Master's degrees be required to participate in conducted or coached ensembles. All Converse

University graduate full-time music students are encouraged to participate in such ensembles beyond the minimum required by their degree program.

Directed Independent Studies in Music

The purpose of a Directed Independent Study is to allow concentration on a particular topic in music. Topics that significantly overlap courses offered by the School or that seem to be an effort to circumvent curricular requirements will not be approved. A document which presents the results of the study will be required. A copy of this document must be placed in the student's permanent file. A Proposal for Directed Independent Study form (available from the School of Music Office) must be completed by the student and submitted to the major professor and then the PSOM Graduate Committee for approval prior to the end of the semester preceding the one in which independent study is to be undertaken.

Application for Graduation

Application for Graduation for the Master's degree is made only after the student has completed all undergraduate deficiencies and approximately one semester of graduate course work with a minimum GPA of 3.0 in the graduate courses. The application must be submitted at least one semester before sitting for comprehensive examinations. Application for Graduation forms may be obtained from the Registrar's Office or Graduate Studies Office. **The deadline to submit the application is December 1, 2022.**

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

Application for Graduation for the Graduate Performance Diploma is made only after the student has completed all undergraduate

deficiencies and approximately one semester of graduate course work with a minimum GPA of 3.0 in the graduate courses. The application must be submitted at least one semester before projected completion of the program. Application for Graduation forms may be obtained from the Registrar's Office or Graduate Studies Office. The original form, along with two copies, must be submitted to the Office of the Head.

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

Graduation Requirements

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

1. A grade lower than B- will not count for graduate program credit in any course within the Major area.
2. A grade lower than C- will not count for graduate program credit in courses outside the Major area.
3. A total cumulative average of 3.0 must be achieved in all courses attempted at the graduate level. Prerequisites taken to erase undergraduate deficiencies are not averaged into this total.
4. Except for Ensembles and Performance Studies, a graduate level course whose content duplicates that of an undergraduate course present on the candidate's transcript will not count toward graduation except by specific permission of the PSOM Graduate Committee.
5. At least half of all credits must be at the 600 level.

Comprehensive Examinations

The Master of Music Programs requires all candidates to pass an hour-long final oral comprehensive examination. The examination is not merely a test over course work, but a demonstration of the candidate's ability to integrate materials in the major and related fields. The purpose of the comprehensive exam is for a

student to demonstrate his or her ability to talk intelligently about his or her concentration in music and its relation to the overall field of music.

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

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

Time Limit

Candidates have six calendar years from the time of enrollment in the Graduate Program to complete their program requirements. Students who change degree programs during this six-year period may be granted an extension after review and approval by the PSOM Graduate Committee. With the approval of their applied teacher, the PSOM Graduate Committee, and the Head of the Petrie School, Graduate Performance Diploma students who meet all criteria for admission into the M.M. program may apply credits earned towards M.M. degree requirements with the exception of MUA 680 and MUA 690.

Facilities

The Petrie School of Music is housed in the Blackman Music Hall, one of the finest music facilities in the region. Solo and chamber music performances in Blackman take place in Daniel Recital Hall, an acoustical marvel that seats 340. Opera and large ensemble concerts are presented in Twichell Auditorium, a 1500-seat fully-equipped professional theater and concert hall that serves not only the Petrie School and the University but also schools and performing arts organizations from throughout the region. Adjacent to Twichell is the Alia Lawson Academy of the Arts, home to a 125-seat recital hall and studios for our highly successful community music and dance program.

The Petrie School's collection of music books, scores, sound recordings, and subject-specific video recordings is housed on the first floor of

the Mickel Library, in the Gwathmey Wing. The 51,000-volume collection is supervised by a professional library staff.

Course Offerings

At the first meeting of a class, the instructor will distribute a syllabus that details the expectations for the course.

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

Courses are offered in a sequence: some courses are offered every term, others once a year, others once every two years. In collaboration with advisers, students must carefully select courses.

Prerequisites must be satisfied before taking a course. Courses numbered 600-699 are open only to graduate students. At least half of the required courses taken for a Master of Music degree must be at the 600-699 level.

Fees for courses are not refundable after the University drop-add period.

Graduate Performance Diploma

Program Description

This post-baccalaureate, non-degree program is intended to prepare highly advanced students for careers as performers in a very specialized program of study. The Graduate Performance Diploma does not in itself qualify students to pursue doctoral study.

Learning Objectives/Outcomes

1. Candidates will demonstrate highly advanced technical skills in her/his primary performing specialty.
2. Candidates will demonstrate the ability to read musical notation with great fluency, and to work conceptually with the elements of rhythm, melody, harmony, structure, timbre and texture at an advanced and sophisticated level.
3. Candidates will demonstrate highly advanced performance skills on a level consistent with professional aspirations.
4. Candidates will demonstrate collaborative skills at a professional level.

Additional Information

Courses of Instruction

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

Performance Studies (MPS)

Private Lessons are offered in the following: Piano, Harpsichord, Organ, Voice, Violin, Viola, Cello, Bass, Flute, Oboe, Clarinet, Bassoon, Saxophone, French Horn, Trumpet, Trombone, Euphonium, Tuba, Percussion, Harp and Guitar.

Variable Credit

Two categories of private instruction are available:

1. Performance Studies (to satisfy degree requirements for music majors)
2. Elective Performance Studies (Requires approval of the appropriate performance area faculty and the Head of the PSOM). Enrollments are limited by available resources. Open to all Converse students.

Consult the appropriate section of the Catalog for lesson fees.

Required courses in Music Performance

Item #	Title	Credits
MPS 600	Performance Studies	3-10
MUA 680	Graduate Chamber Recital	1
MUA 690	Graduate Recital	1
Sub-Total Credits		12

Other required studies in Music

Item #	Title	Credits
	MEN 520-590 Music Ensembles	2
	Music Literature	3
Sub-Total Credits		5

Music Electives

Sub-Total Credits		3
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Other Requirements

Final Requirements
Graduate Recital

Total Credits

20

Master of Music in Music Education

Program Description

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

Learning Objectives/Outcomes

1. The candidate will articulate perspectives on contemporary issues and problems in music education.
2. The candidate will conduct research into problems in music education and to interpret the research of others.
3. The candidate will demonstrate understanding of music history and music theory.

Required courses in Music

Item #	Title	Credits
MUE 611	Foundations of Music Education	3
MUE 621	Research in Music Education	3
MUE 623	Methods and Materials Seminar in Music Education	3
	MUE 694, MUE 695, or MUE 696: Major Project	3
Sub-Total Credits		12

Major Area

MPS 600 is 3 credit hours for MM Music Ed

Item #	Title	Credits
MPS 600	Performance Studies	3-10
MUH 601	Graduate Music History Survey	3
MUT 553	Advanced Analysis	3
	MEN Ensembles	2
Sub-Total Credits		11

Music Electives

May include 3 credits outside of music.

Additional ensemble participation is recommended but will not count toward the seven hours of elective credit.

Sub-Total Credits	7
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Final Requirements

Passing grade on:

1. Comprehensive examination
2. Major Project: Thesis, Portfolio or Lecture Recital

Total Credits	30
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Master of Music in Music Education with Initial Certification Instrumental Emphasis

Program Description

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

Learning Objectives/Outcomes

1. The candidate will use the piano and or guitar as a tool to effectively demonstrate musical concepts and to play accompaniments and demonstrate music skills and concepts effectively with her voice.
2. The candidate will apply her knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in the creation of lesson plans.
3. The candidate will effectively lead performance-based instruction in K-12 classroom.
4. The student will teach K-12 students effectively on beginning band, string, and percussion instruments, and competently demonstrate those instruments to beginning students.
5. Candidates will be able to articulate perspectives on contemporary issues and problems in music education, will be able to

conduct research into problems in music education and to interpret the research of others, and will be able to apply knowledge of current methods and materials in the teaching of K-12 students.

Admission Requirements/Application Procedures

Entrance Requirements

- Undergraduate Music Degree
- Pass an entering audition to verify performance competency
- Successful completion of the Praxis I examination

Additional Information Courses of Instruction

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

Prerequisite Courses:

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

Item #	Title	Credits
	MUE 351	2
	MUE 363	2
	MUE 321, MUE 331 and MUE 333	4
	MUA 101-103, 201-203: Piano Class	5
	MUA 311	3
	MUE 421	3
	MUT 353	3
	Sub-Total Credits	23

Required Courses in Music

Item #	Title	Credits
MUE 611	Foundations of Music Education	3
MUE 621	Research in Music Education	3
MUE 623	Methods and Materials Seminar in Music Education	3
	MUE 694, MUE 695, or MUE 696: Major Project	3
MUE 660	Directed Student Teaching: Music Education	9
	Sub-Total Credits	21

Major Area

Item #	Title	Credits
MPS 600	Performance Studies	3-10
	MEN Ensembles	2
MUH 601	Graduate Music History Survey	3
MUT 553	Advanced Analysis	3
EDU 560	Introduction to Education	3
EDU 525b	Teaching Reading and Writing in the Content Areas/elementary	3
PSY 580	Human Growth and Development Emotional Disturbances	3
Sub-Total Credits		20-27

Supportive Area

Sub-Total Credits		19
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Final Requirements

Passing grade on:

1. Comprehensive examination
2. Major Project
3. PRAXIS II Examinations
Music Content and Instruction
Principles of Teaching and Learning (PLT)

Total Credits		40-63
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Master of Music in Music Education with Initial Certification Vocal/Choral Emphasis

Program Description

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

Learning Objectives/Outcomes

1. The student will use the piano and or guitar as a tool to effectively demonstrate musical concepts and to play accompaniments and demonstrate music skills and concepts effectively with her voice.

2. The student will apply her knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in the creation of lesson plans.
3. The student will effectively lead performance-based instruction in K-12 classrooms.
4. Students will be able to articulate perspectives on contemporary issues and problems in music education, will be able to conduct research on problems in music education and to interpret the research of others, and will be able to apply knowledge of current methods and materials in the teaching of K-12 students.

Admission Requirements/Application Procedures

Entrance Requirements

- Undergraduate Music Degree
- Pass an entering audition to verify performance competency in voice or piano
- Successful completion of the Praxis I examination

Prerequisite Courses

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

Item #	Title	Credits
	MUE 351	2
	MUE 353	2
	Instrumental Techniques courses	2
	MUA 111-113, 211-213 or MUA 101-103, 201-203	4-5
	MUA 221	2
	MUA 311	3
	MUA 411	3
	MUT 353	3
Sub-Total Credits		21

Required Courses

Item #	Title	Credits
MUE 611	Foundations of Music Education	3
MUE 621	Research in Music Education	3
MUE 623	Methods and Materials Seminar in Music Education	3
	MUE 694, MUE 695, or MUE 696: Major Project	3
MUE 660	Directed Student Teaching: Music Education	9
Sub-Total Credits		21

Major Area

Item #	Title	Credits
MPS 600 (2cr)	Performance Studies	2
	MEN Ensembles	2
MUH 601	Graduate Music History Survey	3
MUT 553	Advanced Analysis	3
EDU 560	Introduction to Education	3
EDU 525b	Teaching Reading and Writing in the Content Areas/elementary	3
EDU 580	Advanced Middle Level Curriculum and Assessment	3
Sub-Total Credits		19

Supportive Area

Sub-Total Credits		19
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Final Requirements

Passing grade on:

1. Comprehensive examination
2. Major Project
3. PRAXIS II Examinations Music Content and Instruction Principles of Teaching and Learning (PLT)

Total Credits	40-61
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Master of Music in Performance

Program Description

This degree is designed for accomplished performers who intend to pursue careers as performers or teachers. Graduates of this program are qualified to pursue doctoral work in performance.

Learning Objectives/Outcomes

1. Candidates will demonstrate advanced technical skills in her/his primary performing specialty.
2. Candidates will demonstrate the ability to read and analyze musical notation, and to work conceptually with the elements of rhythm, melody, harmony, structure, timbre and texture at an advanced and sophisticated level.
3. Candidates will demonstrate advanced performance skills on a level consistent with professional aspirations.
4. Candidates will demonstrate collaborative skills at a professional level.

Required courses in Music

Item #	Title	Credits
MPS 600	Performance Studies	3-10
MUA 680	Graduate Chamber Recital	1
MUA 690	Graduate Recital	1
Sub-Total Credits		12

Major Area

Item #	Title	Credits
MUH 603	Bibliography	3
MUH 601	Graduate Music History Survey	3
	MUH 531, MUH 533, MUH 541, MUH 543 or MUH 575	3
	Music Literature at the 600-level	3
MUT 553	Advanced Analysis	3
MUT 601	Graduate Survey of Music Theory	3
	MEN Ensembles	2
Sub-Total Credits		20

Final Requirements

1. Graduate Recital
2. Comprehensive examination

Total Credits	32
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Courses

Art

ART 500: Elementary Art Methods and Management

This course provides an in-depth study of best practices in methods and classroom management related to the elementary art classroom. Topics include materials, strategies, techniques, and organization necessary for successful teaching elementary art. The Artist/researcher/teacher framework is employed to promote positive action and reflection in teaching and learning.

Notes

Students in the MAT Art Education program must register for the co-curricular ART 500L Elementary Art Methods and Management Lab Clinical. Requirement for MAT Art Education. Requirement for Converse Alternative Certification-Art Education Program depending upon level of service. Lab fee.

Credits 3

ART 500L: Elementary Art Methods and Management Lab Clinical

This course provides the Master of Art in Teaching art education student an opportunity 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 includes observation, participation and limited directed teaching experience in local, normally, public schools.

Notes

Students should sign up one full semester before the term. Grading is on a pass/fail basis. Program requirement for MAT Art Education.

Credits 1

Prerequisites

[EDU 560](#)

[ART 500](#)

ART 501: School Art Curriculum and Methods

The purpose of this course is to assist developing and practicing art educators in the development of art curricula, methods of instruction, and assessment in teaching art. Additional curricular and pedagogical factors to be emphasized include: accommodating developmental learning stages and learner needs, creativity, technology, implementing arts integrations, teaching to diversity, exploring PK-12 materials and supplies, and organizing the classroom for effective teaching. Course content will include all applicable SC standards for visual arts classrooms and the SC standards for teacher evaluation.

Notes

Requirement for MAT Art Education or Converse Alternative Certification-Art Education program. Lab fee.

Credits 3

ART 502: Contemporary Problems in Art Education

The purpose of the course is to help practicing art educators address current problems in the art curriculum and instruction. Emphasis will be on exploring specific areas to better equip the art teacher in meeting the needs of the students in the public school setting. Topics will vary and visiting specialists in art education may conduct an in-depth look at some facet of this field. May be taken for a total of six hours.

Notes

Lab fee.

Credits 3

ART 503: History and Philosophy of Art Education

This course provides an intensive study of the historical and philosophical development of Art Education in America and abroad. The course emphasizes significant trends and movements that have affected the growth of Art Education and present structure of the discipline through historical research and analysis of past and current practices. This course is designed for the advanced certification art education student in the MEd Art Education degree program or with permission by the instructor for other related advanced degree programs and recertification.

Credits 3

ART 505: Nineteenth Century Art

A study of the stylistic and theoretical developments of 19th century European painting and sculpture within the context of socio-political events. Research papers and oral presentations are required.

Credits 3

ART 506: Early Twentieth Century Art

This course will examine the major European artists and art movements during the first three decades of the twentieth century within the context of socio-political events. The course includes readings in modern art theory. Research papers and oral presentations are required.

Credits 3

ART 507: American Art

This course examines the development of American painting and sculpture from the Colonial period through the 1930s. In addition to the study of the major artists and artwork, the role of American art in defining American values and identity will be explored. In this course, the term "American" applies to the United States of America and we will focus primarily on Euro-American art due to time constraints.

Credits 3

ART 509: Twentieth Century Art Since 1945

A study of the major developments in the visual arts from 1945 to the late 20th century. Influences on the artwork of each period, including social, philosophical and theoretical issues, will be examined. Research papers and oral presentations are required.

Credits 3

ART 510: The Creative Process for Educators

An exploration of the creative process encompassing theory and application. A variety of art materials and techniques will be used to explore how creative process methods can be used in the classroom as well as in an individual's life.

Notes

Crosslisted with EDU 510. Lab fee.

Credits 3

ART 511: Art for the Child

This course provides the graduate education student with in depth exposure to the role that creative art experience plays in the child's development; to increase sensitivity to the aesthetic quality in a child's development and in his or her art work; to increase confidence in the child's ability to work creatively with a variety of materials that utilize art to teach academic, social and cognitive skills; and to provide learning experiences.

Notes

Lab fee.

Credits 3

ART 512: Graduate Book Arts

This course introduces the art educator to the book as an art form. It is a creative exploration of both handmade and artists books through the various uses of medium, techniques and bookbinding.

Notes

Lab fee.

Credits 3

ART 513: Graduate Drawing

An advanced course in drawing techniques. Students are expected to further develop their drawing skills as well as develop personal concepts. Figure study, color materials, and mixed media are components of this course.

Notes

Lab fee.

Credits 3

ART 515: Women in Art

This course will selectively study the art and lives of women artists. The power of images in the construction of gender roles will also be examined. Research papers and oral presentations are required.

Credits 3

ART 516: Secondary Art Methods and Management

This course provides an in-depth study of best practices in art methods and classroom management related to the secondary level art classroom. Topics include materials, strategies, techniques, and organization necessary for successful teaching at the middle and high school levels. The Artist/Researcher/Teacher framework is employed to promote positive action and reflection in teaching and learning.

Notes

Students in the MAT Art Education Program must register for the co-curricular ART 516L Secondary Art Methods and Management Clinical and the EDU 525: Reading in the Content Area. Requirement for MAT Art Education. Requirement for Converse Alternative Certification-Art Education Program depending upon the level of service. Lab fee.

Credits 3

ART 516L: Secondary Art Medhods and Management Clinical II

This course provides Master of Art in Teaching art education students with a more in depth clinical experience in the secondary art classroom. The emphasis is placed on observation and participation in the classroom. Additionally, there will be readings, written assignments, several seminars with the instructor, and videotaping of lessons. The course integrates theory as well as practice, and includes observation, participation, and limited directed teaching experience in a local public school.

Notes

Program requirement for MAT Art Education. Grading is on a pass/fail basis.

Credits 2

[ART 516](#)

ART 517: Administration and Supervision in Arts Education

This course provides an introduction to Fine Arts Education Administration and Supervision and is for advance certification candidates except by permission of the instructor. Topics include program evaluation, teacher evaluation, reading and interpreting research journal articles, grant writing, and applicable school personnel and school finance principles.

Notes

Cross-listed with EDU 587 and MUE 617

Credits 3

ART 520: Graduate Printmaking

A course exploring non-toxic printmaking processes for primary and secondary education art teachers. Possible techniques taught include: relief printing (wood, linoleum), calligraphy, water-based monotype, chine colle, direct drawing and photo sensitive water-based silkscreen, and some other, user friendly, techniques will be covered in the semester.

Notes

Lab fee.

Credits 3

ART 524: Digital Media and Graphic Design

This course will introduce educators to the field of digital media through the application and exploration of computer aided software. We will cover the historic origins of modern Graphic Design and explore the basic principles of successful design, presentation and digital documentation through projects and exercises using the Adobe Creative Design Suite, Power Point, and web-based media.

Notes

Lab fee

Credits 3

ART 530: Graduate Ceramics

This is a ceramics course for students pursuing a graduate degree in Art Education. The study of clays, experience in design, forming methods, surface treatments, glaze applications, and firing methods will be emphasized. Traditional, contemporary, functional, and sculptural concepts of ceramics will be explored.

Notes

Lab fee.

Credits 3

ART 535: Studio Material Culture

This is a studio course for students pursuing a graduate degree in Art Education focusing on material culture. Students will develop skills in metals, ceramics, textiles, and sculpture. While exploring these materials, students will gain an understanding of contemporary and traditional materials used in fine art and craft practices.

Notes

Lab fee.

Credits 3

Prerequisites

Undergraduate Degree:

ART 560: Research in Art Education

This course examines various quantitative and qualitative methodologies for Art Education. Topics include ethics in research, reading and interpreting research journal articles, action research/teachers as researchers, authentic assessment in Art Education, research paradigms and designs, feminist and other critical theory and post-modern concerns.

Credits 3

ART 561: Artist as Researcher, Teacher, and Transformer

This course is designed to explore and develop conceptual understanding of the Artist/Researcher/Teacher model and a holistic approach to art education as proposed by Lowenfeld, Dewey, Dow, Hoffman, Burton, London and others who have promoted the expressive and transformative qualities of the discipline. Students will review modern and contemporary art education perspectives and develop a personal plan for creating their art and integrating the experience into their K-12 classroom. This course is for the advanced art education student in the Med -Art Education degree program or by permission of the instructor for students in related advanced degree programs or for recertification.

Credits 3

ART 564: Introduction to Art Education

This course is as a survey of best practice and methods to prepare the alternative certification candidate in are education for the PH-12 classroom. Offered in a workshop/seminar format, candidates will be introduced to concepts of positive school climate, classroom management, teaching to SC Standards, and providing a safe and ethical space for creativity with diverse student populations.

Notes

Requirement for Converse Alternative Certification – Art Education Program. Lab Fee.

Credits 0

ART 565: Graduate Exhibition

This course provides evidence of artistic depth and accomplishment for graduate art education majors in the Masters in Education and Masters of Arts in Teaching programs. The course represents the culmination of each student's studio experiences. This course is required for all graduate Art Education majors.

Notes

Grading is on a pass/fail basis.

Credits 0

ART 571: Graduate Painting

An advanced painting course in which water-based painting media appropriate to teaching in primary and secondary schools is used. Experimentation, evaluation, and resolution of image making are expected to help students develop an understanding of the media. Painting media will possibly include acrylic, watercolor, and painting new techniques.

Notes

Lab fee.

Credits 3

Prerequisites

Undergraduate degree.

ART 572: Graduate Sculpture

An advanced exploration of the discipline of sculpture, and 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.

Notes

Lab fee.

Credits 3

Prerequisites

Undergraduate degree.

ART 586: Travel-study Program

A travel-study program for course credit wherein participants will spend seven to fourteen days in a selected city or cities for an intensive survey of the culture, art, architecture, and interiors of the city's visual design resource.

Credits 3

ART 588: Multicultural Art Education

The purpose of the course is to examine various cultures and their art as they relate to art instruction. Students will study various multicultural art works and the factors influencing them. Emphasis will be given to the planning of lessons using interdisciplinary information and production of art works. May be taken for a total of six hours.

Notes

Lab fee.

Credits 3

ART 599: Special Topics in Art

Notes

Lab fee.

Credits 3

Creative Writing

CRW 500: Creative Writing: Fiction Workshop

Instruction in the writing of fiction. Fiction will be discussed in a workshop situation.

Credits 3

Prerequisites

Introduction to Creative Writing or permission of instructor.

CRW 501: Creative Writing: Poetry Workshop

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

Credits 3

Prerequisites

Introduction to Creative Writing or permission of instructor.

CRW 503: Feature Writing

Study in advanced feature writing techniques (human interest story, personality profile, travel story and special event story). Lecture/workshop format.

Credits 3

Prerequisites

ENG 294 or permission from the instructor.

CRW 504: Special Topics in Writing

An upper-level course for students who wish to focus on one aspect of writing. Topics may include The Teaching of Writing, Peer Consulting in Writing (for Writing Center staff), Creative Non-Fiction, and the teaching of creative writing.

Credits 3

CRW 600: Creative Writing Residency

Each nine-day residency, held on the Converse campus in the summer and January, begins the new semester with a demanding program of creative writing workshops in which student work is discussed and evaluated. The residency will comprise workshops, daily seminars, craft lectures, panel discussions and readings by faculty members, visiting writers, editors and agents. This course may be repeated for credit, but only one Creative Writing Residency may be completed per semester. Students must attend and participate in the residency in order to participate in the mentoring semester. Residencies are a key component of the mentoring semester process.

During each residency students must participate in the following:

- Seven intensive three and a half hour workshops that engage students in critical, supportive discussions of their own work and issues of craft, literature and aesthetics
- A series of one-on-one conferences with writer/mentors to establish a study plan and sequence of readings for the coming semester
- A minimum of six craft lectures, special topics seminars and/or panel presentations.
- A minimum of six readings and Q/A presented by faculty, MFA students and visiting writers.
- Complete all required reading and writing assignments for workshops, lectures and seminars.
- Complete all required forms, including the evaluations, your study plan, and any other forms pertaining to the program given to you by the MFA faculty and staff.

Notes

Repeated at the beginning of each mentoring semester for 16 hrs. total.

Credits 4

Prerequisites

Admission into the MFA program.

CRW 601: Craft Topics in Fiction I: Genre History, Criticism, and Theory

Taken during first mentoring semester. Under guidance of a faculty mentor in the genre, the student will design a specific curriculum for achieving a working awareness of the history, criticism, and craft theory associated with fiction. Each student must file a one-page reading list with the faculty mentor prior to the beginning of the term. The list is developed in consultation with the faculty mentor, and additional reading suggestions may be offered by the faculty mentor in response to writing packets submitted by the student. Writing assignments may include response papers, interviews, critical annotations, reviews, or other options.

Credits 4

Prerequisites

Admission into the MFA program.

CRW 602: Craft Topics in Fiction II: Genre History, Criticism, and Theory

Under guidance of a faculty mentor in the genre, the student will design a specific semester curriculum. The course is designed to build on Craft Topics I and provide a more advanced survey of the history, criticism, and craft theory associated with fiction. The student must file a one-page reading list with the faculty mentor prior to the beginning of the term. The list is developed in consultation with the faculty mentor, and additional reading suggestions may be offered by the faculty mentor in response to writing packets submitted by the student. Writing assignments may include response papers, interviews, critical annotations, reviews, or other options.

Notes

Taken during second mentoring semester.

Credits 4

Prerequisites

Admission into the MFA program and Craft Topics in Fiction I.

CRW 603: Craft Topics in Fiction III: Research Project

Under the guidance of a faculty mentor in the genre, each student researches and completes a substantive critical project (25-30 pages, including bibliography) in one of the areas of emphasis: craft of writing, literary theory/criticism in the genre, or creative writing pedagogy.

Notes

Taken during third mentoring semester.

Credits 4

Prerequisites

Admission into the MFA program and Craft Topics in Fiction I and II.

CRW 604: Craft Topics in Fiction IV: Craft Seminar

Independent study with a faculty member chosen as an advisor to direct the student in a project culminating in a craft seminar. Oral presentation of the craft seminar will be scheduled during the fifth graduating residency, following the fourth mentoring semester.

Notes

Taken during fourth mentoring semester.

Credits 4

Prerequisites

Admission into the MFA program and Craft Topics in Fiction I, II and III.

CRW 605: Craft Topics in Nonfiction I: Genre History, Criticism, and Theory

Under guidance of a faculty mentor in the genre, the student will design a specific curriculum for achieving a working awareness of the history, criticism, and craft theory associated with nonfiction. Each student must file a one-page reading list with the faculty mentor prior to the beginning of the term. The list is developed in consultation with the faculty mentor, and additional reading suggestions may be offered by the faculty mentor in response to writing packets submitted by the student. Writing assignments may include response papers, interviews, critical annotations, reviews, or other options.

Notes

Taken during first mentoring semester.

Credits 4

Prerequisites

Admission into the MFA program.

CRW 606: Craft Topics in Nonfiction II: Genre History, Criticism, and Theory

Under guidance of a faculty mentor in the genre, the student will design a specific semester curriculum. The course is designed to build on Craft Topics I and provide a more advanced survey of the history, criticism, and craft theory associated with nonfiction. The student must file a one-page reading list with the faculty mentor prior to the beginning of the term. The list is developed in consultation with the faculty mentor, and additional reading suggestions may be offered by the faculty mentor in response to writing packets submitted by the student. Writing assignments may include response papers, interviews, critical annotations, reviews, or other options.

Notes

Taken during second mentoring semester.

Credits 4

Prerequisites

Admission into the MFA program and Craft Topics in Nonfiction I.

CRW 607: Craft Topics in Nonfiction III: Research Project

Under the guidance of a faculty mentor in the genre, each student researches and completes a substantive critical project (25-30 pages, including bibliography) in one of the areas of emphasis: craft of writing, literary theory/criticism in the genre, or creative writing pedagogy.

Notes

Taken during third mentoring semester.

Credits 4

Prerequisites

Admission into the MFA program and Craft Topics in Nonfiction I and II.

CRW 608: Craft Topics in Nonfiction IV: Craft Seminar

Independent study with a faculty member chosen as an advisor to direct the student in a project culminating in a craft seminar. Oral presentation of the craft seminar will be scheduled during the fifth graduating residency, following the fourth mentoring semester.

Notes

Taken during fourth mentoring semester.

Credits 4

Prerequisites

Admission into the MFA program and Craft Topics in Nonfiction I, II and III.

CRW 609: Craft Topics in Poetry I: Genre History, Criticism, and Theory

Under guidance of a faculty mentor in the genre, the student will design a specific curriculum for achieving a working awareness of the history, criticism, and craft theory associated with poetry. Reading will certainly be a part of this, and each student must file a one-page reading list with the faculty mentor prior to the beginning of the term. The list is developed in consultation with the faculty mentor, and additional reading suggestions may be offered by the faculty mentor in response to writing packets submitted by the student. Writing assignments may include response papers, interviews, critical annotations, reviews, or other options.

Notes

Taken during first mentoring semester.

Credits 4

Prerequisites

Admission into the MFA program.

CRW 610: Craft Topics in Poetry II: Genre History, Criticism, and Theory

Under guidance of a faculty mentor in the genre, the student will design a specific semester curriculum. The course is designed to build on Craft Topics I and provide a more advanced survey of the history, criticism, and craft theory associated with poetry. The student must file a one-page reading list with the faculty mentor prior to the beginning of the term. The list is developed in consultation with the faculty mentor, and additional reading suggestions may be offered by the faculty mentor in response to writing packets submitted by the student. Writing assignments may include response papers, interviews, critical annotations, reviews, or other options.

Notes

Taken during second mentoring semester.

Credits 4

Prerequisites

Admission into the MFA program and Craft Topics in Poetry I.

CRW 611: Craft Topics in Poetry III: Research Project

Under the guidance of a faculty mentor in the genre, each student researches and completes a substantive critical project (25-30 pages, including bibliography) in one of the areas of emphasis: craft of writing, literary theory/criticism in the genre, or creative writing pedagogy.

Notes

Taken during third mentoring semester.

Credits 4

Prerequisites

Admission into the MFA program and Craft Topics in Poetry I and II.

CRW 612: Craft Topics in Poetry IV: Craft Seminar

Independent study with a faculty member chosen as an advisor to direct the student in a project culminating in a craft seminar. Oral presentation of the craft seminar will be scheduled during the Fifth graduating residency, following the fourth mentoring semester.

Notes

Taken during fourth mentoring semester.

Credits 4

Prerequisites

Admission into the MFA program and Craft Topics in Poetry I, II and III.

CRW 613: Craft Topics in Environmental Writing I:

Under the guidance of a faculty mentor in the genre, each student researches and completes a substantive critical project (25-30 pages, including bibliography) with a general focus on Environmental Writing and Literature. The areas of emphasis: craft of Environmental writing, literary theory/criticism in the genre, or creative writing pedagogy. Mentor may require a field experience component.

Credits 4

Prerequisites

Admission into the MFA program and the Emphasis in Environmental Writing, and Craft Topics I and II courses in the students selected genre (fiction, poetry, nonfiction).

CRW 614: Craft Topics in Environmental Writing II:

Independent study with a faculty member chosen as an advisor to direct the student in a project culminating in a craft seminar In Environmental Writing and Literature. Oral presentation of the craft seminar will be scheduled during the Fifth graduating residency, following the fourth mentoring semester.

Credits 4

Prerequisites

Admission into the MFA program and the Emphasis In Environmental Writing, plus Craft Topics I and II courses in the students selected genre (fiction, poetry, nonfiction), and Craft Topics in Environmental Writing I.

CRW 615: Craft Topics in Young Adult Fiction Writing I:

Under the guidance of a faculty mentor in the genre, each student researches and completes a substantive critical project (25-30 pages, including bibliography) with a general focus on Young Adult Writing and Literature. The areas of emphasis: craft of Young Adult writing, literary theory/criticism in the genre, or creative writing pedagogy.

Credits 4

Prerequisites

Admission into the MFA program and the Emphasis in Young Adult Writing and Craft Topics I and II courses in fiction.

CRW 616: Craft Topics in Young Adult Fiction Writing II:

Independent study with a faculty member chosen as an advisor to direct the student in a project culminating in a craft seminar in Young Adult Writing and Literature. Oral presentation of the craft seminar will be scheduled during the Fifth graduating residency, following the fourth mentoring semester.

Credits 4

Prerequisites

Admission into the MFA program and the Emphasis in Environmental Writing, plus Craft Topics I and II courses in fiction, and Craft Topics in Young Adult Fiction Writing I.

CRW 620: Environmental Writing I:

An intensive study of the writing of fiction, poetry or nonfiction focusing on advanced techniques of narration, exposition, descriptive detail, scene development, point of view, and other elements of craft with an emphasis on the complex influences of place, the natural world, and the environmental imagination. All instruction and discussion is revision-based. Students must make manuscript of at least 10 to 25 pages during the residency (10 pages in poetry and up to 25 in fiction and nonfiction) and five submissions of equal length in the mentoring component of the semester. Taken during the third semester of the program. Open only to those students accepted into the emphasis at the time of MFA program acceptance.

Credits 4

CRW 621: Environmental Writing II: Thesis

An advanced Independent study with a faculty member chosen as the thesis advisor. The student works one-on-one with the MFA thesis advisor to revise and develop a body of original, publishable writing resulting in the completion of the required Master's thesis. The creative work will be produced in the student's admitted genre with an emphasis that encourages writers to identify and explore in their creative work the complex influences of place, the natural world, and the environmental imagination. In addition, students prepare to offer a reading from their work to the community during the fifth and final graduation residency.

Credits 4

Prerequisites

Admission into the MFA program and the Emphasis In Environmental Writing, plus Writing I and II courses in the students selected genre (fiction, poetry, nonfiction), and [CRW 620](#) Environmental Writing I.

CRW 622: Young Adult Fiction Writing I:

An intensive study of the writing of fiction focusing on advanced techniques of narration, exposition, descriptive detail, scene development, point of view, and other elements of craft with an emphasis on the craft strategies associated with Young Adult fiction. All instruction and discussion is revision-based. Students must submit a manuscript of at least 20-25 pages during the residency and five submissions of equal length in the mentoring component of the semester. Taken during the third semester of the program. Open only to those students accepted into the emphasis at the time of MFA program acceptance and to students who have completed Fiction Writing I and II.

Credits 4

CRW 623: Young Adult Fiction Writing II: Thesis

An advanced independent study with a faculty member chosen as the thesis advisor. The student works one-on-one with the MFA thesis advisor to revise and develop a body of original, publishable writing resulting in the completion of the required Master's thesis. The creative work will be produced in the student's admitted genre with an emphasis that encourages writes to identify and explore in their creative work techniques associated with Young Adult literature. In addition, students prepare to offer a reading from their work to the community during the fifth and final graduation residency.

Credits 4

Prerequisites

Admission into the MFA program and the Emphasis in Young Adult Fiction Writing, plus Fiction Writing I and II courses, and [CRW 622](#) Young Adult Fiction Writing I.

CRW 630: Fiction Writing I

An intensive study of the writing of fiction, focusing on advanced techniques of narration, exposition, descriptive detail, scene development, point of view, and additional craft elements in fiction. All instruction and discussion is revision-based. With the guidance of a faculty mentor, the student will research, develop, and write a customized project or projects for the course. Students must make two submissions of at least 12 to 25 pages during the residency session and four submissions of equal length in the mentoring component of the semester.

Notes

Taken during first mentoring semester.

Credits 4

Prerequisites

Admission into the MFA program.

CRW 631: Fiction Writing II

A continuation of the study of Fiction Writing I. An intensive study of the writing of fiction, focusing on advanced techniques of narration, exposition, descriptive detail, scene development, point of view, and additional craft elements in fiction. All instruction and discussion is revision-based. With the guidance of a faculty mentor, the student will research, develop, and write a customized project or projects for the course. Students must make two submissions of at least 12 to 25 pages during the residency session and four submissions of equal length in the mentoring component of the semester.

Notes

Taken during second mentoring semester.

Credits 4

Prerequisites

Admission into the MFA program and completion of Fiction Writing I.

CRW 632: Fiction Writing III

A continuation of the intensive study of Fiction Writing II. An intensive study of the writing of fiction, focusing on advanced techniques of narration, exposition, descriptive detail, scene development, point of view, and additional craft elements in fiction. All instruction and discussion is revision-based. With the guidance of a faculty mentor, the student will research, develop, and write a customized project or projects for the course. Students must make two submissions of at least 12 to 25 pages during the residency session and four submissions of equal length in the mentoring component of the semester.

Notes

Taken during third mentoring semester.

Credits 4

Prerequisites

Admission into the MFA program and completion of Fiction Writing I and II.

CRW 633: Fiction Writing IV: Thesis

An advanced independent study with a faculty member chosen as the thesis advisor. The student works one-on-one with the MFA advisor to revise and develop a body of original, publishable writing resulting in the completion of the required Master's thesis. In addition, students prepare to offer a reading from their work to the community during the fifth and final graduation residency.

Notes

Taken during fourth mentoring semester.

Credits 4

Prerequisites

Admission into the MFA program and completion of Fiction Writing I, II and III.

CRW 634: Nonfiction Writing I

An intensive study of the writing of nonfiction, focusing on advanced techniques and craft elements in the genre. All instruction and discussion is revision-based. With the guidance of a faculty mentor, the student will research, develop, and write a customized project or projects for the course. Students must make two submissions of at least 12 to 25 pages during the residency session and four submissions of equal length in the mentoring component of the semester.

Notes

Taken during first mentoring semester.

Credits 4

Prerequisites

Admission into the MFA program.

CRW 635: Nonfiction Writing II

A continuation of the intensive study of Nonfiction Writing I. A study of the writing of nonfiction, focusing on advanced techniques and craft elements in the genre. All instruction and discussion is revision-based. With the guidance of a faculty mentor, the student will research, develop, and write a customized project or projects for the course. Students must make two submissions of at least 12 to 25 pages during the residency session and four submissions of equal length in the mentoring component of the semester.

Notes

Taken during second mentoring semester.

Credits 4

Prerequisites

Admission into the MFA program and completion of Nonfiction Writing I.

CRW 636: Nonfiction Writing III

A continuation of the intensive study of Nonfiction Writing II. A study of the writing of nonfiction, focusing on advanced techniques and craft elements in the genre. All instruction and discussion is revision-based. With the guidance of a faculty mentor, the student will research, develop, and write a customized project or projects for the course. Students must make two submissions of at least 12 to 25 pages during the residency session and four submissions of equal length in the mentoring component of the semester.

Notes

Taken during third mentoring semester.

Credits 4

Prerequisites

Admission into the MFA program and completion of Nonfiction Writing I and II.

CRW 637: Nonfiction Writing IV: Thesis

An advanced independent study with a faculty member chosen as the thesis advisor. The student works one-on-one with the MFA advisor to revise and develop a body of original, publishable writing resulting in the completion of the required Master's thesis. In addition, students prepare to offer a reading from their work to the community during the fifth and final graduation residency.

Notes

Taken during fourth mentoring semester.

Credits 4

Prerequisites

Admission into the MFA program and completion of Nonfiction Writing I, II and III.

CRW 638: Poetry Writing I

An intensive study of the writing of poetry, focusing on advanced techniques and craft elements in the genre. All instruction and discussion is revision-based. With the guidance of a faculty mentor, the student will research, develop, and write a customized project or projects for the course. Students must make two submissions of at least 5 to 10 pages during the residency session and four submissions of equal length in the mentoring component of the semester.

Notes

Taken during first mentoring semester.

Credits 4

Prerequisites

Admission into the MFA program.

CRW 639: Poetry Writing II

A continuation of the intensive study of Poetry Writing I. A study of the writing of poetry, focusing on advanced techniques and craft elements in the genre. All instruction and discussion is revision-based. With the guidance of a faculty mentor, the student will research, develop, and write a customized project or projects for the course. Students must make two submissions of at least 5 to 10 pages during the residency session and four submissions of equal length in the mentoring component of the semester.

Notes

Taken during second mentoring semester.

Credits 4

Prerequisites

Admission into the MFA program and completion of Poetry Writing I.

CRW 640: Poetry Writing III

A continuation of the intensive study of Poetry Writing II. A study of the writing of poetry, focusing on advanced techniques and craft elements in the genre. All instruction and discussion is revision-based. With the guidance of a faculty mentor, the student will research, develop, and write a customized project or projects for the course. Students must make two submissions of at least 5 to 10 pages during the residency session and four submissions of equal length in the mentoring component of the semester.

Notes

Taken during third mentoring semester.

Credits 4

Prerequisites

Admission into the MFA program and completion of Poetry Writing I and II.

CRW 641: Poetry Writing IV: Thesis

An advanced independent study with a faculty member chosen as the thesis advisor. The student works one-on-one with the MFA advisor to revise and develop a body of original, publishable writing resulting in the completion of the required Master's thesis. In addition, students prepare to offer a reading from their work to the community during the fifth and final graduation residency.

Notes

Taken during fourth mentoring semester.

Credits 4

Prerequisites

Admission into the MFA program and completion of Poetry Writing I, II and III.

CRW 660: Graduate Residency

Following the fourth mentoring semester, students finish the program by returning to campus for a fifth, graduating residency. In this final residency, graduating students complete the following:

- give a presentation and oral defense of their creative thesis project
- give a public reading from their creative work
- lead their fellow students in a craft seminar developed under the guidance of a faculty mentor.

Credits 0

Prerequisites

Admission into the MFA program and completion of coursework in four residencies and four mentoring semesters.

Doctorate Courses: Professional Leadership

PLP 800: Leadership Theory

Will introduce participants to current theories in leadership that may be applied to a variety of different professions.

Credits 3

PLP 805: Legacies in Leadership

Will introduce participants to the history of leadership and individual leaders in a variety of different professions. It will link leadership theory with a study of individual leaders.

Credits 3

PLP 810: Organizational Theory

This course will introduce a participant to the history of organizational theory and its application to a variety of different professions.
Credits 3

PLP 815: Personnel Theory

This course will introduce participants to personnel theory and its application to a variety of different professions.
Credits 3

PLP 820: Current Issues in Leadership

This course will introduce participants to current issues in leadership and will lead to them selecting a topic to begin their doctoral research.
Credits 3

PLP 825: Writing for Professionals

This course will familiarize participants with the most recent version of the American Psychological Association's manual and prepare them to begin writing a dissertation using its style requirements.
Credits 3

PLP 830: Cultural Diversity Awareness

This course will introduce participants to current issues in cultural diversity awareness in a variety of professional settings.
Credits 3

PLP 835: Qualitative Research

This course will introduce participants to qualitative research methods and present an opportunity to develop the literature review for the topic selected in the Current Issues in Leadership class.
Credits 3

PLP 840: Action Research

This course will introduce participants to the basics of action research in their own professional context.
Credits 3

PLP 845: Data Analytics

This course will introduce participants to data analytics in a variety of different professions.
Credits 3

PLP 846: Data Analytics II

This course provides an introduction to data mining Procedures. Data mining refers to procedures for identifying patterns in data, such as school budgets and student test scores. Students will learn about using R to visualize and analyze data, and will engage in hands-on practical experiences with test score datasets.
Credits 3

PLP 850: Community Relations

This course will introduce participants to community relations and its uses in a variety of different professions.
Credits 3

PLP 851: College Student Development

This course introduces and allows for exploration of multiple basic development theories applicable to engage diverse college student populations.
Credits 3

PLP 852: Conflict & Negotiation Fundamentals for Leaders

This course introduces and allows for exploration of conflict engagement best practices and negotiation strategies.
Credits 3

PLP 853: Trends in Higher Ed Leadership

This course looks at trends in higher education leadership with a focus on understanding key trends, why it is important to stay informed, and how to incorporate consideration of key trends in decision-making for immediate, short, medium, and long-term decisions in your leadership.
Credits 3

PLP 854: Administration of Higher Education and Student Affairs

This course is an advanced and in-depth study of Higher Education Administration in a strategic and comprehensive manner.

Credits 3

PLP 855: Professional Communication

This course will introduce participants to the theory and practice of effective communication within a variety of professions.

Credits 3

PLP 860: Technology for Professionals

This course will cultivate participants' roles as digital leaders by introducing them to key technology-focused topics and current technology available in a variety of different professions.

Credits 3

PLP 865: Reporting Research Results

This course will introduce the reporting of research results in a variety of different professions.

Credits 3

PLP 870: Legislative Decision Making

This course will introduce participants to legislative decision-making in general and in the state of South Carolina in particular.

Credits 3

PLP 871: Special Education School Law

This course is a study of the legislation and litigation involved with individuals with disabilities, specifically concentrating on those students from birth to 21 years old. The course covers the legal system at the federal and state level as well as critical litigations that have influenced the field of special education. Students will gain a deep understanding of the Individuals with Disabilities Education Improvement Act (IDEA), the major legislation governing the provision of special education services. Students will become familiar with federal statutes and regulations concerning assessment and evaluation procedures, due process and mediation, discipline, individual education plans (IEP's), free appropriate education (FAPE), and the least restrictive environment (LRE). This course will guide students in developing legally sound and educationally appropriate special education programming.

Credits 3

PLP 872: Advanced Educational Procedures for Exceptional Learners

The course provides knowledge of child development, prevalence, and etiology of health conditions that contribute to disruption in cognitive, learning, behavioral, and occupational performance in children. The course explores specific disorders and service provisions by the application of the foundations of genetic, brain science, and neurological processes. This course focuses on current best practices in curriculum, methods for adapting the general education curriculum, strategies for working with exceptional learners.

Credits 3

PLP 873: Special Education Supervision and Administration

This course covers disability policy, historical roots, policy, and legal perspectives, as well as effective, collaborative, and instructional leadership practices that support the administration of special education. The course explains the role of special education administrators in the development of Individualized Educational Programs, student discipline, placements, fiscal management, and legal issues. The course also prepares educators for the challenging role of special education leaders. This course provides leaders with tools to review programs, implement special education law, and build special education programs that effectively supervise and support teachers.

Credits 3

PLP 874: Special Education Leadership Practices

The course examines the essential elements that contribute to the construct of inclusive education and explores the implications for school leadership practice. This course examines the challenges that face the school leader, particularly in establishing a culture of inclusion, the implications of this at a classroom, school, and the role of government and non-government organizations in inclusion.

Credits 3

PLP 875: Entrepreneurial Theory

This course will introduce participants to entrepreneurial theory in a variety of different professions.

Credits 3

PLP 880: Research Analysis and Recommendations

This course will introduce participants to analyzing research, reaching conclusions, and creating recommendations from these conclusions in a variety of different professions.

Credits 3

PLP 885: Time and Project Management

This course will introduce participants to time and project management strategies in a variety of different professions.

Credits 3

PLP 889: Dissertation Preparation

This course allows doctoral students additional time to complete their dissertation proposal and defense of their research while remaining enrolled at Converse University. This class is on an individual, as-needed basis with the approval of the PLP Department Chair.

Credits 3

PLP 890: Doctoral Capstone

This course will provide time to edit the chapters of the dissertation into a coherent whole. Candidates will prepare for and then present the dissertation in their doctoral defense.

Credits 6

Economics

ECN 500: Economics for Teachers

A survey of selected principles of macro- and microeconomics. This course is designed to acquaint non-majors with the tenets of economics as they apply to current events, and to define the role of economics in the social sciences.

Credits 3

Prerequisites

Graduate student status.

ECN 501: Microeconomic Theory

Price Theory is the basis for economic decision-making by the individual and by the firm. The tools of this course are used to predict and explain the behavior of these two economic entities under various market conditions.

Credits 3

Prerequisites

ECN 201 and ECN 202.

ECN 502: Macroeconomic Theory

This course examines the determination of national income, employment, output, and price levels in the aggregate economy. The role played by fiscal and monetary policies is a critical component of the course.

Credits 3

Prerequisites

ECN 201 and ECN 202.

ECN 504: Quantitative Methods

As the title indicates, this course deals with mathematical solutions to various types of problems encountered in economics and business. Economic theory assumes that firms maximize profits and minimize costs, and that consumers maximize utility. Thus, optimization techniques will be the first topic we will examine. Since most decisions are made with imperfect knowledge, an understanding and appreciation of probability is necessary; this will be the second topic covered in the course. Forecasting and regression techniques are the third subject examined by this course, followed by linear programming, project scheduling, and inventory management.

Credits 3

Prerequisites

ECN 201, ECN 202 and ECN 303.

ECN 505: The Economics of Education

This course provides an introduction to the various aspects of the economics of education. It applies economic principles to analyze primary, secondary, and post-secondary education and discusses the implications for educational policy. Topics include cost-benefit analysis of education, the signaling vs. human capital debate, race and gender issues in education, education production functions, and financing education at all levels. In addition, the course will investigate school choice, voucher, teacher quality and merit pay.

Credits 3

ECN 521: Money and Financial Institutions

A study of the role of money and of monetary and financial institutions with an emphasis on the history, structure, and function of the banking system. Monetary theory and policy are examined in relation to their influence on the macroeconomy.

Credits 3

Prerequisites

ECN 202.

ECN 522: International Trade

A survey of the importance of trade in the world economy, the mechanism of international payments, and the effect of current import-export practices and tariffs on the economy of the United States.

Credits 3

Prerequisites

ECN 201 and ECN 202.

ECN 523: Economic Problems of Developing Countries

A study of the requirements for economic progress and development in the emerging nations of the world. This is an interdisciplinary approach to the economic, political, and sociological factors involved in developing the economies of low per capita income countries.

Notes

Offered in alternate years.

Credits 3

Prerequisites

ECN 201 and ECN 202.

ECN 524: Public Finance

An examination of the role of government in the private economy. The course examines how government raises revenues, makes expenditures, and how government involvement affects resource allocation, prices, and quantities. Other topics may include public choice and specific programs of government, e.g., housing subsidies, welfare programs, military expenditures, etc.

Credits 3

Prerequisites

ECN 201 and ECN 202.

ECN 526: Labor Economics

This course examines such concepts as labor demand and labor supply, labor market structure and wage determination; with analysis supplemented by policy applications, union institutions, collective bargaining and the economic impact of unions will also be studied.

Credits 3

Prerequisites

ECN 201 and ECN 202.

ECN 545: American Economic History

A study of the economic development of the United States from the colonial period to the present. The interrelated changes in economic performance, technology, institutions, and governmental policy will be emphasized. Such topics as early development, transportation, population growth, technological change, financial development, and the role of government will be covered.

Credits 3

Prerequisites

ECN 201 and ECN 202 or consent of instructor.

ECN 599: Special Topics in Economics

Each offering covers a special topic in economics. See course schedule for specific topics.

Credits 3

Education

EDU 500A: Clinical I: Reading

This supervised clinical is the first of two sequential, incremental clinical experiences for special education and elementary (40 hours required), and early childhood (50 hours required) majors. Students work with an individual child or small group, 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 students. The candidates will give at least three pre- and post-assessments to determine the impact of student learning from the beginning of the clinical experience to the end. They will also teach a minimum of five lessons to an individual student and/or small group of students. Pass/Fail Grading. Offered Fall and Spring.

Notes

Major Credit. Students must sign up for the clinical using www.tinyurl.com/clinicals

Credits 1

Prerequisites

PRAXIS CORE: Passing scores in reading, writing, and math; Must be taken concurrently with [EDU 501](#) or [EDU 507](#).

EDU 500B: Clinical II: Early Childhood Education

This supervised practicum graded on a pass/fail basis is the second of two sequential, incremental clinical experiences required of early childhood majors. Students work in a public school setting and observe, plan, and instruct young children. Knowledge of discipline and management and instructional theory acquired in core courses is applied in this early childhood placement. This practicum builds on the experiences obtained in Education 500a. Grading is on a pass/fail basis.

Notes

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

Credits 3

Prerequisites

[EDU 500a](#).

EDU 500C: Clinical II: Elementary Education

This supervised 50-hour practicum graded on a pass/fail basis is the second of two sequential, incremental clinical experiences required of elementary majors. Students work in a public school setting and observe, manage, plan for, and instruct a large group, as opposed to an individual child. The practicum gives students the experience, practice, and training in the application of theory and skills in the classroom acquired in core courses in elementary education. Grading is on a pass/fail basis. This practicum builds on the experiences in [EDU 500a](#).

Notes

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

Credits 3

Prerequisites

[EDU 500a](#).

EDU 500D: Clinical I: Secondary

A course designed for prospective secondary school teachers in all academic areas. Students observe and participate in the instructional program of a secondary school under the supervision of a classroom teacher and University supervisor. Requirements include, but are not limited to, teaching whole class lessons with feedback from the University supervisor and cooperating teacher, journaling, and assigned readings.

Notes

Grading is on a pass/fail basis. Fall/Spring term. Sign-up deadlines are involved. Check with your adviser.

Credits 3

[EDU 531](#), 546, 547, or 552. Required of all prospective secondary teachers.

EDU 500E: Clinical II: Content Reading

This supervised practicum is the second of two sequential, incremental clinical experiences required of secondary education majors. Classroom settings are appropriate to the student's major. Students enhance reading and writing by focusing on such topics as self-esteem, thinking skills, and vocabulary development.

Notes

Grading is on a pass/fail basis. Fall or January term. Sign-up deadlines are involved. Check with your adviser.

Credits 0

[EDU 525](#)

EDU 500F: M.Ed. Clinical: Teacher Work Sample

This supervised practicum graded on a pass/fail basis is a clinical experience required of students working toward the M.Ed. in Elementary, Secondary, Special or Gifted Education. Students take this course, in which they create a teacher work sample, during the first 18 hours in the degree program. Teacher work samples (TWS) are exhibits of teaching performance that provide direct evidence of a candidate's ability to design and implement standards-based instruction, assess student learning and reflect on the teaching and learning process. Also teacher work samples are teaching exhibits that can provide credible evidence of a candidate's ability to facilitate learning of all students.

Notes

Grading is on a pass/fail basis.

Credits 3

EDU 500G: M.Ed. Clinical: National Board for Professional Teaching Standards Portfolio

This capstone experience is a requirement for students working toward the M.Ed. in Elementary, Secondary, Special, Art or Gifted Education. Students take this course, in which they create a portfolio representing their abilities with the Five Core Propositions of the National Board for Professional Teaching Standards.

Notes

Grading is on a pass/fail basis.

Credits 0

Prerequisites

[EDU 500f](#)-MEd Clinical: Teacher Work Sample.

EDU 500H: Clinical I: Middle Level

This course is designed for middle level teacher candidates in Math, Science, Social Studies, and Language Arts. Students observe and participate in the instructional program of a middle school under the supervision of a middle level classroom teacher and a University supervisor.

Requirements include, but are not limited to, teaching whole class lessons with feedback from the University supervisor and cooperating teacher, journaling, and assigned readings.

Notes

Grading is on a pass/fail basis. Fall or Spring Term. Sign up deadlines are involved. Check with your advisor.

Credits 3

[EDU 556](#), 557, 558, or 559. Required of all teacher candidates for middle level.

EDU 500I: Clinical II: Middle Level

This supervised practicum is the second of two sequential clinical experiences required of middle level teacher candidates. Classroom settings are in a middle school appropriate to the students' major. Students enhance reading and writing by focusing on such topics as characteristics of an underachiever in content area reading, vocabulary acquisition, and comprehension skills.

Notes

Grading is on a pass/fail basis. Fall and January Term. Sign-up dates are involved. Check with your advisor.

Credits 0

[EDU 562](#)

EDU 501: Reading/language Arts in the Elementary Classroom

This course will equip the elementary candidate with the tools necessary to diagnose and remediate the struggling readers in the general education classroom. Along with analysis of various assessment data, the candidate will be involved with the study of the language arts; theoretical models for literacy development and learning; and the foundations of reading behaviors and stages of reading development.

Notes

Major credit.

Credits 3

Prerequisites

[EDU 560](#); PRAXIS CORE: Passing scores in reading, writing, and math; [EDU 533](#) (except for special education majors).

[EDU 500A](#)

EDU 502: Classroom Management

A course for teachers in the regular elementary, middle, or high school setting. Emphasis is on theories of school discipline and behavior management and the development of teacher strategies to implement best practices in classroom management.

Credits 3

EDU 503: Mathematics for the Elementary Child

Content includes systems of numeration and place value, fundamental operations of arithmetic, measurement, informal geometry, basic algebra, methods, and materials of elementary math. Students analyze Tactics for Thinking, curriculum frameworks, and school-to-work transition.

Notes

This course is a prerequisite to EDU 512. Offered during fall, January and spring terms.

Credits 3

EDU 504: Technology for the Classroom

This elective course is recommended for both undergraduate and MAT students seeking initial teacher certification during the semester prior to their student teaching experience. The course is intended to familiarize candidates with instructional applications for commonly used types of current technologies and facilitate their immediate and successful classroom use.

Credits 3

EDU 505: First-Year Teacher

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

Credits 3

EDU 506: K-6 Classroom Management, Discipline, and Law

This course offers effective ideas, strategies and tools for classroom management and discipline in the classroom that are within the guidelines of school law. Using literature from today's educational leaders, students will examine and evaluate developmentally appropriate best practices of effective classroom management and discipline for grades K-6 with emphasis on behavioral norms and differences, physical space and organization, safety, and time and work management. Techniques will be explored as a means to minimizing behavior problems and establishing a productive and responsible classroom. Candidate will also be introduced to common policies and procedures for student conduct based on the law. Role play and participation in class will be a part of the course grade.

Notes

Elective course. Offered January Term/Summer 1A Term.

Credits 3

Prerequisites

Acceptance into Teacher Education; [EDU 572](#).

EDU 507: Reading/language Arts in the pK-6 Classroom

This course will equip the candidate seeking certification pK-6 with the tools necessary to diagnose and remediate the struggling readers in the general education classroom. Along with analysis of various assessment data, the candidate will be involved with the study of the language arts; theoretical models for literacy development learning; and the foundations of reading behaviors and stages of reading development.

Notes

Major credit.

Credits 3

[EDU 500A](#)

EDU 510: The Creative Process for Educators

An exploration of the creative process encompassing theory and application. The course uses a variety of art materials and techniques. Cross-listed with [ART 510](#).

Notes

Lab fee:

Credits 3

EDU 512a: Directed Student Teaching: Elementary

Students normally take this course, which integrates theory and practice, during the senior year. The 60-day experience includes observation, participation, and directed teaching experience in a local—normally public—school. There are required conferences with the University supervisor and the cooperating teachers, demonstration of computer-assisted instruction, and attendance at such required seminars as training sessions, orientation sessions, and workshops. The University supervisor will visit the student teacher during the semester. Students must stay in touch with their advisers.

Directed Student Teaching Elementary Education (6 hours) [Praxis II & PLT exams are prerequisite to licensure- must take before or during this term]

Notes

Grading is on a pass/fail basis. Offered during spring term and occasionally in fall term. Course fee.

Credits 6

EDU 512b: Directed Student Teaching: Early Childhood

This course, which integrates theory and practice, is offered as a culminating experience of the initial certification program. The 60-day experience includes observation, participation, and directed teaching experience in a local -normally public - school. Conferences with the University supervisor and the cooperating teachers and attendance at such seminars as the ADEPT-training session are requirements. The supervisor evaluates the student teacher using the ADEPT. In addition, the student must demonstrate skill in computer-assisted instruction. Students must stay in touch with their advisers.

Directed Student Teaching Early Childhood Education (6 hours) [Praxis II & PLT exams are prerequisite to licensure- must take before or during this term]

Notes

Grading is on a pass/fail basis. Offered during spring term and occasionally in fall term. Course fee.

Credits 6

EDU 512d: Directed Student Teaching: Middle Level

Middle level teacher candidates normally take this course, which integrates theory and practice during the last semester of course work. During the semester, middle level teacher candidates must show they have an understanding of the NMSA Standards. A special evaluation form used by the cooperating teacher does this. The middle level teacher candidates complete a 60-day experience that includes, but not limited to, observations, participation, and directed teaching experience in a local middle school. There are required conferences with the University supervisor and the cooperating teachers, demonstration of computer-assisted instruction, and attendance at such required seminars as training sessions, orientation sessions, and workshops. The University supervisor will visit the student teacher all during the semester. Middle level teacher candidates must stay in touch with their advisor and University supervisor.

Directed Student Teaching Middle Level (6 hours)
[Praxis II & PLT exams are prerequisite to licensure- must take before or during this term]

Notes

Grading is on a pass/fail basis. Offered during spring term and occasionally in fall term. Course fee.

Credits 6

EDU 512h: Directed Student Teaching: Art Education

The 60-day course includes observation, participation, and directed teaching experience in a local - normally public school. The experience requires conferences with the University 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 University supervisor visits the student teacher periodically during the semester. Students must stay in touch with their advisor.

Notes

Grading is on a pass/fail basis. Offered during spring term and occasionally in fall term. Course fee.

Credits 9

EDU 514: Contemporary Educational Issues

The course will focus on three central issues relevant today to educational theory and practice: constructivism, systems thinking, and results-driven education. Students will acquire an understanding of the theories and concepts involved and will consider the realities of those theories in educational practices. Current journal articles will be included to assure a current perspective in the course.

Credits 3

EDU 516: Coaching for Literacy Education

Coaching principles and strategies related to improvements and innovations in classroom teaching and literacy instruction. Emphasis is on ways to work with teachers in classrooms and professional development to bring about educational reform and improvements in teaching and literacy instruction.

Credits 3

EDU 517: Advanced Seminar in Literacy Instruction

This course provides a research-based foundation in literacy development for elementary-age students. Study includes investigation of: Cognitive, socio-cultural, linguistic, developmental and motivational influences on literacy and language development; and Instructional strategies that facilitate learning for this age range. Comprehension development, fluency development, phonemic awareness, phonics instruction, word recognition, vocabulary development, writing, spelling, family literacy, emergent and beginning literacy, oral communications, and the needs of diverse learners are included.

Credits 3

EDU 519: Elementary School Curriculum

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

Notes

This course is a prerequisite to student teaching (early childhood and elementary).

Credits 3

EDU 520: Institute in Curriculum Development

These graduate level workshops focus on the preparation of curriculum materials and the development of appropriate teaching strategies. These courses are classified as Professional Development (PD) graduate offerings.

Notes

May be offered pass/fail or letter grade based on approval.

Credits 3

EDU 521: Institute in Curriculum Development

These graduate level workshops focus on the preparation of curriculum materials and the development of appropriate teaching strategies. These courses are classified as Professional Development (PD) graduate offerings.

Notes

May be offered pass/fail or letter grade based on approval.

Credits 3

EDU 522: Methods of Teaching Writing in the Content Areas

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

Credits 3

EDU 523: Behavior and Development of the Young Child

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

Notes

Fall term.

Credits 3

EDU 524: Science for the Elementary Child

This course familiarizes graduate students with science content appropriate for the elementary child (grades 2-6), develops pedagogical skills in science, and builds positive attitudes toward science and science instruction.

Credits 3

EDU 525a: R2S Content Reading and Writing for Middle School and High School Teacher

This course assists teachers in the teaching of reading and writing in a variety of content areas at the secondary level. Teachers will learn to administer formal reading tests, determine reading rates, develop comprehension questions and assess the readability of text materials. Teachers will learn to design content specific writing assignments, grading rubrics, and develop lessons to support content writing.

Notes

For initial certification, a related clinical (EDU 500e) is required. Fall/January Term.

Credits 3

[EDU 500e](#) (Art and Music Education do not have co-requisite)

EDU 525b: Teaching Reading and Writing in the Content Areas/elementary

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

Credits 3

EDU 526: Identification and Other Issues in Gifted Education

This course will examine the various statistical instruments, investigative procedures, and other strategies used to identify and evaluate gifted and talented students. Techniques for evaluating students, teachers, and programs will be studied. This should be one of your last courses.

Credits 3

Prerequisites

[EDU 591](#) and [EDU 592](#).

EDU 527: Teaching Through the Arts

Designed for those without previous art training, the course guides teachers in the exploration of the use of the visual arts, music, dance, drama, and literature to teach academic skills. Class members will examine the theory, philosophy, and research that support the integration of the arts into the basic curriculum for increased academic achievement. Study will include the effects on the affective, behavioral, cognitive, and social development of the learner. In addition to highlighting school and community resources, instruction will enable students to create lessons for integrating the arts into any content area on any grade level. Arts specialists who work in the school system will be invited from each area.

Credits 3

EDU 530: Applied Research in Gifted Education

The course introduces candidates for the masters in gifted to research techniques, emphasizing qualitative methods, which they can apply in their classroom to promote program and instructional improvement. Participants will complete one major applied research project in which they will select and implement appropriate techniques, interpret the results, and develop a conclusion and plan of action based upon the results. In addition, they will use their knowledge of research techniques to critique published research studies in gifted education.

Credits 3

Prerequisites

[EDU 591](#) and [EDU 592](#).

EDU 531: Methods of Teaching Secondary Mathematics

A study of the secondary school curriculum in mathematics and discussion of methods of teaching selected topics.

Credits 3

[EDU 500d](#)

EDU 532: Directed Student Teaching: Secondary

Required of all prospective secondary teachers. This course, which integrates theory and practice, is a culminating experience of the initial teacher certification program. The 60-day course includes observation, participation, and directed teaching experience in a local—normally public—school. The course requires conferences with the University supervisor and the cooperating teacher and such required seminars as the ADEPT-training session. The University supervisor will evaluate the student during the semester using ADEPT. Students must stay in touch with their advisers and check the Education Department website (education.converse.edu) for important deadlines.

Directed Student Teaching Secondary (6 hours)
[Praxis II & PLT exams are prerequisite to licensure- must take before or during this term]

Notes

Grading is on a pass/fail basis. Offered during spring term and occasionally in fall term. Course fee.

Credits 6

EDU 533: Literature for the Child

This course acquaints the student with traditional and modern literature for children, interests of children of different age levels, criteria for evaluating children's books, and methods of correlating children's literature with the curriculum.

Notes

This course is a prerequisite to EDU 512a and 512b.

Credits 3

EDU 535: Curriculum for Early Childhood and Elementary

This course is a study of the curricular needs of children from preschool through elementary, a review of programs/settings, and an exploration of teaching/learning theory to the pK-6 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 variety of service delivery options and school settings.

Credits 3

EDU 536: Language Arts: Integrating Intermediate Reading and Writing

This course focuses upon methodology for scaffolding reading and writing development of the Intermediate grades student. Teaching candidates will focus on the transition from beginning reading and writing to reading and writing in the content areas. Effective strategies and materials for teaching the fluent reader and writer will be emphasized. A 15-hour clinical is required for the course.

Notes

Students must sign up for the clinical using www.tinyurl.com/clinicals

Credits 3

Prerequisites

[EDU 500A](#); [EDU 501](#); [EDU 572](#).

EDU 537: Methods and Materials for Early Childhood/Elementary

This experiential course is designed to guide students in the use and preparation of teacher-made instructional materials for pK-6 grades. Taken along with the second major clinical, this course imbeds the creation and design of lesson planning while also focusing on the role of the teacher and importance of play for physical, social emotional, and cognitive development in grades pK-6. This course is a co-requisite to EDU 102.

Credits 3

EDU 541: Social Studies for the Child

A course designed to teach future elementary teachers the theory and practice of social studies methodology for the contemporary public school. Emphasis is given to pedagogical strategies and lesson planning for the various social studies concepts and skills in the elementary curriculum.

Credits 3

EDU 545: Arts Integration

Designed for those without previous art training, this course provides an opportunity for elementary education teachers to use the visual arts, music, dance, drama, and literature to teach academic skills to students attending the Converse All-Stars Camp. This summer session II course is taught concurrently with [SED 582b](#): Clinical II: Practicum in Learning Disabilities.

Credits 3

EDU 546: Secondary Curriculum and Methods for Social Studies

The course includes 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.

Credits 3

500d

EDU 547: Secondary English/ Language Arts Methods

English/Language Arts Methods course is designed for aspiring English teachers. The course will include best practices in teaching English and 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.

Credits 3
500d

EDU 552: Curriculum Principals and Methods for Secondary Science Education

This course is designed primarily as preparation for students who desire to become secondary school science teachers. The course takes a pragmatic approach to the application of research and accepted theories of effective science teaching technique. Success in this class will require that students actively participate in class and that students act independently and in a mature manner in out-of-class instructional activities.

Credits 3
500d

EDU 555: Diversity in the Classroom

This course is designed to help educators gain strategies to understand how our diverse society influences student learning in the classroom. Participants will explore issues of culture, gender, and individuals with exceptionalities, and how these affect a student's learning and behavior in the classroom. Through class discussions, readings, and personal reflection, our goal is to exemplify the challenges and benefits of diversity and strengthen the possibilities of working and living in a diverse society as engaged and active participants.

Credits 3

EDU 556: Methods in Teaching Middle Level Math

This course is designed primarily as preparation for students who desire to become middle school math teachers. Students will use their depth and breadth of content knowledge in ways that maximize student learning, they will be able to teach in ways that help all young adolescents understand the integrated nature of mathematics, and use effective content specific teaching and assessment strategies. This course is designed to support the teaching of South Carolina Curriculum Standards.

Credits 3
500h

EDU 557: Methods in Teaching Middle Level Science

This course is designed primarily as preparation for students who desire to become middle school science teachers. The course takes a pragmatic approach to the application of research and accepted theories of effective science teaching technique for grades 5-8. This course is designed to support the teaching of South Carolina Curriculum Standards.

Credits 3
500h

EDU 558: Methods in Teaching Middle Level Social Studies

The course will include best practices in teaching social studies for grades 5-8, strategies, and methods that emphasize active student engagement, and development of units of study that are based on South Carolina standards and integrate technology.

Credits 3
500h

EDU 559: Methods in Teaching Middle Level Language Arts

This course is designed to provide an intensive examination of methods utilized in the teaching of English language arts for grades 5 – 8. The course structures the opportunity for pre-service teachers to review and focus content knowledge of English language arts studies with an eye toward teaching. This course is designed to support the teaching of South Carolina Curriculum Standards.

Credits 3
500h

EDU 560: Introduction to Education

This course is the first course a student should take and is a prerequisite to student teaching. This course is an introductory study of the historical, philosophical, and sociological foundations of the American educational system. It concentrates on current issues, such as multicultural, handicapped, affective, cognitive, and vocational education programs. The study reviews current impacts on curriculum, students, and teachers and examines career opportunities in education.

Notes
Offered every term.
Credits 3

EDU 561: Curriculum Design and Assessment

The relationships 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.

Credits 3
Prerequisites
[EDU 560](#)

EDU 562: Teaching Reading and Writing in the Middle Level Content Area

This course is designed to prepare aspiring middle school teachers for integrating literacy into the entire school day, including organizational structures that support meaningful relationships and learning. Emphasis will be placed on the value of collegial planning and teacher cooperation to provide a literacy curriculum that is relevant, challenging, integrative, and exploratory. The course will include best practices in teaching reading and writing, strategies and methods that emphasize active student engagement, as well as the development of classroom structures and practices that are designed to support the teaching of South Carolina Curriculum Standards.

Credits 3
500i

EDU 563: Information Super Highway

This course provides a hands-on approach to searching the Internet and other computerized databases. The course includes some basic theory—such as Boolean Logic, but the emphasis is on practical application. Appropriate for both media/AV specialists and teachers who want to develop end-user searching skills.

Credits 3

EDU 564: Introduction to Project Based Learning

This course is designed to introduce students to the theory behind PBL and the basics of designing, delivering and assessing PBL that supports student attainment of core academic content and such 21st century skills as personal agency, critical and analytical thinking, collaboration, communication and technological proficiency.

Credits 3

EDU 565: Best Practices in Literacy Education

This course provides classroom teachers a solid foundation in current theory and best practices in literacy instruction. The acquired knowledge will help teachers become more reflective decision-makers. Participants will examine their literacy history, beliefs about teaching literacy and how those beliefs relate to current practice.

Credits 3

EDU 566: Teacher As Counselor

This course builds the educator's basic communication skills, promotes the integration of personal and professional helping philosophies, explores the helper's values, and helps the educator learn the necessary skills in building an effective helping relationship. The course focuses on the acquisition of counseling skills that prove beneficial for teachers in a variety of educational settings.

Credits 3

EDU 567: Educational Psychology

A study of the principles of psychology as applied to educational theory and practice. Particular emphasis is on the theories of learning and human behavior in an educational setting.

Credits 3

EDU 568: Creative Dramatics for the Classroom Teacher

This course explores the concepts of creativity and the approaches that the classroom teacher can use in involving young people in the creative process through using the theatre game structure.

Credits 3

EDU 569: Gender and Education

In the course, individual teachers will develop an understanding of the role that gender can play within the classroom and how teachers can use this information to better meet the needs of students in any teaching environment. This professional development course is designed for public or private school faculty members. Graduate students may also take the course with prior approval from their advisor.

Credits 3

EDU 570: Workshop in Methods and Materials

Workshops focus on methods and materials of instruction in various academic fields in the public school curriculum. Because selected topics may vary from year to year, a student may take this course once or twice, with permission of instructor and/or adviser. These courses are classified as Professional Development (PD) graduate offerings. May be offered pass/fail or letter grade based on approval.

Credits 3

EDU 571: Workshop in Methods and Materials

Workshops focus on methods and materials of instruction in various academic fields in the public school curriculum. Because selected topics may vary from year to year, a student may take this course once or twice, with permission of instructor and/or adviser. These courses are classified as Professional Development (PD) graduate offerings. May be offered pass/fail or letter grade based on approval.

Credits 3

EDU 572: Diagnostics and Methods in the pK-6 Classroom

This course is designed to provide the teaching of reading methods, and to build upon foundations laid in the Reading Clinical I course. Candidates will be immersed in literacy and reading instruction as they develop oral and communication skills with a focus on theory, literacy development, and the methods of teaching various literacy skills. They will employ planning and strategy instruction using diagnostic analysis to teach according to the five components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and the writing process. A 15-hour clinical will be required for candidates to practice their craft by teaching two literacy lessons and observing the teaching of literacy in the elementary classroom.

Notes

Major credit. Students must sign up for the clinical using www.tinyurl.com/clinicals

Credits 3

Prerequisites

[EDU 500A](#), [EDU 501/507](#).

EDU 573: Application of Project Based Learning in Curriculum and Instruction

This classroom and field-based course is designed to give teachers the experiences required to plan, create, facilitate, and integrate appropriate instructional methodologies and technology within a PBL unit of study that will support the academic achievement of student with diverse learning needs.

Credits 3

EDU 574: Middle Level Adolescents

This course will examine of the developmental characteristics of early adolescents in contemporary society using interdisciplinary themes, young adult books, and other media.

Credits 3

EDU 575: Middle Level Philosophy and School Organization

This course examines the history, philosophy, curriculum, and structure of middle schools. Middle school theories, concepts, and research findings relative to exemplary programs and practice are emphasized.

Credits 3

EDU 576: Middle Level Pedagogy and Assessment

A study of research-based methodologies for effective middle school teaching and assessment. Empirically verified methods of pedagogical content selection, planning, delivery, and assessment appropriate to middle school teaching are emphasized.

Credits 3

EDU 578: Reading and Learning Strategies

This course is primarily for students in special education. It treats particular methods and materials for dealing with a wide number of reading problems of exceptional children. Emphasis is on diagnosing reading difficulties and on techniques of remediation.

Credits 3

Prerequisites

Education 501.

EDU 579: Advanced Middle Level Philosophy and School Organization

This is the second course based on Standard 2 of the National Middle School Association Middle Level Teacher Preparation Standards. That standard reads as follows: Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.

Credits 3

EDU 580: Advanced Middle Level Curriculum and Assessment

A study of research-based methodologies for effective middle school teaching and assessment. Empirically verified methods of pedagogical content selection, planning, delivery, and assessment appropriate to middle school teaching are emphasized.

Credits 3

EDU 581: Foundations of Literacy Assessment

Designed for practicing teachers, this course will focus on formal and informal assessment of literacy learning used by the elementary classroom teacher. Assessments will include traditional approaches as well as more recent innovations such as authentic assessment and curriculum-based assessment.

Credits 3

EDU 582f: Practicum in Curriculum Design for the Gifted

This course provides graduate students an opportunity to design curriculum, establish goals, plan activities, and devise evaluation criteria for gifted students of diverse ages and backgrounds.

Notes

(Experienced teachers only.)

Credits 3

Prerequisites

[EDU 591](#) and [EDU 592](#).

EDU 582g: Practicum in Early Childhood Education

This course provides students an opportunity to observe and work with young children. Emphasis is upon the Early Childhood curriculum, the nature of the learner, and management of young children.

Credits 3

EDU 582h: Practicum in Instruction for the Gifted

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

Credits 3

Prerequisites

[EDU 582f](#).

EDU 583: Advanced Methods in Elementary Mathematics

This course is designed to further address candidates' knowledge of major concepts, procedures, and processes in the teaching of elementary mathematics.

Credits 3

EDU 584: Advanced Middle Level Field Experience

The purpose of this course is for you to give evidence that you not only teach the SC Curriculum Standards, but demonstrate advanced levels of pedagogy and content knowledge.

Credits 3

EDU 585: Advanced Methods in Elementary Energy Education and Climate Change

The main purpose of this course is to develop the students' understanding of basic energy and climate change concepts. These will include the carbon cycle, the thermohaline circulation of ocean currents, states of matter, carbon chemistry, nuclear fission, photovoltaic cells, kinetic energy, thermal energy, greenhouse effect, renewable energy, etc. Another major goal of this course is for students to develop their own beliefs about current energy resources, the facts about climate change and global warming, and possible solutions to the energy puzzle. The students should develop a clearer understanding about "going green," political positions vs. scientific data and observations, and the use of technology to find new sources of energy and new ways to avoid global warming and contamination of the planet and its atmosphere.

Credits 3

EDU 586: Advanced Methods in Elementary Social Studies

This course will focus on the content and methodology of social studies in the elementary classroom. The course will focus on meaningful learning of social studies content, skills, and values to promote democratic behavior in and among citizens.

Credits 3

EDU 587: Administration and Supervision in Arts Education

This course provides an introduction to Fine Arts Education Administration and Supervision and is for advance certification candidates except by permission of the instructor. Topics include program evaluation, teacher evaluation, reading and interpreting research journal articles, grant writing, and applicable school personnel and school finance principles.

Notes

Crosslisted with Art517 and MUE 617.

Credits 3

EDU 588: Practicum in Project Based Learning

The field-based practicum is designed to provide teacher/practitioners with experience and opportunities to demonstrate their knowledge, skills, and dispositions for implementing PBL into the regular classroom setting. This knowledge is demonstrated through planning for, implementing, and managing standards-based PBL and content instruction using a wide range of resources and technology effectively. The instruction is based on the use and interpretation of performance-based assessment tools and PBL techniques. The teachers will also have an opportunity to provide professional development and build partnership with colleagues.

Credits 3

EDU 591: Nature and Needs of the Gifted

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

Credits 3

EDU 592: Curriculum and Instruction for Gifted and Talented Students

This course is designed to prepare the teacher to organize and deliver appropriate curriculum for gifted and talented students. Teachers will explore curriculum models, instructional strategies, and assessment to meet the needs and abilities of gifted and talented students. Current technology will be employed in researching, and writing units and lesson plans. The South Carolina Best Practices Manual will provide the foundation for this course.

Credits 3

Prerequisites

[EDU 591](#) or permission of the instructor.

EDU 593: Advanced Curriculum Practices for Gifted and Talented Students

This course is designed to provide a continuation of topics addressed and introduced in Introduction to Curriculum and Instruction for the Gifted and Talented Students and will include the development of teacher competencies in creating challenging curriculum, planning independent study, creating appropriate learning environments, assessing student performance, and employing research-based instructional strategies.

Credits 3

Prerequisites

[EDU 591](#) and [EDU 592](#), or permission of the instructor.

EDU 594: Special Topics in Gifted Education

A graduate level course in specific areas of gifted education. Previous selections have included: Affective Development, Current Issues in Gifted Education, Underachievement and Restructuring. A visiting specialist in gifted education may conduct an in-depth look at some facet of this field.

Notes

May be taken more than once.

Credits 3

EDU 599: Special Topics in Education

A graduate level course in specific areas of education (early childhood, elementary, gifted, or secondary).

Notes

May be taken more than once.

Credits 0

EDU 600: General School Administration

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

Credits 3

EDU 602: Principles and Practices of School Supervision

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

Credits 3

EDU 604: School-Community Relations

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

Credits 3

EDU 605: School Personnel Administration: Evaluation

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

Credits 3

EDU 606: Seminar in Instructional Leadership

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

Notes

Enrollment limited to 12.

Credits 3

Prerequisites

[EDU 600](#), 601 or 605, 602, 610, 611, 621.

EDU 610: Seminar in School Law

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

Credits 3

EDU 611: School Finance

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

Credits 3

EDU 612: R2S Foundations of Reading

An overview of reading and its curricular implications. Emphasis is placed on current trends and related methodologies as well as methods for observing analyzing and evaluating current reading practices in place in schools. The overall goal of this course is to equip individuals with the knowledge that will help them make intelligent curriculum/instructional decisions and to lead educators in effective change efforts.

Credits 3

EDU 613: R2S Instructional Practices

Demonstration and critical evaluation of teaching strategies and materials in reading.

Credits 3

EDU 614: R2S Assessment of Reading

A survey of formative and summative tools for assessing students' literacy needs at the school, classroom and individual level for the purpose of planning effective instruction. Special emphasis will be placed on the struggling reader and how to address individual needs.

Credits 3

EDU 615: Reading Instruction and Assessment for Diverse Learners

Seminar and supervised field experience focusing on assessing and meeting the needs of small groups of students as readers.

Credits 3

EDU 616: Advanced Studies in Literacy Coaching

Developing and guiding the reading program is the focus of this course. Design, management, and evaluation of reading programs at the classroom, school, or district levels.

Credits 3

EDU 617: Curriculum and Instruction: Trends and Issues

This course is designed to acquaint students with the relevant trends and Issues in curriculum and instruction. Attention will be given to educational theory as it relates to trends and Issues. The emphasis will be on examination of specific educational theory and It's application In the public school setting. Students will also explore the change process in detail as it applies to curriculum work. The overall goal of this course Is to equip Individuals with the knowledge that will help them make intelligent curriculum instructional decisions and to lead educators in effective change efforts.

Credits 3

Prerequisites

[EDU 620](#)

EDU 618: R2S Content Area Reading and Writing for Early Childhood and Elementary Teachers

This course is designed to provide the content literacy knowledge and skills for PreK-12th grade teachers and focuses on the literacy and learning skills that form the foundation for present and future academic success of students. All children require many opportunities to read, write and think if they are to become strategic readers, proficient writers, and critical and creative thinkers. In this course, teachers will closely examine the nature and significance of literacy learning and the critical aspects of literacy development. They will learn ways to integrate literacy skills and strategies in the content areas.

Credits 3

EDU 619A: MED: Theories and Designs in Action Research

Candidates gain an understanding of theories and practice in action research. Subsequently, candidates identify a question about their own teaching/coaching/educational practice, review the current research literature, develop a plan to collect data, and submit a research proposal.

Notes

This course needs to be taken in the Fall term, with EDU 619B taken in the Spring term of the same academic year.

Credits 3

EDU 619A: EDS: Theories and Designs in Action Research

Candidates gain an understanding of theories and practice in action research. Subsequently, candidates identify a question about their own teaching/coaching/educational practice, review the current research literature, develop a plan to collect data, and submit a research proposal.

Notes

This course needs to be taken in the Fall term, with EDU 619B taken in the Spring term of the same academic year.

Credits 3

EDU 619B: MED: Action Research Implementation

Candidates implement their proposed study, collect and analyze data, identify emergent themes, and determine plans of action based upon their findings. Candidates write a research paper and present their project and their findings to the class. At each stage of candidates' inquiry, the course instructor and peer research groups provide feedback. Undertaking an action research inquiry into one's own teaching requires courage because the subject of scrutiny is oneself and the fallibility of one's current practices. Therefore, it is essential that candidates have the support of the learning community while facing the challenge of improving their own pedagogy, and, in turn, the learning and achievement of their students. Because candidates greatly benefit from having a trusted, safe community through which to explore the improvement of their teaching and practice, this course will not only evaluate the candidate's performance on the basis of the successful completion of the action research project, but candidate will also be evaluated on their contributions to class discussions, and, in particular, to their research groups. The instructor will organize candidates into research groups after the first several weeks of the semester.

Notes

This course needs to be taken in the Spring term, with EDU 619A taken in the Fall term of the same academic year.

Credits 3

Prerequisites

[EDU 619A](#)

EDU 619B: EDS: Action Research Implementation

Candidates implement their proposed study, collect and analyze data, identify emergent themes, and determine plans of action based upon their findings. Candidates write a research paper and present their project and their findings to the class. At each stage of candidates' inquiry, the course instructor and peer research groups provide feedback. Undertaking an action research inquiry into one's own teaching requires courage because the subject of scrutiny is oneself and the fallibility of one's current practices. Therefore, it is essential that candidates have the support of the learning community while facing the challenge of improving their own pedagogy, and, in turn, the learning and achievement of their students. Because candidates greatly benefit from having a trusted, safe community through which to explore the improvement of their teaching and practice, this course will not only evaluate the candidate's performance on the basis of the successful completion of the action research project, but candidate will also be evaluated on their contributions to class discussions, and, in particular, to their research groups. The instructor will organize candidates into research groups after the first several weeks of the semester.

Notes

This course needs to be taken in the Spring term, with EDU 619A taken in the Fall term of the same academic year.

Credits 3

Prerequisites

[EDU 619A](#)

EDU 620: Curriculum Development

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

Credits 3

EDU 621: Educational Research and Evaluation of Instruction

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

Credits 3

EDU 623: Instructional Design

This course will examine the research on effective instruction. It will explore various models of instruction. The goal is to give future instructional leaders a knowledge base of instructional models in order to design and implement district staff development and also to work with teachers individually. Students must have had at least one introductory course in elementary or secondary curriculum in either their undergraduate or master's program.

Credits 3

EDU 626A: Internship for School Leaders I

PK-12 is the first semester of the culminating internship for Med and EdS candidates of the Administration & Supervision program at Converse. This internship will require students to spend ½ of their time on task in a PreK-6 setting, and the other ½ of their time on task in a 7-12 setting. Upon completion of EDU 626A, successful candidates will register for the second semester of the Internship for School Leaders, EDU 626B.

Credits 3

EDU 626B: Internship for School Leaders II

PK-12 is the second semester of the culminating internship for MEd and EdS candidates of the Administration and Supervision program at Converse. This internship will require students to spend ½ of their time on task in a PreK-6 setting, and the other ½ of their time on task in a 7-12 setting. This is the final semester of the yearlong internship.

Credits 3

EDU 626A

EDU 690: Directed Independent Study in Special Topics

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

Credits 3

EDU 699: Internship in Curriculum and Instruction Administration

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

Credits 6

English

ENG 500: Special Topics in Medieval Literature

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.

Credits 3

ENG 501: Studies in Chaucer

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.

Notes

(GEP, major, minor, elective credit)

Credits 3

ENG 502: Arthur and the Matter of Britain

The story of Arthur and his followers has fascinated people for almost fifteen hundred 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 the origins and development of the Arthurian legend as it has been presented in history and literature

Notes

(GEP, major, minor, elective credit)

Credits 3

ENG 503: English Literature to 1500

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.

Credits 3

ENG 505: World Literature

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

Credits 3

ENG 510: Topics in Renaissance Studies

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.

Credits 3

ENG 515: Adolescent Literature

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.

Credits 3

ENG 520: Shakespeare

A study of Shakespeare's major plays.

Credits 3

ENG 525: Studies in Single Author

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, and others.

Credits 3

ENG 530: Eighteenth Century Studies

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

Credits 3

ENG 540: Nineteenth Century British Literature

A study of nineteenth-century literature. Topics may include Romanticism, Victorian literature and genre studies such as the novel.

Credits 3

ENG 550: Nineteenth Century American Literature

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.

Credits 3

ENG 560: Twentieth Century British Literature

Study of major movements and authors in British fiction since the end of the nineteenth century.

Notes

(GEP, major, minor, elective credit)

Credits 3

ENG 561: Twentieth Century American Literature

Study of major movements and authors in American fiction since the end of the nineteenth century.

Notes

(GEP, major, minor, elective credit)

Credits 3

ENG 565: Twentieth-Century Poetry

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

Credits 3

ENG 570: Women Writers

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

Credits 3

ENG 580: Special Topics in Literature

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

Credits 3

ENG 590: Genre Studies

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

Credits 3

ENG 591: Advanced Composition

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

Credits 3

ENG 594: Literary Criticism

A study of the important texts of literary criticism, as well as the practice of evaluation and literary analysis. Attention will also be given to the study of research methods.

Notes

Required of all candidates for the M.Ed in English.

Offered in alternate years.

Credits 3

ENG 595: History of the Language

A study of the development and principles of the English language.

Notes

Offered in alternate years.

Credits 3

ENG 596: Modern English Grammar

A linguistic approach to the study of English grammar with concentration on traditional, structural, and transformational grammars.

Notes

Offered in alternate years.

Credits 3

Ensembles and Chamber Music

MEN 510: Chamber Music

Participation in small instrumental, keyboard, and/or vocal ensembles.

Notes

Maybe repeated for credit.

Credits 1

Prerequisites

Permission of the instructor.

MEN 520: Converse Wind Ensemble

Participation in rehearsals and performances of the Converse Wind Ensemble as scheduled. Open to all Converse students by audition.

Notes

May be repeated for credit.

Credits 1

Prerequisites

Permission of the instructor.

MEN 530: Converse Symphony Orchestra

Participation in rehearsals and performances of the Converse Symphony as scheduled. Open to all Converse students by audition.

Notes

May be repeated for credit.

Credits 1

Prerequisites

Permission of the instructor.

MEN 540: Chamber Singers

Participation in rehearsals and performances of the Converse Chamber Singers as scheduled. May be repeated for credit

Credits 1

Prerequisites

Audition.

MEN 550: Converse Chorale

Participation in rehearsals and performances of the Converse Chorale as scheduled. Open to all Converse students by audition. May be repeated for credit.

Credits 1

Prerequisites

Permission of the instructor.

MEN 560: Spartanburg Festival Chorus

Participation in rehearsals and performances of the Spartanburg Festival Chorus as scheduled. Open to all Converse students by audition. May be repeated for credit.

Credits 1

Prerequisites

Permission of the instructor.

MEN 570: Accompanying

Techniques of accompanying singers and instrumentalists. Includes practical application with student soloists.

Credits 1

Prerequisites

Permission of the instructor.

MEN 580: Early Music Ensemble

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.

Credits 1

Prerequisites

Permission of the instructor.

MEN 590: Opera Performance

An opera performance course designed for the graduate student. This course is required of all vocal majors who have auditioned and obtained a role in the Opera, Opera Scenes, or any other auditioned performance. May be repeated for credit.

Credits 1

Prerequisites

Graduate status, permission of the instructor.

Foreign Language

FRE/SPN 565: Foreign Language Study Seminar Abroad

For 565 level credit to be granted students must have previously completed FRE/SPN 202 or its equivalent in the language studied. Students will live in the country of the target language, studying the language and discussing important topics on culture and contemporary life. Grades in the course will be determined by the native language teacher in cooperation with the Converse professor, based on class participation, tests, and graded assignments.

Credits 3

Geography

GEO 500: Geography of World Resources

A course in world regional geography which emphasizes the historical, political, economic, and environmental issues of the various regions of the globe.

Credits 3

Health & Fitness

HPE 593: Health and Physical Education for the Elementary Teacher

Designed to meet certification requirements of the South Carolina 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. The new physical education standards will be covered using the Department of Education's, South Carolina Physical Education Curriculum Standards. South Carolina state standards for elementary health education will also be addressed. This graduate course also includes a study of inclusion practices for students with special needs in a safe environment within a regular education classroom.

Credits 3

History-Advanced Study

HST 591: Special Topics in History

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.

Credits 3

HST 591T: Empires of the Caribbean, Study (Travel Course)

If this is a course addition, please include the type of credit given for this course (e.g. GEP, major, minor, or elective credit, lab fees, prerequisites, and terms offered). GEP history credit and Non-European, Non-Anglophone North America credit. (The course focuses (as the syllabus shows) on Spanish, French, British, and Dutch imperialism in the Caribbean basin, including northern South America.

Credits 3

History-American History

HST 506: African-American History

A survey of African-American history from colonial times to the present.

Credits 3

HST 507: Topics in 19th Century America

A study of 19th century American History.

Notes

Writing intensive.

Credits 3

HST 508: The Colonial Era 1607-1783

A study of the founding and development of America.

Credits 3

HST 512: The New Nation, 1783-1840

A study of the United States from the end of the Revolution through the Jacksonian Era.

Credits 3

HST 521: The Era of the Civil War, 1840-1876

A study of Westward expansion, the Old South, the abolitionist crusade, the Civil War, and Reconstruction.

Credits 3

HST 522: The Age of Reform, 1876-1920

A study of the United States from 1876 to 1920. Topics covered include the growth of big business, the Populist Movement, Imperialism, Progressivism, and World War I.

Credits 3

HST 525: American West

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 twentieth century. Topics will include exploration, the experience of Native American peoples; the world of trappers, cowboys, miners, and wagon trains; and the impact of settlement on the environment.

Credits 3

HST 540: America Between the Wars, 1919-1945

A study of the United States from the end of World War I through the end of World War II.

Credits 3

HST 541: Recent United States, 1945 to the Present

A study of the United States from the end of World War II to the present.

Credits 3

HST 542: The Civil Rights Era

A study of the black civil rights movement from the early 1950's through the 1970's and beyond.

Notes

Crosslisted with POL 542.

Credits 3

HST 545: Women in American History

A study of women in American history from The Colonial Era to the present.

Credits 3

HST 555: American Foreign Policy

A study of the institutions and functioning of American foreign policy/national security decision making as well as of selected topics of Cold War and contemporary events.

Credits 3

HST 559: American History and Film

A study of American history and film and/or television.

Notes

Writing intensive.

Credits 3

HST 560: Public History

A survey of best practices in public history, both as a career and field of study. Travel fees may apply.

Credits 3

History-European History

HST 518: English History, 1450-1714

From the late Medieval era through the end of the Stuart Dynasty.

Credits 3

HST 519: English History, 1714 to the Present

A survey of the history of England from the beginning of the Hanoverian Dynasty to the present.

Credits 3

HST 520: Modern Russian History and Politics

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.

Credits 3

HST 530: The Age of Shakespeare

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.

Credits 3

HST 551: Renaissance and Reformation

A survey of European history from 1350 to 1648.
Credits 3

HST 552: The Age of the Enlightenment

A survey of European history from 1648 to 1789.
Credits 3

HST 561: The Middle Ages

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.
Credits 3

HST 562: Nationalism, Imperialism, World War I

A study of the major countries and trends in Europe in the late nineteenth and early twentieth centuries. Coverage ends with the background and significance of World War I.
Credits 3

HST 564: Modern German History

Political, social and cultural history from 1815 to the present.
Credits 3

HST 565: Problems in British History

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.
Credits 3

HST 566: British Empire and Commonwealth

A history of the British Empire in America, Asia, Africa, and Australia/New Zealand.
Credits 3

HST 577: Colonial Latin America

A study of Latin America from its pre-Columbian origins to the collapse of the Spanish Empire in the 1820s.
Credits 3

History-Non-Western History

HST 502: Women's Lives in Asian and African Cultures

A readings course on women's lives in various non-Western traditional cultures.
Credits 3

HST 566: British Empire and Commonwealth

A history of the British Empire in America, Asia, Africa and Australia/New Zealand.
Credits 3

HST 570: Islamic and Middle East Politics

An introduction to Islamic politics and to the comparative and development issues of the Arab world and the larger Middle East.

Notes

The approach will be historical as well as contemporary.

Credits 3

HST 574: The Arab-Israeli Conflict

A study of the modern conflict over the region of Palestine. The course will examine the religious, cultural, and historical backgrounds of the combatants; the troubled heritage of the Ottoman and British Empires in the region; Zionism; terrorism and counter-terrorism; the establishment and expansion of the state of Israel; the wars between Arabs and Israelis; the experience and resistance of Palestinian Arabs; and attempts to make peace.

Credits 3

HST 575: The Vietnam Experience

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.

Credits 3

HST 577: Colonial Latin America

A study of Latin America from its pre-Columbian origins to the collapse of the Spanish Empire in the 1820s.

Credits 3

HST 578: The Vietnam War in Film

An independent study course based on the PBS Ken Burns Vietnam War video series augmented with other readings and papers.

Credits 3

Marriage & Family Studies

MFS 631: Introduction to Dialectical Behavior Therapy

This course provides an overview of the biosocial theory and concepts of Dialectical Behavioral Therapy (DBT). This includes theoretical perspectives of Borderline Personality Disorder as well as the etiology of the disorder. Emphasis will be placed on basic treatment strategies, assessment, orienting the patient to treatment, and skills training procedures. This course will provide the student with the opportunity to apply the theories of what is considered normal emotion expression, apply the four parts of skills training that are provided to clients participating in DBT treatment, and assess and refer clients who are experiencing parasuicidal and suicidal behaviors. A brief focus will be included on the cultural and gender differences, ethics, religion, and legalities of the client and therapeutic relationship in DBT. The framework for the course will be a family systems approach as much as possible. This course does NOT qualify practitioners to professionally practice DBT. However, this course will serve to familiarize further practitioners interested in post-graduate training through Behavioral Tech, Seattle, W.A., Dr. Marsha Linehan’s training organization.

Credits 3

MFS 633: Child Psychopathology

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

Notes

Required course.

Credits 3

MFS 634: Systems of Family Therapy I

This course and [MFS 680](#) are designed to provide complementary comprehensive surveys of the major models of marriage, couple and family therapy. The combination of these two required courses will address the historical development, theoretical and empirical foundations, and contemporary conceptual directions of the field of marriage and family therapy. The content will enable students to conceptualize epistemological issues in the profession of marriage and family therapy. These two courses are designed so that a student may take either of them first.

Notes

Required course.

Credits 3

MFS 635: MFT Models-Advanced Applications II

This course examines and contrasts in detail two major models of family therapy. First, the more process oriented approach, such as the historically based Bowenian model, will be explored. Second, short-term, action-oriented, problem-solving and solution-focused approaches will be examined, emphasizing the work of Haley, Deshazer, and others. An emphasis will be placed on the clinical application of these approaches utilizing either role-play or actual live cases depending upon student accessibility to live casework.

Notes

Required course.

Credits 3

Prerequisites

[MFS 634](#) or [MFS 680](#).

MFS 636: Assessment & Treatment of Sexual Issues

This course provides an overview of the biological and psychosocial theory of human sexual development. This includes the theoretical perspective of sexuality as well as the sexual anatomy and physiology.

Notes

Required course.

Credits 3

Prerequisites

[MFS 634](#) or [MFS 680](#).

MFS 637: Family Therapy With Families of Addiction

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

Credits 3

MFS 639: MFT Models – Advanced Applications I

This course will provide an overview of the major systemic models including but not limited to structural/strategic, communication, transgenerational, experiential and brief marital and family modes of therapy.

Notes

Required course.

Credits 3

Prerequisites

[MFS 634](#) or [MFS 680](#).

MFS 641: The Developmental Process of the Resilient Family

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

Notes

Required course.

Credits 3

MFS 642: Diagnostics of Mental Disorders in Interpersonal Systems

This course examines DSM5 as the major system for classifying mental disorders, and the reciprocal relationships among these disorders and individual psychosocial and marital and family systems functioning.

Notes

Required course.

Credits 3

MFS 643: Cultural Competence and Family Therapy

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

Notes

Required course.

Credits 3

MFS 645: Ethical, Legal and Professional Issues for the Marital and Family Therapist

This course provides a meta-analysis of a variety of issues associated with the delivery of marital and family therapy services, with special emphasis being placed upon the ethical concerns and legal mandates and constraints related to practice.

Notes

Required course.

Credits 3

MFS 646: Couples Therapy

This course will provide a systemic approach to couples therapy. The focus will be on integrating skills, techniques, concepts, and selected areas of expertise with the emotionally focused approach to couples therapy.

Notes

Required course.

Credits 3

Prerequisites

[MFS 634](#) or [MFS 680](#).

MFS 647: Research Literacy

This course is designed to provide family therapists with knowledge of research methodologies and techniques used in the scientific approach to problem-solving in systemic family therapy.

Notes

Required course.

Credits 3

MFS 648: Supervised Clinical Practicum

Consists of five consecutive semesters over a 15 month time frame. It is designed to integrate theory into clinical practice within the context of an accredited family therapy teaching clinic.

Notes

Required courses.

Credits 15

Prerequisites

24 hours of MFT academic curriculum which must include [MFS 634](#), [MFS 680](#), [MFS 661](#), [MFS 642](#), [MFS 645](#), [MFS 635](#) or [MFS 639](#) and approval of the academic adviser and Clinical Readiness Committee.

MFS 649: A Systemic Understanding of Group Dynamics

This course is designed to acquaint the student with group dynamics from an affective learning experience. It will be systemically approached and will address individual, couple and multi-family groups.

Credits 3

Prerequisites

[MFS 634](#) or [MFS 635](#) or [MFS 639](#) or an equivalent introductory course to family systems concepts and vocabulary.

MFS 650: Marital and Family Therapy Supervision

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

Credits 3

MFS 651: Treatment of Adult Survivors of Childhood Sexual Abuse

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

Credits 3

MFS 656: Business Strategies for Health Practitioners

The average marriage and family therapist as well as other health practitioners usually receive excellent clinical education, but no formal education about designing and implementing the business portion of their practices. This can contribute to expensive mistakes and possible liability. This course is designed to introduce the marriage and family therapist/health practitioner to sound business strategies upon which to build a practice.

Credits 3

MFS 657: Spiritual/Religious Issues in Psycho- Therapy I

Persons pursuing therapy often seek the services of pastoral therapists. Whether ordained or not these therapists should possess clinical competency in pastoral therapy, an advanced level of development of pastoral identity as integrated in the pastoral therapy process, an integration of the Body of Knowledge for pastoral therapy, and both leadership and interpretive skills regarding the following: (1) the theological/spiritual dimensions of human wholeness, (2) the utilization of the mental health resources of the congregation and community, and (3) the place of pastoral therapy with other therapeutic disciplines. This course provides the foundation for these criteria.

Credits 3

MFS 661: Basic Techniques in the Psycho-Therapy Interview

This course is designed to introduce students to theory and application of the therapeutic alliance as a foundation to therapy practices and to enable the student to gain practical experience in techniques for developing the therapeutic alliance through participation in simulated therapy situations. The course will focus on the study of theory, process, and techniques involved in establishing and maintaining the therapeutic alliance with individuals and members of family systems. The course will include laboratory demonstrations and practice to develop skills in maintaining the therapeutic alliance.

Notes

Required course.

Credits 3

MFS 662: LGBT Issues in Marriage and Family Therapy

This course provides a study of the use of affirmative psychotherapy with Gay, Lesbian, Bi-Sexual and Transgendered clients and their families. Particular focus will be given to treatment interventions, cultural sensitivity, family and individual internal and external crises, grief and acceptance, affirmation, and community resources.

Credits 3

MFS 680: Systems of Family Therapy II

This course and [MFS 634](#) are designed to provide complementary comprehensive surveys of the major models of marriage, couple and family therapy. The combination of these two required courses will address the historical development, theoretical and empirical foundations, and contemporary conceptual directions of the field of marriage and family therapy. The content will enable students to conceptualize epistemological issues in the profession of marriage and family therapy. These two courses are designed so that a student may take either of them first.

Notes

Required course.

Credits 3

MFS 681: Individual Psychopathology in Marriage & Family Therapy

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

Credits 3

MFS 682: Play Therapy History & Theory

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

Credits 3

MFS 684: Play Therapy Techniques

This course will provide an in-depth look at theoretical approaches to play therapy with emphasis on techniques for children, families, and group play therapy. It will also provide a comprehensive overview of play assessment and diagnosis. The course will address issues related to age, culture, environment, ethnicity, race, religion, and socioeconomic status.

Credits 3

MFS 685: Play Therapy Applications for Special Populations

This course is intended to supplement other therapy coursework by providing students with therapeutic tools developed specifically for working with children. It will provide theoretical and applied skills for the assessment and treatment of children who have experienced trauma, illness, loss, and/or challenging psychopathology, i.e. attachment disorder, Autistic/Aspergers, Borderline traits.

Credits 3

MFS 691: Special Topics-In MFT – Intro to Medical Family Therapy

This course has three distinct foci: 1) assessment and treatment of substance abuse, 2) assessment and treatment of domestic violence, and 3) assessment and treatment of childhood sexual abuse. Students will become familiar with tools and models of assessment and treatment for each of these issues, and will study the impact of these issues on individuals and families surviving and recovering. The course will also examine the influence of power and privilege in areas such as gender, culture, race, ethnicity, religion, and sexuality, as they relate to abuse and recovery. The course will include field trips to/and or visits from the professional staff of community agencies specializing in the treatment of these issues.

Credits 3

MFS 691: Special Topics in EDU : Mental Health Care Policy and Professional Advocacy

This course explores the evolution of mental health care policy and legislation influencing Marriage and Family Therapists in the United States. In addition, the course helps students understand proposed changes to policies and laws and to gain greater appreciation and comprehension of professional advocacy. Special attention will be paid to legislation, policy, and advocacy in South Carolina.

Credits 3

Master of Education

The Master of Education Program

The purpose is to expand and refine the teaching competencies of the themed program. The Southern Association of Colleges and Schools fully accredits the Converse Graduate Program. The University may accept up to nine semester hours of approved graduate study toward the degree if the course meets the following criteria:

1. Credit is by a recognized college or university;

2. The work was completed within five years prior to program admission and prior to the last six hours of degree work at Converse;
3. The course grade was an A or B (Quality points for transfer credits do not count in cumulative grade point ratio.);
4. Courses are applicable for the program of study in the MEd program; and
5. Credit did not apply toward degree requirements in another program.

Students must request colleges and universities send official transcripts of work to:
Graduate Admissions, Converse University
580 East Main Street, Spartanburg, SC 29302

Converse offers graduate credit for selected off-campus “professional development” courses sponsored by public school districts. A maximum of 6 semester hours of such graduate course work may be applied toward the MEd degree if appropriate for the given program.

Programs of Study

The MEd programs for teachers who are already certified are in six broad areas or tracks. There are advisers in each area to help with the selection of courses. **It is the responsibility of the student, not the adviser, to see that requirements are met.**

Requirements for Admission

For consideration of admission to the MEd program, the applicant should have the following credentials:

1. Graduation from an accredited college;
2. Grades indicating likelihood for success in graduate studies. For full, non-provisional admission, the applicant must have an overall cumulative 2.75 GPA on a 4.0 scale of college work. Students must have a 3.0 GPA on a 4.0 scale of college work for MEd in Administration and Supervision.
3. A major undergraduate program appropriate for given teaching areas;
4. Certification in some area of teaching (may be waived in certain cases);
5. Praxis II normally taken in the Specialty Area for certification in South Carolina;
6. A completed application form online and a \$40 non-refundable application fee,
7. \$100 Graduate Deposit Fee;
8. Two letters of recommendation (with at least one from an academic source), official transcripts from all colleges attended;

9. A copy of teaching certificate;
10. A personal statement. This statement should be a reflection on how your personal goals as an educator tie with the Converse concept of the "Ideal" Educator. This ideal is derived from the Converse University 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." How do you see your Converse graduate program helping you "to see clearly, decide wisely, and to act justly"? Your personal statement should be approximately one page (250-300 words). In keeping with the Honor Tradition at Converse, your essay must be entirely your own work. Organize your essay clearly, proofread, and spell-check your essay carefully. Be as specific as you can as you reflect on how Converse can help you become the "Ideal" Educator.

All applications will come before the Graduate Admissions Committee. The Committee will accept applicants fully or provisionally, defer applicants, or reject applicants based on its determination of likelihood for success in graduate studies. Having the minimal credentials does not guarantee a student's admission.

Prospective students may wish to schedule an appointment with the program director in their area of study.

The Converse Electronic System Powered by Student Learning & Licensure (SLL)

All MEd candidates are required to purchase SLL. Candidates submit a minimum of six to eight lesson plans, portfolios, projects, or other work samples via the Converse electronic system powered by SLL. Professors assess candidate work through this online system as well. The Department of Education uses SLL to track candidate performance and to measure program effectiveness.

SLL accounts are active for the duration of a candidate's degree program plus a year or a total of five years, whichever is greater.

Requirements for Degree

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

1. Complete an approved program in one of the designated areas of the program within a five-year period from the first Converse graduate course in the MEd degree program;
2. Maintain an overall **B** (3.0) average. If after the first 12 hours a student's average is below 3.0, the Graduate Admissions Committee will assess his/her ability to complete the degree and render a decision about continuation in the program;
3. Complete a Teacher Work Sample (TWS) midway through the program, typically by the time 18 hours have been completed;
4. Complete culminating assessment. This is a portfolio based on the five core principles of the National Board for Professional Teaching Standards (NBPTS). The degree requires neither a thesis nor a foreign language; the MEd student **must take** the Praxis II Examination Specialty Area in the appropriate degree track, if the student has not previously done so;
5. Complete all coursework, including any incomplete courses, with grades submitted to the Registrar by the required date for graduates at the end of spring term;
6. Request and complete the *Application for Degree* form by the deadline for May Commencement;
7. complete the graduate questionnaire, for which students will receive a link through their Converse email; and
8. Fulfill all financial obligations and have cleared any outstanding business with the University one week prior to the Commencement exercises.

SED 554: Methods and Procedures: DHH

This course 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 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 five-hour clinical

Credits 3

SED 558: Teaching Deaf Children with Disabilities

This course provides foundational information and research-based strategies for meeting the needs of deaf and hard of hearing learners with disabilities. Students will explore various disabilities, including developmental delays, autism spectrum disorder, intellectual and learning disabilities, deaf-blindness, emotional and behavioral disorders, ADHD, and other high-incidence syndromes. Each topic will include discussions on demographics, intervention, placement, communication, psychosocial issues, assistive

Credits 3

Master's in Management Courses

PLP 700: Leadership Theory & Identification

This hybrid course will provide an overview of theoretical frameworks for the application of theory and best practices in your leadership. The course will focus on specific leadership topics such as the following: strategic leadership, systems thinking, team leadership, and change management.

Credits 3

PLP 701: Introduction to Community Advocacy

This course will introduce participants to current issues and theories in community advocacy. It is designed as the introductory course to the Converse Master's in Management (MIM) in Community Advocacy.

Credits 3

PLP 702: Working Among Community Organizations

This course will introduce participants to the various organizations that work with underserved populations and show how they interact in a community to provide support and services to the populations identified in [PLP 701](#). This hy

Credits 3

PLP 705: Legacies in Leadership

Effective leaders are able to galvanize people around a compelling, inspirational vision and strategy, and to then deal with people in ways that bring out their best ideas and efforts. This course will introduce participants to the history of leadership and individual leaders in a variety of different professions through speakers, class discussions, reading assignments, and Harvard Business (HBR) cases on leadership effectiveness. Each student will participate in a 360 leadership survey and be asked to develop their own personal leadership legacy statement and development plan.

Credits 3

PLP 710: Organizational and Personnel Theory

This course will review conceptual frameworks centered around organizational and personnel theories. The course will introduce students to the history, theoretical perspective, and application to various professions.

Credits 3

PLP 711: Stress and Wellness

This course will introduce participants to the need for self-care when one works in Community Advocacy. It will provide background and ideas for maintaining good mental and physical health while working with underserved populations.

Credits 3

PLP 712: Leadership in Community Diversity

This course will introduce participants to current issues and theories related to cultural diversity in community advocacy and organizations.

Credits 3

PLP 721: Community Mental Health Issues

This course examines the issues that individuals with mental health crises or untreated conditions can have that impact the community. This will include depression (which may be related to aging), anxiety (which may be related to social media), suicidal tendencies, addiction, and untreated medical conditions such as schizophrenia.

Credits 3

PLP 722: The Community and Disabilities

This course will introduce participants to the types of disabilities found in the community. Emphasis will be placed on Autism Spectrum Disorder (ASD) and its affect, however, other disabilities, including physical disabilities, will be discussed as well.

Credits 3

PLP 730: Cultural Awareness Application

This course will introduce participants to current issues in cultural diversity awareness in various professional settings. Emphasis is placed on examining perspectives of self, society, and culture; broadening the understanding of diversity within a variety of settings; and recognizing that diversity augments personal growth and development.

Credits 3

PLP 731: Community Legal Issues

This course will introduce participants to current legal issues in community advocacy. It is designed to allow participants to be aware of the changing landscape and the need to be knowledgeable about laws that affect underserved populations in the community, and how these laws may interact.

Credits 3

PLP 732: Veterans' Issues

This course will introduce participants to current issues in community advocacy involving veterans.

Credits 3

PLP 740: Financial Resources Management

The course analyzes financial resources management in commercial, not-for-profit, and private industries, explicitly focusing on revenue sources, branding, budgeting, and the allocation of resources.

Credits 3

PLP 741: Homelessness

This course will introduce participants to current issues involving the homeless in community advocacy. It will examine the intersection of homelessness issues with other community advocacy issues.

Credits 3

PLP 741: Capstone in Community Advocacy

This course requires participants to choose a real-world problem that affects their community or profession that is related to Community Advocacy. Participants will work over the course of the semester to document this issue/problem and prepare a presentation that proposes a potential solution.

Credits 3

PLP 745: Introduction to Data Analytics

The course will provide an introductory overview of how to interpret and use statistics for goal setting. Additionally, students will study several basic analytics techniques focusing on applying them in practice, analyzing the output, building intuition, and providing leverage in data-driven decision-making.

Credits 3

PLP 760: Communication, Technology, and Speaking

This course provides an overview of the core concepts, historical trajectories, contemporary controversies in the design, use, and critical study of communication technologies. While the course takes a broad view of technology and considers different historical moments, it focuses on contemporary, internet-based system, cultures and the ability to present projects and new ideas to stakeholders.

Credits 3

PLP 775: Project Management

This course guides students through fundamental project management concepts and behavioral skills needed to successfully launch and lead projects in a variety of industries. Additionally, this course is instrumental in preparation for the Capstone project.

Credits 3

PLP 789: Professional Leadership Experiential Learning Directed Independent Study

The MiM Professional Leadership Internship aims to bridge the gap between theory and practice to align with a student's academic and experiential learning. In the internship, students will self-assess strengths, weaknesses, and areas of particular interest. They will increasingly assume responsibility for their continuing professional development by planning for and completing a program of field-based experiences that can be used to assist with the Capstone [PLP 790](#).

Credits 1

PLP 790: Capstone

This course will provide students with the opportunity (1) to reflect upon and integrate the practical organizational and leadership skills learned throughout the program and apply them to the real world, developing a multi-faceted plan to deal with a significant problem. The project will offer solutions to the practical, ethical, and social justice aspects of the issue. (2) to identify personal and professional growth based on [PLP 700](#) Personal Development Plan and Leadership Philosophy

Credits 3

Mathematics/Computer Science-Computer Science

CSC 503: Computer Applications for Teachers

An introduction to the use of the computers in the secondary and middle school classroom environment. Topics covered will include learning to use various software applications packages, web page development and introduction to the internet computer science with particular attention to the needs of secondary school teachers.

Notes

Lectures and laboratory.

Credits 3

Prerequisites

None.

CSC 504: Computer Applications for Mathematics Teachers

An introduction to the various mathematical software packages used in mathematics.

Notes

Lectures and laboratory.

Credits 3

Prerequisites

None

CSC 599: Special Topics in Computer Science

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

Mathematics/Computer Science-Mathematics

MTH 501: Fundamental Concepts I

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

Credits 3

MTH 502: Fundamental Concepts II

A continuation of [MTH 501](#).

Credits 3

MTH 508: Discrete Mathematics

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

Credits 3

MTH 510: Introduction to Linear Algebra

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

Credits 3

MTH 511: Abstract Algebra

A study of abstract algebraic structures.

Credits 3

MTH 520: Geometry in the Secondary School Mathematics Curriculum

A problem-solving driven study of fundamental geometric concepts covered in middle and high school mathematics curricula: synthetic Euclidean and non-Euclidean geometries of both 2-space and 3-space, analytic geometry, similarity, transformational geometry. Technology as a tool in enhancing exploration, understanding, problem solving and proof.

Credits 3

MTH 521: Foundations of Geometry

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

Credits 3

MTH 522: Introduction to Analysis

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

Credits 3

MTH 523: Probability and Statistics

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

Credits 3

MTH 599: Special Topics in Mathematics

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

Mathematics/Computer Science-Natural Science

NSC 511: Biology for Teachers

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

Notes

Lecture, laboratory, and field trips - fee is required.

Credits 3

Music Education

MUE 570: Music Education for the Elementary Child

Objectives, methods, and materials for teaching music in the elementary school. Designed for the general classroom teacher.

Credits 3

MUE 611: Foundations of Music Education

An overview of the philosophical, historical, psychological, sociological, and pedagogical foundations of music education in the US.

Credits 3

MUE 617: Fine Arts Administration and Supervision

This course provides an introduction to Fine Arts Education Administration and Supervision and is for advance certification candidates except by permission of the instructor. Topics include program evaluation, teacher evaluation, reading and interpreting research journal articles, grant writing, and applicable school personnel and school finance principles. Cross-listed with [ART 517](#) and [EDU 572](#).

Credits 3

MUE 621: Research in Music Education

Quantitative and qualitative research procedures.
Credits 3

MUE 623: Methods and Materials Seminar in Music Education

A survey of methods and materials, current advanced trends and techniques.
Credits 3

MUE 660: Directed Student Teaching: Music Education

The student teaching of music in the public schools under the supervision of a music faculty member. This course includes a weekly seminar and conferences with the director of music teacher education and the cooperating teacher. Discussions and criticisms accompany the elementary and/or secondary school observation and teaching. A minimum of 12 weeks of directed teaching is required for certification.

Credits 9

Prerequisites

Admission to the Teacher Education Program in Music Education; completion of all music education courses required for the degree, MUA 203 or MUA 213, minimum graduate GPA of 3.0 and permission of the department.

MUE 661: Advanced Choral Conducting

Concentration on score reading and conducting of vocal works.

Credits 3

Prerequisites

MUE 353

MUE 663: Advanced Instrumental Conducting

Includes score reading and conducting of instrumental ensembles.

Credits 3

Prerequisites

MUE 363

MUE 680: Directed Independent Study

Projects of independent study in music approved by the faculty adviser and the Music Curriculum Committee.

Credits 1

-3

MUE 693: Graduate Project Proposal

Preparation of a successful proposal for a Graduate Portfolio, Thesis, or lecture-Recital. Includes weekly consultation with thesis advisor. Students should register for the course no later than their next-to-last semester in residence.

Credits 1

MUE 694: Graduate Portfolio Literature Review

A substantial literature review supporting the contents of the final portfolio.

Credits 1

Prerequisites

MUE 593: Graduate Project Proposal. Must be approved by the student's Masters Committee.

MUE 694b: Graduate Portfolio

Preparation of a collection of original work which may include essays, lesson plans, reflection papers, compositions, or a collection of teaching videos while in the degree program.

Credits 1

Prerequisites

Successful completion of [MUE 693](#): Graduate Project Proposal and MUE 694a: Portfolio Literature Review. A proposal and the final document must be approved by the student's Masters Committee.

MUE 695a: Graduate Thesis Literature Review

A substantial literature review supporting the contents of the final thesis.

Credits 1

Prerequisites

[MUE 693](#): Graduate Project Proposal. Must be approved by the student's Masters Committee.

MUE 695b: Graduate Thesis

One of the three Major Project options, the thesis is a scholarly research paper based on in-depth independent original research. A thesis proposal and the thesis must be approved by the student's Masters Committee.

Credits 1

MUE 696a: Graduate Lecture-Recital Literature Review

A substantial literature review supporting the topic selected for the recital.

Credits 1

Prerequisites

[MUE 693](#): Graduate Project Proposal. Must be by the student's Masters Committee.

MUE 696b: Graduate Lecture Recital

One of the three Major Project options, the public lecture recital and supporting research paper based on in-depth independent research of an approved topic. A lecture recital proposal and the lecture recital must be approved by the student's Masters Committee a minimum of one semester before the lecture recital is presented.

Credits 1

Prerequisites

[MUE 693](#) and [MUE 696a](#).

Music History

MUH 531: Music of the Romantic Era

A topic seminar of Western music in the 19th Century.

Credits 3

MUH 533: Music of the Twentieth Century

A topic seminar of Western music in the 20th Century.

Credits 3

MUH 541: Music of the Middle Ages & Renaissance

A topics seminar in Western music to 1600.

Credits 3

MUH 543: Music of the Baroque & Classic Eras

A topics seminar focusing on Western music from 1600 to 1800.

Credits 3

MUH 551: Song Literature

A survey of standard art song literature from the Sixteenth Century to the present, with emphasis on both music and poetry.

Credits 3

MUH 553: Piano Literature

A survey of the literature for the contemporary pianist.

Credits 3

MUH 560: Opera Literature

A survey of opera from the Baroque to the present.

Credits 3

MUH 561: Chamber Music Literature

A survey of the literature for small instrumental ensembles from the Baroque to the present.

Credits 3

MUH 563: Orchestral Literature

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.

Notes

Offered in alternate years.

Credits 3

MUH 571: Organ Literature

A survey of the literature for the instrument.

Credits 3

MUH 575: Seminar in Musicology

Intensive Seminar experience in special topics.
Credits 3

MUH 601: Graduate Music History Survey

Required of all music graduate students. A survey of the development of Western music from Antiquity to the present.

Notes

Graduate students may elect to take an exam; if the student passes the exam, she may choose to take this survey course or a second music history elective.

Credits 3

MUH 602: Pedagogy of Music History

This course will examine issues and ideas involved with the teaching of music history and music appreciation at the University level.

Credits 3

MUH 603: Bibliography

A survey of basic reference materials in the field of music, with an introduction to the techniques of research.

Credits 3

Prerequisites

Graduate status.

MUH 680: Directed Independent Study

Projects of independent study approved by the area faculty and the Music Curriculum Committee.

Credits 1

-3

Prerequisites

Approval of the Music Curriculum Committee.

Music Media

MMD 501: Synthesizers, Midi and Sequencing

An introduction to techniques in the electronic music studio with a focus on using it as a composition, recording, and arranging tool.

Credits 3

MMD 503: Electronic Music for Video and Performance

A continuation of exploring and mastering techniques in the electronic music studio with a focus on combining music with video in recordings and live performances..

Credits 3

Prerequisites

[MMD 501](#).

MMD 511: Recording and Sound Reinforcement

An introduction to specific technical and artistic elements of current multitrack sound recording and sound reinforcement equipment and techniques.

Credits 3

MMD 680: Directed Independent Study

Projects of independent study (including additional major composition study) approved by the faculty and the Music Curriculum Committee.

Credits 1

-3

Prerequisites

Approval of the Music Curriculum Committee.

Music Theory and Composition

MUT 533: Counterpoint

Analysis, listening, and writing short exercises. Includes musical styles from 1450 to the present.

Credits 3

Prerequisites

Passing the music theory placement test or successfully completing [MUT 601](#).

MUT 543: Advanced Harmony & Twentieth-century Idioms

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.

Credits 3

Prerequisites

Passing the music theory placement test or successfully completing [MUT 601](#).

MUT 553: Advanced Analysis

Analysis of musical forms, harmonic procedures, and tonal organization from 1300 to the present.

Credits 3

Prerequisites

Passing the music theory placement test or successfully completing [MUT 601](#).

MUT 575: Seminar in Musicology

Intensive seminar experience in special topics.

Credits 3

Prerequisites

Passing the music theory placement test or successfully completing [MUT 601](#).

MUT 576: Advanced Repertoire Coaching for Singers

Individual instruction in the interpretation, diction, and style in all genres of the vocal repertoire. In collaboration with the applied lesson instructor, the vocal coach will assist in the preparation of repertoire to be presented in upcoming degree recital(s).

Notes

May be repeated for credit.

Credits 3

MUT 601: Graduate Survey of Music Theory

An advanced online survey of Western music theory, including form and analysis, from 1600 to 1920. Required of graduate students who receive a grade of 73 or below on the Graduate Music Theory Placement Exam. This course must be passed (with a minimum grade of "C-" or 74) before the student can enroll in further graduate-level music theory courses. The instructor serves as a mentor, resource and examiner.

Credits 3

MUT 680: Directed Independent Study

Projects of independent study approved by the faculty and the Music Curriculum Committee.

Credits 1

-3

Prerequisites

Approval of the Music Curriculum Committee.

MUT 681: Graduate Composition

This course provides creative work for the student who is not majoring in composition on a level that is suitable for graduate credit.

Credits 1

-3

Prerequisites

Passing the graduate music theory placement exam or permission of the instructor.

Natural Science

NSC 512: Environmental Biology

An examination of major environmental concepts. Students will investigate the ethical, human, and environmental implications of ecological practices.

Notes

Lecture.

Credits 3

NSC 513: Field Botany

Historical background, concepts, and classification systems of vascular plants. Selected groups of the local summer flora will be included. Students will build their own herbarium collections by identifying and properly curating specimens that they collect.

Notes

Lecture, laboratory, and field trips - fee is required

Credits 3

NSC 516: Evolutionary Biology

A survey of the theory, history, and principals of evolutionary biology. Both macro-evolutionary and micro-evolutionary topics are covered, as well as the importance of the principals of evolution in biology curricula. Readings will be taken from a wide variety of texts, including primary literature.

Credits 3

Prerequisites

Genetics or permission of the instructor.

NSC 517: Human Physiology

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.

Credits 3

NSC 518: Advanced Human Genetics

This course is a survey of the foundations of human genetics, with an emphasis on understanding the latest discoveries on genes and human genome. This course is an overview of the principles of inheritance, and the role DNA and chromosomes play in inheritance. Effect of multiple genes and the environment that influence traits will be discussed both from transmission genetics and at the molecular level. The laboratory projects will introduce the students to research and investigation in science.

Credits 3

NSC 519: Teaching Evolution

Eight course sessions answer essential questions about evolution and teaching evolution. The sessions cover: key content about evolution; methodologies for teaching evolution in high school classrooms; and strategies for dealing with controversy that may arise in teaching evolution.

Credits 3

NSC 520: Advanced Placement Environmental Science Institute

This course is designed to provide secondary science teachers with the content and pedagogical information they need to teach AP Environmental Sciences. The teachers will become familiar with the major topics and laboratories in the AP Environmental Science curriculum. The major themes will be reviewed and ideas to convey the content to students will be discussed. Student-centered strategies will be emphasized, including inquiry, hands-on activities, and projects. In addition to performing the laboratories, tips on how to successfully set-up, conduct, and evaluate the laboratories will be included. Finally, the structure of the AP Environmental Science Exam will be discussed, as well as preparation strategies.

Credits 3

NSC 521: Modern Chemistry

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

Notes

Offered in alternate years.

Credits 3

NSC 522: Consumer Chemistry

A course that seeks to help students understand some of the chemistry that affects them individually and as members of society.

Notes

No laboratory. Offered in alternate years, summer session only.

Credits 3

NSC 523: Environmental Chemistry

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

Credits 3

NSC 524: Biochemistry

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

Credits 3

NSC 525: Chemical Instrumentation for Teachers

A survey of some of the electronic instruments used in chemical analysis. Topics will include but not be restricted to pH and other ion-selective electrodes, visible and ultraviolet gas chromatography spectrophotometers, and electrochemical apparatus.

Notes

Lecture and laboratory - fee is required.

Credits 3

Prerequisites

[NSC 521](#) or permission of instructor.

NSC 526: AP Physics

This course is designed to provide secondary science teachers with the content and pedagogical information they need to teach AP physics. The teachers will become familiar with the major topics and laboratories in the AP Physics curriculum. The major concepts will be reviewed and ideas for how to convey the content to students will be discussed. Student-centered strategies will be emphasized, including Inquiry, hands-on activities, and projects.

Credits 3

NSC 531: Physics for Teachers I

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

Credits 3

NSC 532: Physics for Teachers II

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

Credits 3

NSC 541: Astronomy

A study of descriptive astronomy emphasizing the main concepts involved.

Credits 3

NSC 542: Geology

A course in descriptive mineralogy and geology. The identification of some common minerals and rocks will be stressed. Geological processes and formations will be studied as time permits.

Notes

Lecture and laboratory - fee is required

Credits 3

NSC 543: Meteorology

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

Credits 3

NSC 599: Special Topics

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

Credits 3

Performance Studies

MUA 501: Opera Workshop I

Includes character analysis, role analysis, role preparation and stage management.

Credits 1

Prerequisites

Declared music major or permission of instructor.

MUA 503: Opera Workshop II

Includes audition techniques, preparation of audition packets, stage makeup and further stage movement techniques.

Credits 1

Prerequisites

[MUA 501](#) or permission of instructor.

MUA 575: Petrie 360: A Self-managed Ensemble

This course, the first in a two-semester sequence, provides hands-on instruction in all aspects of self-management for the performing musician: students will assemble and execute a repertoire, learn to write grants, arrange performance venues, create a rehearsal schedule, brand their ensemble, market and advertise using social media and traditional formats, write and execute contracts, manage a budget, and stage performance.

Credits 1

Prerequisites

Permission of instructor.

MUA 576: Petrie 360: A Self-managed Ensemble

This course, the second in a two-semester sequence, provides hands-on instruction in all aspects of self-management for the performing musician: students will produce, promote, and execute a program, make and market a recording using social media an online professional platforms.

Credits 1

Prerequisites

[MUA 575](#) or permission of Instructor.

MUA 680: Graduate Chamber Recital

Preparation and performance of a major chamber work, song cycle, or opera scene.

Credits 1

Prerequisites

Graduate status; approval of the Graduate Music Program Committee.

MUA 690: Graduate Recital

Credits 1

Prerequisites

Graduate status, approval of the student's Master's Committee and the Graduate Music Program Committee.

Philosophy

PHI 515: Ancient Greek Philosophy

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.

Credits 3

Politics-Comparative Government and Politics

POL 502: Women's Lives in Asian and African Cultures

A readings course on women's lives in various non-Western traditional cultures.

Credits 3

POL 520: Modern Russian History and Politics

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.

Credits 3

POL 565: Comparative Government and Politics

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

Credits 3

POL 570: Islamic and Middle East Politics

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.

Credits 3

POL 578: The Vietnam War in Film

An independent study course based on the PBS Ken Burns Vietnam War video series augmented with readings and papers.

Credits 3

POL 592: Model Arab League

Preparation and participation in either Model Arab League or Model NATO

Credits 1

-2

P/F credit only

POL 593: Model Nato

Preparation and participation in either Model Arab League or Model NATO.

Credits 1

-2

P/F credit only

Politics-Foreign Policy and International Relations

POL 505: Studies in World Affairs

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.

Credits 3

POL 555: American Foreign Policy

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.

Credits 3

POL 575: The Vietnam Experience

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.

Credits 3

Politics-National Affairs

POL 501: The American Congress

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

Notes

Offered alternate years.

Credits 3

POL 508: Special Studies in the Political Process

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 if the topic is a different one.

Notes

Writing Intensive.

Credits 3

-4

4 credits in Jan term GEP

POL 511: The American Presidency

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

Notes

Offered alternate years.

Credits 3

POL 533: Southern Politics

Notes

A study of contemporary politics in the American South.

Credits 3

POL 535: Constitutional Law

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

Credits 3

POL 541: Recent United States, 1945 to the Present

A study of the United States from the end of World War II to the present.

Credits 3

POL 542: The Civil Rights Era

A study of the black civil rights movement from the early 1950's through the 1970's and beyond.

Credits 3

POL 550: Elections and Political Parties

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

Credits 3

Politics-Political Theory

POL 500: Scripture and Politics

An examination of the foundational texts of Western Revelation that undergird the political visions of Western humanity: the Hebrew Bible/Old Testament, the New Testament and the Qur'an.

Credits 3

POL 510: Ancient and Medieval Political Philosophy

A survey of the major works in the Western tradition of political thought from the Greeks to the Medieval Theologians.

Credits 3

POL 512: Early Modern and Modern

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

Credits 3

POL 515: Selected Topics in Political Thought

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

Credits 3

POL 516: American Political Thought

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

Credits 3

POL 517: Gender and Politics

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.

Credits 3

Psychology

PSY 502: Psychology of Women

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.

Credits 3

Prerequisites

PSY 100.

PSY 503: Social Science Statistics

A study of the statistical techniques commonly used in the analysis of data in economics, politics, psychology, and sociology. Students will become familiar with the use of computers in data analysis.

Notes

Same as SOC 503.

Credits 3

Prerequisites

PSY 100.

PSY 504: Abnormal Psychology

A study of the changing meanings of the concept of abnormal behavior and the accompanying changes in methods of treatment.

Credits 3

Prerequisites

PSY 100.

PSY 510: Counseling and Psychotherapy

This course reviews the major modern theoretical approaches to counseling and psychotherapy. Students select some number of these approaches to explore this is a lecture and seminar course examining the phenomenon of child abuse and neglect. Included in this course will be an overview of attitudes toward and legal definitions of child maltreatment. In addition, legal issues, parental factors, contextual influences and the developmental consequences of maltreatment will be explored. This course relies heavily on current research and issues in child abuse and neglect. Policy implications will also be emphasized.

Credits 3

Prerequisites

PSY 100.

PSY 511: Behavior Modification

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

Credits 3

Prerequisites

PSY 100.

PSY 532: Psychological Tests

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

Credits 3

Prerequisites

PSY 100.

PSY 536: Theories of Personality and Emotional Disturbances

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

Credits 3

Prerequisites

PSY 100.

PSY 570: Child Abuse and Neglect

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

Credits 3

PSY 580: Human Growth and Development Emotional Disturbances

The study of development and behavior through the life span.

Notes

Offered fall and spring terms.

Credits 3

Prerequisites

PSY 100.

PSY 599: Special Topics

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

Credits 3

Religion

REL 506: Advanced Field Studies in Religion

This course requires students to conduct original ethnological field research with a religious community in the area, teach other students in the class about these communities, and write advanced-level papers about this research as well as present it to the class. Cross-listed with ATH506, REL 406, ATH406.

Credits 3

Prerequisites

REL 100 or REL 104 (or the equivalents) and one 200 or 300 religion course level (or the equivalents), or permission of the Instructor.

REL 570: Islamic and Middle East Politics

An introduction to Islamic politics and to the comparative and development issues of the Arab world and the larger Middle East.

Credits 3

Sociology

SOC 503: Social Science Statistics

Same as [PSY 503](#).

Credits 3

SOC 510: Social Problems and Disorganization

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.

Credits 3

SOC 531: Social Psychology

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

Credits 3

SOC 541: Sociology of Education

An examination of the structures and processes of socialization and social control in the pluralistic society and its educational institutions. Emphasis is placed upon the use of sociological concepts and models in understanding our educational system.

Notes

Cross-listed with EDU 542.

Credits 3

SOC 573: The School and the Family

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

Notes

Cross-listed with EDU 573.

Credits 3

SOC 599: Special Topics

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

Credits 3

Special Education

SED 500: Introduction to Exceptional Learners

This course is designed to familiarize the student with the wide range of intellectual, emotional, physical, and psychological problems characterizing exceptional children and youth. Some attention is given to the nature and scope of special education programs and services, community resources, and rehabilitation.

Credits 3

SED 502: Introduction to Early Childhood Special Education

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

Credits 3

SED 503: Identification and Assessment of Preschool Special Needs Children

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

Credits 3

SED 504: Preschool Special Needs Curriculum and Classroom Management

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

Credits 3

SED 505: Behavior and Classroom Management

This course provides graduate students with the opportunity to design positive classroom management alternatives. It is a prerequisite for the student teaching experience. Students will acquire skills in a variety of areas which include: 1) Assertive Discipline, 2) Questioning and Communication Skills, 3) Motivation Strategies, 4) Cooperative Learning. A practicum is required.

Notes

Online

Credits 3

SED 510: Introduction to Cued Speech

The course is designed to prepare participants to be able to apply Cued Speech theory and demonstrate cueing and cued reading skill. This course has application for special education teachers, speech and language pathologists, audiologists, and kindergarten and first/second grade teachers using a phonics approach to teaching reading.

Credits 3

SED 512f: Directed Student Teaching: Learning Disabilities

This course, which integrates theory and practice, is offered as a culminating experience of the initial certification program. The 60-day course includes observation, participation and directed teaching experience in a local school.

Conferences with the University supervisor and the cooperating teachers and attendance at such seminars as the ADEPT/Student Teaching Orientation are required. The student teacher will be evaluated using the state-adopted ADEPT evaluation. Students must stay in touch with their advisers. Grading is on a pass/fail basis.

Directed Student Teaching Learning Disabilities (6 hours) [Praxis II & PLT exams are prerequisite to licensure- must take before or during this term]

Notes

Grading is on a pass/fail basis. Offered during spring term and occasionally in fall term. Course fee.

Credits 6

SED 512g: Directed Student Teaching: Intellectual Disabilities

This course, which integrates theory and practice, is offered as a culminating experience of the initial certification program. The 60-day course includes observation, participation and directed teaching experience in a local school.

Conferences with the University supervisor and the cooperating teachers and attendance at such seminars as the ADEPT/Student Teaching Orientation. The student teacher will be evaluated using the state-adopted ADEPT evaluation. Students must stay in touch with their advisers.

Directed Student Teaching Intellectual Disabilities (6 hours) [Praxis II & PLT exams are prerequisite to licensure- must take before or during this term]

Notes

Grading is on a pass/fail basis. Offered during spring term and occasionally in fall term. Course fee.

Credits 6

SED 521: Foundations of Autism Spectrum Disorder

The Foundations of Autism Spectrum Disorders course focuses on autism and related disorders. Students will study identification of ASD and other related disabilities; characteristics of learners with ADS; assessment for ASD; factors that affect learning development; educational intervention strategies and learning environment; foundation of communication, social interventions; and behavior management.

Credits 3

SED 522: Practical Adaptations and Inclusion for Students With Autism Spectrum Disorder (ASD)

The goal for the course in practical adaptations is to support students with ASD and improve their learning. Modifications involve changes in the general education curriculum, course content, teaching strategies, manner of presentations, or timing that are needed for students with ASD in the inclusive classroom. Accommodations are applied to the curriculum and instruction and assessment. Accommodations do not change the content but rather provide 'the extension ladder' for students with ASD to get where they need to be. FALL TERM

Credits 3

SED 523: Speech, Language and Communication Development in Autism

Students will study speech, language and communication development such as biological bases of language development; brain development and language development; foundations of language development in domain-general skills and communicative expression; social and communicative foundations of language development; the communicative function of speech; social cognitive skills; structural abnormalities relevant to language development in autism; functional abnormalities in language processing in autism; implications of the neurobiological differences for identification and intervention.

Credits 3

SED 524: Behavior Management in Austim Spectrum Disorders (ASD)

This course introduces the causes and diagnosis of autism, scientific validation, applied behavior analysis, and ethical treatment. This course covers the application of specific behavioral teaching procedures, including prompting, reinforcement, shaping, chaining, error correction and generalization methods, and the development of instructional plans. Emphasis is place on procedures and plans to teach communication, social, self-help and per-academic skills. Application of such methods in inclusive classrooms settings is also considered.

Credits 3

SED 525: Methods and Practicum in Autism Spectrum Disorders (ASD)

This course will provide teachers and other professionals with tools and strategies to implement effective teaching practices for students with ASD. Students are inspired to become highly skilled and knowledgeable of the importance of family partnerships in the education and treatment of students with ASD, as well as the challenges and solutions for including students with marked differences in behavior, sensory needs, and communication ability. Students will master teaching aids such as web-based resources, graphic organizers, and other strategies. The most current information in the fields of evidence-based practices will be provided through the course.

Credits 3

SED 526: Special Education Law

The course features sound, practical help for keeping on top of the issues involved in the highly litigated area of special education. Teachers, educational administrators, and other professionals can learn how to ensure a free, appropriate public education for students with disabilities. They will learn the legal history of special education, get information about legal developments in special education that have occurred in the courts and in the federal government, gain current legal information that will help to keep them aware of developments in this rapidly changing field, and ensure that they are armed with the information they need to develop legally correct and educationally appropriate special education programs. This course will guide professionals in developing legally sound and educationally appropriate special education programming. SPRING TERM

Credits 3

SED 530: Consultative Collaboration Skills Special Education Teachers

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

Credits 3

SED 534: Trends and Issues in Special Education

This course is designed for professionals involved in the education of exceptional children and for other professionals interested in this field. The course will include presentations and discussions of some of the most current topics in special education today, the more salient issues related to the topics, and developing trends and issues.

Credits 3

SED 550: Foundations of Education: Deaf and Hard of Hearing

An introductory course on the history, philosophies, and current trends and issues, and models of education for students who are deaf and hard of hearing. The course focuses on the impact of deafness on the psychological, sociological and vocational development of individuals with hearing losses. It includes methods of guidance, support, and referral for parents.

Credits 3

SED 551: Reading Assessment and Instruction: Deaf and Hard of Hearing

This course acquaints the student with the nature and problems related to reading for student who are deaf and hard of hearing. It includes topics including assessments, reading development theories, instructional practices and reading curricula designed specifically for deaf and hard of hearing students. The course involves a three-hour clinical.

Notes

Offered Fall Term.

Credits 3

Major credit.

Prerequisites

[SED 550](#)

SED 552: American Sign Language I

This introductory American Sign Language (ASL) course develops knowledge and skills for reading and executing a basic vocabulary of manual signs and finger spelling. The use of 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 five-hour clinical.

Credits 3

SED 553: Audiology and Spoken Language Development

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

Credits 3

SED 555: Teaching of Language: Deaf and Hard of Hearing

A course designed to acquaint the student with the nature and problems of language acquisition in persons who are deaf and hard of hearing. Various theories, methods, and materials for the teaching of language are covered.

Credits 3

Prerequisites

[SED 550](#)

SED 556: Speechreading and Audition

A course designed to familiarize the student with the techniques for teaching persons who are deaf and hard of hearing how to speech read and make maximum use of their residual hearing.

Credits 3

Prerequisites

[SED 550](#)

SED 557: Practicum in Instruction: Deaf and Hard of Hearing

This course provides graduate students the opportunity to observe strategies used by in-service teachers of the deaf and hard of hearing and to teach selected lessons to deaf and hard of hearing students in a public school or residential program.

Notes

Offered Spring and Fall. Pass/Fail.

Credits 3

Major credit.

Prerequisites

[SED 550](#), [SED 551](#), and SED 554.

SED 560: Augmentative Communication: Language Intervention Strategies for the Intellectually and Physically Disabled

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

Credits 3

SED 561: Language Development & Disabilities

This course acquaints the prospective teacher in Learning Disabilities and Intellectual Disabilities with 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 system(s).

Credits 3

SED 500

SED 570: Special Topics in Special Education

A graduate level course in specific areas of special education.

Notes

May be taken more than once.

Credits 3

SED 576: Assessment of Exceptional Learners

This course is required for all students majoring in special education and deals with the wide variety of individual and group tests designed to assess children with intellectual, learning, emotional, and hearing disabilities.

Notes

Online

Credits 3

SED 580: Introduction to Intellectual Disabilities

This course is designed to acquaint the prospective teacher with the psychological development and issues associated with an intellectual disability. Attention is given to recent developments and research in this area.

Credits 3

Prerequisites

[SED 500](#)

SED 582a: Clinical II: Practicum in Intellectual Disabilities

This course is designed to acquaint students with the characteristics, behavior, and learning styles of students with intellectual disabilities in a special education classroom.

Notes

Sign-up deadlines are involved. Check with your adviser. Pass/Fail

Credits 3

Prerequisites

[SED 500](#), [SED 580](#), and [SED 586](#).

SED 582b: Clinical II: Practicum in Learning Disabilities

This course provides students an opportunity to observe and work with children with learning disabilities in a special education classroom.

Notes

Sign-up deadlines are involved. Check with your adviser. Pass/Fail

Credits 3

Prerequisites

[SED 500](#), [SED 595](#), [SED 596](#).

SED 582c: Clinical II: Practicum in Emotional Disabilities

This course provides students an opportunity to observe and work with children, with emotional disabilities in a special education classroom.

Notes

Sign-up deadlines are involved. Check with your adviser. Pass/Fail

Credits 3

Prerequisites

[SED 500](#), [SED 597](#), [SED 598](#).

SED 583: Characteristics of Diverse Learners

This course addresses characteristics, nature and needs that distinguish individuals with mild, moderate and severe disabilities. Focus is on definitions, associated learner characteristics, Individualized Education Programs (IEP) and instructional provisions for individuals with intellectual disabilities, learning and emotional disabilities, students at risk, those with cultural and linguistic differences, autism spectrum disorder and traumatic brain injury.

Credits 3

SED 586: Educational Procedures for Intellectual Disabilities

The curriculum and techniques of teaching are studied in relation to teaching students with intellectual disabilities.

Credits 3

Prerequisites

[SED 500](#) and [SED 580](#).

SED 595: Introduction to Learning Disabilities

This course is a study of learning disabilities affecting the educational development of the exceptional child. Emphasis is placed on the definition of, identification and classification of, theories of, and educational approaches to specific learning disabilities.

Credits 3

Prerequisites

[SED 500](#)

SED 596: Educational Procedures for Learning Disabilities

This course deals with materials and methods for teaching children who have particular learning disabilities. Normally, students will have completed EDU 595 before enrolling in this course.

Credits 3

SED 597: Introduction to Emotional Disabilities

An introduction to emotional disabilities including; causes and characteristics of emotional and behavioral disorders, and related learning problems, intellectual disabilities, and cultural disadvantage.

Credits 3

[SED 500](#)

SED 598: Educational Procedures for Emotional Disabilities

An introduction to methods of therapy, management techniques, and educational materials used with children with emotional disabilities.

Credits 3

Prerequisites

[SED 500](#) and [SED 597](#).

Theatre

THR 505: Special Topics in Dramatic Literature

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

Credits 3

THR 560: An Institute in Creative Drama for the Classroom Teacher

This course is an intensive workshop designed to give the student an understanding of the many facets of drama as they apply to the production of Theatre.

Credits 3

THR 568: Creative Dramatics for the Classroom Teacher

Notes

Crosslisted with EDU 568. See Elementary Section for course description.

Credits 3